

Yesterday & Today
no.5, October 2010

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

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

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Manuscripts, in any of the official languages, not exceeding fifteen pages, double spacing (12 font) and accompanied by a CD in Word, or send electronically in Word to the Editor of *Yesterday&Today*, are welcome. A summary/abstract must also be included in a different language to that of the manuscript. Contributors are asked to write clearly and simply and to avoid technical terms as far as possible. The language of all articles must be edited by a professional language editor. The use of informative subheadings is important. Applicable maps, illustrations, and any other visuals are welcome. Please send in a jpeg or pdf format.

For general style, the footnote or Harvard reference technique for article contributions are recommended. Refer to the last pages of this publication for some guidelines and the SASHT'S website: www.sashtw.org.za. The use of correct citation methods and acknowledgement of authors' work is a prerequisite. One hard copy of the entire issue will be sent to a contributor of an article. Currently page fees are charged if the contributor of an article is not a member of the SASHT.

October 2010

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EDITORIAL

Technically, the former “Gister en Vandag/Yesterday and Today” journal will enter its 30th year of existence in 2011. However, officially the publication ceased to exist in 1997 as a result of insufficient funding. After a decade under the auspices of the “South African Society for History Teaching”, the “old” Journal was revived into a modern-day look, and renamed as *Yesterday&Today*. Whereas the content of the previous publication was mainly developed from the needs within the fields of General Education and Training and Further Education and Training, the 2010 and beyond publications of *Yesterday&Today* has gradually shaken off its “infancy” to include articles applicable to the teaching and learning of history at all educational levels.

The main focus of *Yesterday&Today*'s Editorial Board and Editors is to publish articles that will promote and improve the teaching of history (this includes knowledge of history and the methodology of history teaching). Although the Editorial Board will from time to time publishes articles with a contemporary or/and controversial theme, the Board's intentions are mainly to stimulate a variety of teaching approaches or/and perspectives on the past, and not to take part in or promote debates favouring any group or individual in South Africa's history. *Yesterday&Today* is only published in English, and all articles are subjected to a rigorously peer review process.

To acknowledge the large number of GET and FET educators, the Editorial Board has further decided to also include a small percentage of praxis articles in the journal, demonstrating not only an acceptable backing of knowledge but also based on ample teaching experience. These articles will be known as “Hands-on” articles. It is hoped that these articles, as well as those based on substantial research, will each in its own right equip and provide history educators with subject/discipline knowledge, the “know-how” and current research that will increase their levels of competence. Such as the efforts of the pioneers and founders of the *Yesterday&Today* journal, (from 1981 known as “Gister en Vandag/Yesterday and Today” and preceded by “Historia Junior” up to 1980) the 2011 Editorial Board would like to see its efforts as a team effort. Indeed a team effort to support creative and scientific research and activities pertaining to the teaching of History.

In the October 2010 edition we are including a variety of research and theoretical reflections on heritage and its practical application inside and outside the formal history teaching environment. With the new FET history textbooks in the process of being developed after the release of a Draft Curriculum Assessment Policy Statement (CAPS) document in September 2010, it is more than appropriate to learn from the research findings of international colleagues (supported by their students in the research) how the development of textbooks are reviewed and assessed globally.

Although officially only five years old in its current format, the Editorial Board of *Yesterday&Today* hope to annually improve the quality and input of the journal as well as its own efforts to ensure that the teaching voice of history at all levels of education are coordinated and supported. Other major aims are among others to further expand the journal's continuity and quality (by applying for journal accreditation) as well as its availability (by expanding *Yesterday&Today's* current website and hard copy access to open access through the ScIELLO platform).

2010
SASHT
CHAIRPERSON'S REPORT

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Dear members and Executive Committee members of the SASHT. Today, 25 September 2010, I am also making a little bit of history in my personal academic career by presenting a first annual report for the South African Society for History Teaching (SASHT) after the 11 years that Mr Jimmy Verner has run the leadership, and preceded by equally effective leaders such as Mr Bruce Mohammed, Prof Rob Siebörger, Dr Martiz Broodryk, Dr Simon Kekana and Prof Martin Trümpelmann (also a prominent founder of the Yesterday and Today/Gister en Vandag Journal now known as *Yesterday&Today* only). I guess then that, if viewed from an even broader perspective, I am also the first woman ever to lead the SASHT. When willingly and passionately accepting the position as secretary (and later as secretary treasurer) of the SASHT in 1994 I never thought that I will still be around in a leading position. A quite interesting moment I want to share with you during my nomination as Secretary of the SASHT (by the leadership of the time) in 1994 at the then Boland Educational College, was when the well-known writer of History books for Schools, Ms Emelia Potenza, remarked to the SASHT Chair person, with a tone of frustration in her voice: "A woman does not always have to fill the secretary position only". Definitely I was not that prepared or informed then to fill any other position, but I did appreciate her willingness to share her feelings and activism regarding the role that women can fulfil in leading positions. By remembering this incident, does not at all take away the gratitude we owe (and I for that matter) to the previous leadership who each, in its own right, contributed to the activities and focus of the SASHT as the only specific professional History Society for Educators/teachers country wide to act as voice in many ways, and as a platform for any trends and activities in History in all education phases. Also the 2009-2010 leadership within the Executive Committee (Jimmy Verner, Patrick McMahon; Byron Bunt; Johan Wasserman; Simon Haw; Paul Haupt; Fiona Frank; Gill Sutton; Fredah Makwena and Walter Ntsimane) are indispensable and without any of them I would not have been able to walk in front.

The Annual Report to be presented, is divided in six sections:

PERSONALIA:

The Executive Committee members that have stepped down as Executive members for the next term (2010-2011) is:

- Prof Johan Wassermann;
- Ms Gill Sutton;
- Mr Pravin Ram; and
- Ms Fredah Makwena

We are very glad that they are willing to remain as SASHT members and on behalf of the rest of the remaining Executive I want to thank each and all for their enthusiastic contributions the past year (and for some two years and more).

An Executive Member that has sadly passed away the past month is Mr Walter Ntsimane of the North-West Province. The SASHT Executive will try to get hold of his family to pass on our condolences on behalf of all the members of the SASHT.

The outcome, as a result, is that five positions in the SASHT Executive Committee became vacant, and should be filled.

To all SASHT members busy with contributions in textbooks or in other fields of contributing to History as subject/discipline, good luck and may you reap the benefit after having sowed so passionately!

SASHT FOCUS:

Some members occasionally enquire about the focus of the SASHT. Apart from the fact that the objectives of the SASHT can be located on the www.sashtw.org.za website under the SASHT constitution, the early *Yesterday&Today's* also are useful in this regard. I nevertheless exchange them again as a reminder to all on what we are busy with and our focus for many years now:

- Improve contacts between educators of training at tertiary level with teachers in the broad educational field;
- Renew training in the didactics/methodology of History education;
- Utilise the expertise of educators teaching History to assist with the training of future History teachers;
- Debate continuously the content of basic and advanced educational programmes in the training of History teachers with the intention of continuing to improve quality;

- Make History educators and student teachers aware of the relation between History as academic discipline and the didactics/methodology of teaching History at school level to keep abreast with development and academic debates;
- Encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and approach towards, amongst others, controversial topics;
- Make educators of History and student teachers in History aware of the relevance/value of History for the existence of communities and nations in general.

Perhaps, in a next report that will fall within the 25th year of the SASHT's existence, a deliberation on HOW the SASHT has thus far achieved these goals, if at all, should be a goal in at least the SASHT Executive. My personal view is that much has been achieved but these achievements can't be flawless. There always are and will be a space for improvement.

ACTIVITIES DURING THE PAST YEAR, Sept 2009 – Sept 2010:

The Executive Committee has in 2009 decided to distribute the SASHT workload into many portfolios to avoid that one person does all the work and to start trying to search for some creativity in positions and fields where some innovation and creativity is desperately required. For many Executive Members the first year in a specific portfolio was a learning curve, and so we hope that the 2010-2011 term will pave the way for a more dynamic involvement with portfolio positions so that each position can be skilfully defined, accepted and added as part of the extending effort of a more complete constitution (also see remarks later on the constitution). A feedback then on all the portfolios:

Organising the 2010 Conference at Golden Gate National Park-Brandwag Hotel (managed by the SASHT Executive Committee)

- * To organise the first commercial conference (without any conference host) was a mission on its own but well worth it;
- * Though the venue originally was aimed to be the University of the Free State, circumstances did not allow for its realisation, but the Executive pulled through to still host the conference in the Free State Province. Without any hesitation I can say that the SASHT Executive has lived up to expectations to help and to provide support where it was required of them. Great thanks then to especially Secretary Byron Bunt; Treasurer Jimmy Verner; Paul Haupt and Patrick McMahon in the Website "seat" as well as Fiona Frank and Simon Haw for being willing to undertake what was required of them during the conference. I could not have managed if it was not for your enthusiastic support and assistance.

May I then specifically mention Patrick who also, as always in whatever task may I add, did an outstanding service as Master of Ceremonies during this conference. This in turn helped me so much to focus on other tasks that were required. It also was the first year that I did not have to worry about registration, money etcetera. Byron and Jimmy, you did extraordinary well. Thank you!

Yesterday & Today-publication (managed by Elize v Eeden and the Y&T Editorial Board)

- * The October 2009 *Y&T* was published in May 2010. It was difficult to rush towards an October-November 2009 date for publication because all the papers, presented at the 2009 Conference at Crawford College, Johannesburg had to be critically peer reviewed by all Executive members and other peer reviewers and some *Y&T* Editorial Advisory Committee members;
- * The NWU is still responsible for funding the annual publication of the *Y&T* but it is hoped that the application for accreditation at the Department of Education (DoE) in June 2010 will be successful so that the SASHT can run the publication of the *Y&T* on its own funds. The SASHT is grateful to the NWU that came to the rescue of the Journal in 2006 when the first revived edition was published after eight years of no publication and only Newsletters as a form of communication to members;
- * The Editorial Board will be revised before the October 2010 edition is printed in early 2011. The need for a Book Review Editor (with its own team of review readers) is required. The SASHT Executive should appoint a Committee member in this regard;
- * 150 copies of the *Y&T* are annually printed and the cost per edition amounts roughly to R15 000-R16 000.

SASHT e-Newsletter (managed by Simon Haw & Johan Wassermann)

- * From Sept 2009 to Sept 2010 three editions of the SASHT E-Newsletter has been compiled and electronically distributed;
- * From the feedback by users it appears to be a welcome addition to the offerings the SASHT provides;
- * Simon and Johan are thanked for their active involvement in having successfully established the e-Newsletter. If SASHT members continue supporting the Newsletter with a variety of hands on practical and deliberating contributions, the Newsletter can only be successful;
- * Due to Johan Wassermann's resignation as Executive Committee member, this task will be a solo effort by Simon Haw as from Sept 2010 to Sept 2011;
- * SASHT members that are willing to invest some time as regional reporters of information to the e-Newsletter, will be welcomed. Please do correspond with Simon in this regard.

SASHT Website www.sashtw.org.za (managed by Patrick McMahon & Paul Haupt)

- * The SASHT website is the oldest among the three history societies in South Africa. It was established in August 2006, and the need for 2011 is to provide a refreshing look and a wider variety of content as options to explore;
- * Other needs for the website are to make it more users friendly;
- * Patrick and Paul will soon be in touch again with the Webmaster controllers 3Gi to finalise possibilities for doing the remaking themselves without making use of 3Gi, which was not always perceived as that helpful (unless they are involved and paid for broader maintenances);
- * The Conference detail for 2010 was the most important item to deal with. Also the 2009 conference papers, photographs etc. (and eventually the October edition of the *Yesterday&Today*) were loaded on the website;
- * It was mentioned that the South African Historical Society (SASHS) also has obtained the facility of a website in the past two years, and that the SASHT can now learn from them regarding possibilities in maintaining readers refreshed to often visit the SASHT website;
- * The publishers Oxford, Macmillan (and even others) will have to be asked to what extent they still want to maintain their position on the SASHT website (also financially) otherwise, with no financial input they should be removed;
- * A section on News/Smalls hosting a variety of options should be considered;
- * Patrick and Paul are thanked for their continuous efforts to seek a way forward to function independently.

Two portfolios within the Executive I have continuously been in touched with since Sept 2009 to 2010 were Jimmy in the Treasury position and Byron Bunt, running all the Secretariat obligations. I gladly reports as follow:

Treasury: (managed by Jimmy Verner)

The 2009-2010 terms within all SASHT executive Committee operations were the first to see the division again of the Treasury and Secretariat positions. I am very relieved that we were able to divide the two positions again because the load simply is too heavy for one person. Jimmy Verner did what was required in a meticulous way and with painstaking precision. For this I greatly thank him for his time and enthusiasm. Though the outcome of all the payments for the conference are not yet finalised, it is hoped that a small profit will be possible.

Secretariat: (managed by Byron Bunt)

After close to 15 years of running the Secretary position before Byron accepted the nomination as secretariat, I know exactly what it takes to organise conferences, to communicate with members, to correspond in many ways and to be the heart beat of all the SASHT Executive's doings. Byron started to

gradually find his feet into some of these tasks and he did so with a great deal of willingness and positiveness, even when I bombarded him with activities and needs. It's necessary that the Secretariat and the Chairperson should work well together and are not miles away from each other because it is of importance to have regular meetings between the two. Thanks Byron for your extraordinary patience as team member being the closest to the Chairperson which sometimes may not be the best rosy place to be! We appreciate your share in ensuring a successful 2010 conference!

Regional reporting and profile (Managed by Pravin Ram & Fredah Makwena)

Perhaps the weakest section currently in the SASHT structure is or was its inability thus far to find/recruit SASHT members that are willing to invest some time on an annual basis to act as regional representatives. Pravin Ram and Fredah Makwena filled positions to help progress towards achieving just this, but eventually it was realised by the Executive Committee that a new approach is required. A thinking along the lines of the benefits of a regional coordinator profile in which the following activities can be expected from such a position, should be considered by the SASHT Executive and its members:

The Regional Coordinator should:

- * Recruit regional member(s) from the SASHT subscribed membership list;
- * Coordinate regional member(s) to contribute in the following ways:
 - » Distribute information when receiving it from the Regional Coordinator that receives it in turn from the Secretary;
 - » Request for information; regional contacts; research and teaching contributions to be loaded on the SASHT website and/or to be utilised in other portfolio needs such as the e-Newsletter and in marketing etc;
 - » To request communication with the Provincial DoE and Subject Advisors in identifying needs in History on especially GET and FET levels that could be addressed in regional SASHT workshops in which some members of the SASHT can be recruited and become involved due to their skills and experience.
- * Explore ways to be creative; vibrantly communicate and to open other ways of chaining regions and educators of History in regions together to become united in the issues and activities that concerns their subject and profession.

Perhaps the 2010-2011 term will bring forth some development in this regard so that the SASHT can progress towards a vision that has long been neglected. Not because of a lack of willingness but simply because the capacity was not always in place or available to do so.

Conferences/general: (Managed by Gill Sutton)

It was Gill's idea that the 2010 conference should take place in the Free State Province. She has pulled tremendous efforts in August 2009 to commit the Free State University and its Rector, Prof Jonathan Jansen (as key note speaker for 2010) to buy in to this possibility. Though a commitment was obtained, circumstances eventually did not turn out as it was hoped for. It was then that the Day Management of the Executive Committee had decided on Golden Gate and to approach Prof H Giliomee as Key note speaker after many other efforts. I want to thank Gill for her contribution of two years in the SASHT Executive team. As the smiling one she always was more than willing to make a difference where it was required of her. Thanks Gill, we will miss you!

Publishers: (Managed by Fiona Frank)

This newly required portfolio, as from 2009 still ache (though not unexpectedly!), with growing pains. Fiona was dumped into the deep side only to find her way and to eventually develop a structure for this portfolio on which the SASHT can build in future. To identify publishers willing to invest in the SASHT website through a publishing of their products in History on the website; and to approach publishers that's willing to display at SASHT Conference at a cost as well as to link up with publishers willing to provide complimentary history books to be reviewed, are huge assignments. From a SASHT perspective, they can be very rewarding. Fiona thank you for hanging in there to try and make this work! We appreciate! It may very well be that this portfolio will also be linked to the SASHT's need to appoint a Review Editor for the *Yesterday&Today*. This Editor will have its own book review team and a list of criteria which they will follow to review publications and to write reviews. These criteria, developed by the Book Review Editor, will be approved after the SASHT Executive Members were consulted.

SHORTCOMINGS FOR THE NEW YEAR TO BE ADDRESSED, Sept 2010 – Sept 2011

I guess that shortcomings are part and parcel of all that run's something! The SASHT's basket of shortcomings to be addressed is as follow:

- * Five executive positions need to be filled. Needs exist for portfolios in Marketing; Regional Coordinator; conference planning and a workshops coordinator);
- * A communication with members not having e-mail facilities. It has become costly to send out all info via snail mail. We try doing so when sending out the *Yesterday&Today* but it sometimes is not possible;
- * We should think of raising the membership fee because postage fee has become an expensive item that nearly absorbs all the subscription fee per member;
- * SASHT letter heads for each portfolio coordinator should be developed;

- * The SASHT Constitution should be seriously revised to fit within the current doings and requirements of the SASHT.

ACTIVITIES FOR Sept 2010 – Sept 2011

A few very important activities will require attention soon, namely:

- * Developing the 2010 *Yesterday&Today* October edition and works towards accreditation;
- * Developing explicit portfolio assignments for all SASHT portfolios during a special gathering by all the newly appointed Executive members and to add them to the (by then revised) SASHT Constitution;
- * To support Unisa's Department of History (with Ms Henriette Lubbe as the SASHT's host coordinator) in organising the 16th conference in the 25th year of the SASHT's existence. Coincidentally the SASHT was founded at Unisa in 1986 so it just seems appropriate to have them as host again for the 2011 conference, where it all started!;
- * To contribute with comments on the draft History Curriculum (Caps) on behalf of the SASHT. All members are invited to send forth their comments to Patrick McMahon and Paul Haupt who will coordinate the process to the eventual insight and satisfaction of the SASHT Executive before/by the deadline 15 October 2010.

GENERAL

During the SASHT Braai dinner at the 2010 conference we also raised a glass to two special occasions. Firstly a word of appreciation was extended to Professor Johan Bergh of the South African Historical Association and his Executive for donating a substantial amount to make the SASHT Braai possible to SASHT members. The SAHA's history features a decades-long passion for educators of History and the activities of the SASHT. It is hoped that this association of interest will continue in future because it also unites history educators from all levels. By having a Braai as dinner we also, very appropriately, acknowledged the Braai4Heritage on Heritage Day of which Archbishop Emeritus Desmond Tutu, also known as "the Arch" is the "patron". Secondly we also celebrated this occasion with a long standing member of our executive who, since the founding of the Society, has served as member and then as executive committee since the nineties, namely Jimmy Verner. His impressive CV served as motivation to the SAHA to apply for a Certificate of outstanding service in promoting History as subject within the SASHT.

On this positive note then I want to thank each and all in the SASHT and the *Yesterday&Today* editorial for their contributions, their support and their involvement to serve and to listen to each other. Without any cooperation we can't take progressive strides towards strengthening ourselves in our profession. Do your bit and the rest will spontaneously follow.

CONFERENCE 2010
KEYNOTE ADDRESS
THE USES OF HISTORY

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“The past once destroyed never returns. Its destruction is perhaps the greatest of all crimes.” (Simone Weil)

As historians and teachers of history we tend to associate history with three positive things. The first is that history offers us a sense of where we have come from and what our heritage is. The great Polish-born Oxford philosopher, Lezek Kolakowski has formulated it best: “We learn history not in order to know how to behave or how to succeed, but to know who we are.”¹ It also gives us a guide to understanding our place in society and the forces that shape a society.

The second is that history provides us with truths about the past from which to draw lessons for today, and even to devise policies for dealing with intractable problems. A corollary of this is the view that communities that do not heed the lessons of history are bound to repeat their past mistakes or crimes.

The third, closely related to the other two, is that a deep understanding of the past enables us to sense the political direction a society is taking and the future that awaits it.

To briefly summarise the three claims:

- History tells us who we are and where we have come from
- Through the of history we can teach learners and students to become good citizens and assist politicians to become good policies

¹ *The Economist*, 1 August 2009, p. 72.

- With a good grasp of history we can anticipate the future

Anticipating the future

Let us start with the third proposition -- that historians can anticipate future developments particularly well. This can only be accepted on the condition that we grasp the fact that it is only exceptional historians that sometimes have glimpses of the true of nature of historical change.

I would like to explain this by quoting from one of my favourite Big History Books, as I call them. It is the work of JM Robbins *The Pelican History of the World* (1976) that deals with the beginning of civilization three millennia ago until the Cold War in the 1960s.

At the end of the day the only advantage of being a historian is that one may be a little less surprised by the outcome, whatever it is. Only two general truths appear from the study of history. One is that things tend to change much more, and more quickly than one might think. The other is that they tend to change much less, and much more slowly, than one may think. Both truths tend to be exemplified by any specific historical situation, and so, for good or ill, we shall always find what happens somewhat surprising.²

The claim that Robbins is making for history is very modest –as it should be. It comes down to this: the study of history prepares us for a state of mind in which we are too surprised by unexpected developments. While a modest claim, it is one not to be sniffed at.

No historian or political scientist that I know of anticipated the hugest developments of our lifetime, namely the Fall of the Berlin Wall, the rapid disintegration of the Soviet empire and the abrupt end of the Cold War.

It is not as if there is something wrong with historians. Virtually no economist predicted the sudden financial crisis that hit the Western world in 2007, although there were numerous red lights flicking from approximately 2001 about the sub prime housing loans particularly in the United States.

In a lecture to the London School of Economics in 2008 Queen Elizabeth in 2008 asked a group of economists this question: “How could you miss the financial crisis that would hit the banks and the insurance companies due to bad debts? It was so huge.” The economists’ written reply was far from convincing.

² JM Robbins, *The Pelican History of the World* (London, Penguin Books, 1976), p. 1076.

In South Africa virtually no one predicted the rapid disintegration of apartheid and National Party rule, and of the NP itself. If someone ask me why no historian predicted it my reply is that it would not have happened without the Fall of the Wall. If the Wall did not topple, a diluted form of white supremacy may well have lasted ten of fifteen years longer.

It is instructive to note that, for all the talk that South Africans themselves decided on their political destiny, all the big political realignments of twentieth century were the result of unexpected developments in Europe: the outbreak of the First World War, leading to the National Party taking power ten years later, the outbreak of the Second World War that paved the way for the NP assuming power nine years later and the end of the Cold War, which led to the African National Congress coming to office six years later.

Yet I do believe that gifted historians working on a very big canvass, like the history of the world, or a "civilization" or a country, can discern some broad truths about the past. When J.M. Robbins, cited above, wrote in the 1960s and early 1970s he could already see the world economy was experiencing a fundamental shift from the developed to the developing world, and that accelerating technological change outpaced the capacity of the human race to produce answers to the ethical challenges some of them brought in their wake.³

In his *A Study of History* the historian Arnold Toynbee tried to establish common patterns, and even laws in the rise, flowering and decay of 26 civilizations since the beginning of recorded history. In 1949 the magazine put his photograph on its cover as its "Man of the Year". His work was regarded almost in a same spirit of awe. That is no longer the case,

Yet Toynbee once made a comment that showed what value lies in what one can call the long view. In 1952 he responded to a letter to an Afrikaner intellectual who asked him what are the challenges confronting the Afrikaners, who a few years before had voted in the National Party with its radical programme of apartheid. I quote Toynbee's reply at some length:⁴

My personal feeling is that the Afrikaner nation is confronted with a most difficult and at the same time most important spiritual task, which it is bound to undertake, without having any choice of refusing.

It seems to me that, in South Africa, you are faced already with a situation that is going very soon to be the common situation of the whole world as a

3 JM Robbins, *History of the World*, p.1018.

4 P Meyer, *Nog nie ver genoeg nie*, pp. 64-65.

result of 'the annihilation of distance' through the progress of our Western technology... There will never again be room in the world for the different fractions of mankind to retire into isolation from one another again.

Now, in South Africa, the accident of history has put the native, coloured and white people of the country into this difficult situation at an early date: so history — or god — has given you the honourable mission of being the spiritual pioneers in trying to find the solution of a spiritual problem that is soon going to face the rest of the human race as well.

What a term pregnant with meaning is “annihilation of distance” ! Apartheid was in many ways an attempt to prevent the annihilation of distance –the streaming to the cities and towns of poor black and coloured people, their entry into the labour market, their movement up on the labour ladder and into the so-called grey residential areas, the integration of universities, schools and organised sport.

Apartheid crumbled because of what John Kane-Berman called the Silent Revolution –the inexorable breaking down of almost all forms of racial exclusivity in the urban setting.

To get children and students to become absorbed in reading or studying history, it is always good policy to discard the obsession with dates and laws, and get them to understand the underlying process that shape the political context and forge the future.

One of the main keys to the understanding historical processes is to be found in concrete figures, or to call it by its more precise name, demography . “Demography is destiny”. So said a French scholar August Comte nearly two centuries ago, sum up one of the most basic facts of the social processes that shape the future.

When the South African government began implementing apartheid in the early 1950s the whites formed just under 20 percent of the population. That proportion shrank in little more than 50 years to 9 per cent. Apartheid collapsed because of demographic pressure but also because the shrinking white base was unable to provide all the necessary skills.

After 1975 the lack of skills began to strangle the economy.

The historian CFJ Muller, editor of the general history of South Africa called *500 years* published in 1969, also anticipated the political upheaval that the country would experience by the end of the century. He wrote in a remarkably prescient statement that despite the apparent strength of the whites, their lack

of numbers meant that that they would not in any way be assured by the year 2000 they would still be in a white government in a black continent.⁵

In many ways South Africa's social evolution after the mid-1950s preceded that of the world today. The world's thirty high-income countries are home to only a sixth of the world population but these countries are responsible for five-sixth of the production. In most of these countries the birth rate is below replacement level. Nearly 90 per cent of the increase of the world's population presently takes place in the developing countries.

There is an unprecedented push from the so-called Third world to the First World. It will have profound political consequences. There is great political pressure on the parties to stop immigration and deny immigrants the vote. It is like trying to plug a leaking wall with your finger.

By 1980 whites in South Africa, who controlled all the factors of production, also formed approximately 15% of the total population. Their birth rate also plummeted to below replacement rate. The highest birth rates occurred in the "Bantustans" where people were poorest.

Toynbee's annihilation of distance in Europe will not occur as fast as in South Africa, but is increasing every day. A good grasp of history, particularly South African history will help develop a sense that the present order of things is transient: societies do change, sometimes unexpectedly fast, and sometimes painfully slow. Good teachers can alert the children to the possibilities of what a book half a century ago called "Future Shock."

History as a grounding for citizenship and policy-making

It is possible for school history to supplement and re-enforce a sense of personal and national identity in countries who are not too big or too powerful, or where the upper class ceded its privileges long ago. The problem starts when history is used to defend the power or wealth of a country, class or an ethnic group. Almost always there is challenge that seeks to overthrow the claims of the powerful. Such nations are wounded nations.

It is in wounded nations that the powerful steal the history of those without power.

⁵ Cited by A Grundlingh, *History on the Hill: Aspects of scholarship and scholarly life at the Unisa History Department, 1968 – 2000*, *Kleio*, 38, 2, 12006, p. 130.

In power the Afrikaner nationalists projected the key concepts of their history onto the history of other communities. In the present era there is an attempt to depict the whites as merely fringe figures on a scene dominated by blacks and by the ANC in particular. I hear that in draft syllabus a government department is circulating here is a ridiculous attempt to describe the Great Trek as a “white *difaqane*” and to turn the military battles between the Boer Republics and British army as a sideshow of the blacks that fought and suffered in the war.

But it is not only wounded nations that suffer from this malaise. A study of the American school and university textbooks reveals that history is constantly being rewritten to suit the last pedagogical fads and the dominant political groups. The purpose was not so much to inform as to manipulate children. The author concluded: “Small wonder American school children often find history boring and valueless.”⁶

History in the service of the powerful is invariably challenged by radicals whose main aim is to belittle or ridicule their achievements. But this effort often goes too far and indeed may become destructive or disruptive by failing to give recognition to what the system had built up

Tony Judt, one of the most thought-provoking historians of recent times, remarked on this:

The historian’s task is not to the disrupt to for the sake of it but it is to tell what is almost always an uncomfortable story en explain why the discomfort is part of the truth we need to have and to live properly. A well organized society is one know the truth about itself and not one in which we tell pleasant lies about ourselves. History can show you that there was only one pile of bad stuff after another. It can also show you that there has been tremendous progress in knowledge, behaviour, laws, and civilization. But it cannot show you there was a meaning behind it all.

In editing a history of South Africa four years ago I saw my challenge as that of putting our past together in such a way that all communities could identify with the history and take pride in their role. Here are some of the main themes in the *New History of South Africa/Nuwe Geskiedenis van Suid-Afrika* (Tafelberg 2007).

⁶ F Fitzgerald, *America Revised* (Boston, Little, Brown and Company, 1979).

We are all out of Africa and we may in fact all be “inkommers” in South Africa

I have concluded that while most of the future of South Africa is certain –it is and will remain black-- its past has become radically uncertain. Over the past fifteen years the greatest advances in our knowledge about man in South Africa have been the archaeological insights on the transition from the Stone to the Iron Age and the revelations that the entire mankind are descendants from African people.

When the manuscript of *New History of South Africa*, which I co-edited, was ready but still lacked a name I was tempted to call it “A History of South Africa: From Eva to Zuma”. By Eva I don’t mean the Khoikhoi lady at the Cape who stayed in Van Riebeeck’s castle but the African Eve, a person living 200 000 years ago who could be considered our collective ancestor.

The most irate letter I got from a contributor was one from an archaeologist who was angry that I set aside only 4 000 words for the Iron Age -- this while Tom Lodge got only 700 words for his short biography of the great Nelson Mandela.

Seven decades ago we thought of the history of South Africa as spanning three hundred years. Then some historians from Unisa thought they would do a really brave thing and publish a history with the title *Vyfhonderd Jaar Suid-Afrikaanse Geskiedenis*. They were upstaged by the *Oxford History of South Africa* which took it back to 2 000 years ago.

As it turned out the editors of *OHSA* were far too conservative. Some dramatic findings have been made during the past ten to fifteen years about the prehistory of mankind and the central part of Africa in that history. We now know that all of mankind happens to be “out of Africa’ in a very literal sense of the word.

Let me take you through a quick chronology

- *200 000 years ago:* In the present literature the African Eve hypothesis holds sway. It states that DNA types found presently in our global human population can be traced back to a single ancestor, the African Eve, who lived some 200 000 years ago on this continent.
- *100 000 years ago:* Creatures that looked like us roamed around in Africa.
- *50 000 years ago:* Language emerged in Africa.
- *Also some 50 000 years ago:* A small group of Africans, initially probably as few

as 150, left East Africa and populated the rest of the world

- *Some 35 000 years ago:* The African migrants displaced and wiped out the only other modern human species, the Neanderthals.
- *Some 25 000 years ago:* Some racial variations between modern Africans and modern Europeans began to appear. But a 36 000 years old fossil of a modern human found recently in the Karoo did not look like modern Africans, or modern Europeans or modern Khoisan people.
- *Some 2000 years ago:* The Khoisan migrated into what is today South Africa; at about the same time, the first Iron Age Bantu-speaking peoples settled south of the Limpopo and moved rapidly into the eastern half of the country. They were settled in KwaZulu-Natal by 400 AD and the Eastern Cape by 600 AD.
- *Three and fifty hundred years ago:* Some of the descendants of those who left for Europe thirty of forty thousand years earlier returned to South Africa.

In Afrikaans there is the word *inkommers* –those who have moved in. White, black, brown, yellow – all who live in this land – are *inkommers*. Some came in early, like the Khoikhoi and Bantu-speakers and others 17 or 18 centuries later, which is an eyewink in the history of humanity in Africa. The only exceptions are those who are “pure” Bushmen and there cannot be many of them.

We have come a long way very fast. We are all part of a land that has seen great tragedies but also great triumphs. The history I have edited does not have an unifying theme like the struggle against oppression and injustice (Readers Digest History of South Africa)) Still I think there may be something of a common theme: the realization of the different peoples that no one living could survive on its own and at the expense of others. Enslaving others also enslaved the owner.

It has not been a bed of roses for most. As late as 1941 CW de Kiewiet remarked the South Africa is essentially a country with poor land, poor gold and poor people (He meant poorly educated people, white and black but by far the most people, apart from a small upper stratum in the white community, were in fact poor) As the Alec Guinness character in the movie Dr Zhivago said “We have come a very long way very fast”

In 1949, the elderly Jan Smuts, recently defeated in a momentous election, observed: “The whole world is moving into a Colour phase of history, with results none can foresee and South Africa should dread most. Still, the worst, like the best, never happens [in South Africa]”.

This ignores some of the cruellest episodes in South African history – the extermination of the Bushmen, the subjugation of the Xhosa and their national suicide, the suffering of migrant workers on the mines and the deaths of women and children in concentration camps during the South African war. During the 1930s and 1940s the slums in the South African cities were among the worst in the world. Apartheid destroyed many tight communities and closed off career chances.

The worst did not happen in the 1980s and 1990s. The feared blood bath did not occur in the transition from white to black rule. South Africans proved to be resilient and innovative. Urbanisation, better health care, the provision of mass education and a narrowing racial gap in education have produced a proliferation of skills across the colour spectrum.

We tend to magnify our failures and miss the magnitude of our successes

If someone from Mars were to land here without any clue about our history and start reading our newspapers and magazines she would probably conclude that some major setback occurred here in the first half of the twentieth century, followed by an unmitigated disaster in the second half. She would think that the state that was transferred in 1994 fell out of the air, that development of the economy and the infrastructure had been in the doldrums since 1910. She would probably believe that in terms of some key economic indicators South Africa between 1948 and 1994 slumped thirty or forty places in the world league.

Such a dramatic decline can indeed happen to countries. Argentina between the 1930s and 1990's slumped in terms of per capita income from a place in the top ten in the world in 1930 to fiftieth. That happens when you get sharp swings from the left to right in government along with large-scale state corruption.

In South Africa there has never been a major economic slump lasting for more than three or four years. The upward curve of the economy is virtually unbroken such the time of Union of South Africa. Since 1945 the size of the economy increased by threefold times. What were the reasons for the astounding growth of South Africa in the twentieth century? Why did the country not remain a mining camp with a stunted manufacturing sector and dependent largely on imports for manufactured goods and food? Why has South Africa grown so strongly?

Continuity in the civil service

It was that bête noire of Afrikaner historiography, lord Alfred Milner, who was responsible for inaugurating the good and efficient administration that was so beneficial for economic growth. He had this refreshing, if undemocratic perspective on governing a country: “All good government is good administration, all the rest is rot.” Michael O’Dowd correctly observed that by 1910 South Africa had a far better civil service than any country could expect at that stage of its development. He introduced proper tax collection, local government, and independent, clean civil service. Although the Afrikaners acquired political power in 1910 it did not insist on Afrikanerising the middle and top levels of the civil service. It took until 1960 before the top levels of the civil service matched the white population composition. Apart from a few isolated cases, corruption on the higher levels was rare.

The government, left alone an English business class, was unapologetic about striving for wealth

There is no place in the world that I know of where a community like English-speaking South Africans was so lacking in political power and yet so totally dominant in the economy. Yet they did not feel any need to apologise for their economic power or to assist the Afrikaners or any other group in building up their businesses. English-speaking business in fact went on with the business of doing business. All the mining houses eventually had their head-offices in South Africa, and from the 1920s invested a growing share of profits in local industry.

The politicians during the period of Union had the good sense of starting a para-statal sector

One of the strange things about South Africa is that there never was a serious attempt to nationalise industry. The Hertzog government embarked on the establishment of Iscor and Escom and the Smuts government founded the Industrial Development Corporation. These corporations provided the main avenue for Afrikaner acquiring managerial expertise and they also dampened the ardour for nationalisation.

To have the history of a colonial state does not condemn a state to failure

Colonialism certainly was cruel and unjust, but it also created the potential for a successful state. Brazil was also a colonial state but is now considered a successful state despite inequalities as huge of those of South Africa. Algeria and Zimbabwe are considered by many to be failed states. Despite the huge inequalities South Africa was never considered a failed state.

By 1976 it was well on the road to becoming a successful state. On the world-rating list it had the 18th largest economy and it was the 15th largest trading country. By 2007 it had fallen to 28th and 37th on the list. What went wrong?

Black and coloured people continued to strive for a better life despite the handicaps imposed on them

For South Africa to democratise it needed the following

- a prolonged period of growth that lifted the members of the electorate to a position where their skills rather than their colour was their safeguard, and where those excluded from the vote steadily advanced economically.
- a functioning system of mass education,
- social and political organization in all sections of the population,
- occupational mobility,
- the growing degree of house ownership
- mass-consumption

To most of these developments black and coloured people made an enormous contribution. They did everything they could to get their children a good education, although they knew it was inferior to that of whites. They built trade unions despite oppressive measures. They acquired their own homes and became consumers. They became politically active and formed organizations and civic societies. During the 1980s they mustered enough opposition to white rule to force the government to fundamentally reconsider its position.

History tells us where we come from and who we are, and if we are lucky it may teach us a little bit of wisdom

In a country like South Africa with its history of division the question

of social identity is often addressed on different levels. Every person is an individual. Most identifies with the people of South Africa, but there are also individuals who identify strongly with their particular community or a religious group.

Tony Judt, one of the most interesting modern historians, remarked: “History is a story, a story needs a narrator and a narrator needs to be standing somewhere. The view from nowhere does not work”.⁷ He stressed that the concern with the universal should not obscure the national or the particular elements of political change.

The first challenge of history is to learn to understand and judge yourself and your community before attempting to understand and judge others. When I began writing a book on the Afrikaners in the mid-1990s, I saw my challenge as that of writing with empathy and understanding, without condoning or explaining away the injustices the Afrikaners perpetrated. In the book’s introduction, written late in 2002, I would cite the words of FDH Kitto, a historian of Greece in antiquity: “To understand is not necessarily to pardon, but there is no harm in trying to understand”. This statement is not quite the safe position it seems. Neville Alexander, a literary scholar and political activist responded to Kitto’s words by citing Madame De Stael’s ‘*tout comprendre rend très indulgent*’. The *Oxford Concise Dictionary of Quotations* translates this as: “To be totally understanding makes one very indulgent”. One could also say “too indulgent”. Alexander’s comment highlights the very fine but also very important line between apology and empathy.

An American scholar who had embarked on a study of the Maoris in New Zealand asked a respected Maori leader how to approach the task: He advised her first to write the story of her own people. We cannot begin to understand or judge other people before we get to know our own respective communities well –warts and all.

A second lesson of history is to respect the integrity of each historical epoch and to refrain from judging people with the benefit of hindsight. In insisting that historians should try to record history *wie es eigentlich gewesen*, the German historian Leopold von Ranke implored people to engage in an exercise in *historische verstehen*, which is to understand the past in its own context. The task was to understand the past, not to change the present political order. Hence, the study of the past should be divorced from the “end result”, the passions, values and motivations of our present day. Each period

7 T Judt, ‘The Story of Everything’, *New York Review of Books*, 21 September 2000, p. 66.

in history was “immediate to God” and had to be treated on its own terms. There were creative forces and moral energies at work in the past that gave a study of history value and meaning in their own right.

The British historian Herbert Butterfield suggested an apt metaphor for an attempt to write history to conform to present prejudices and obsessions: “When we organise our general history with reference to the present we are producing what is really a giant optical illusion”. It is quite wrong to abstract things from their historical context and judge them apart from their context. It is also wrong to see history marching inexorably to its fated outcome. In each generation there is what Butterfield calls “a clash of wills out of which there emerges something that probably no man ever willed”.⁸

The third challenge is to get students or pupils to grapple not only with what indeed did happen but also with what did not happen and the reason why history did not take an alternative course or courses. The Dutch historian Johan Huizenga advised historians to constantly put themselves “at point in the past at which the known factors will seem to permit different outcomes”.⁹

Thirteen years ago a book appeared that is edited by Niall Ferguson, the well-known economic historian. Called *Virtual History: Alternatives and Counterfactuals* (Picadoc 1997). Among the chapter headings there are:

- What if there had been no American Revolution?
- What if Britain had stood aside in August 1914?
- What if Nazi Germany had defeated Britain?
- What if the Communism had not collapsed?
- The book stimulated me to write a column. What if South Africa in 1948 chose the qualified franchise instead of apartheid?

Defending the use of counter-factuals as a heuristic device, Ferguson writes that we constantly ask counter-factual questions in our daily lives and then adds:¹⁰

Of course we know perfectly that we cannot travel back in time and do things differently, But the business of imagining such counterfactuals is a vital part of the way we learn, Because decisions about the future are—usually—based on weighing up the potential consequences of alternative courses of action, it makes sense to compare the actual outcomes of what we did in the past with the conceivable outcomes of what we might have done.

8 H Butterfield, *The Whig Interpretation of the Past* (New York, Norton, 1965), p. 28.

9 N Ferguson, *Virtual History: Alternatives and Counter-factuals* (London, Picador, 1997), p. 1.

10 N Ferguson, *Virtual History...*, p. 2.

Ferguson writes that we constantly ask counter-factual questions in our daily lives.

People read history and novels to put themselves in the position of people having to make critical decisions that test their moral character. The challenge for the historian and particularly for the historian is to enable the student or the reader to enter into the minds of people on both sides of a conflict and view their fears and aspirations sympathetically.

Let us for instance take the example of the Munich agreement that Neville Chamberlain in 1938 signed with Adolf Hitler in an attempt to stave off a second world war within the space of twenty years. Was Chamberlain misguided or was he in fact quite rational to try to reach an agreement with Nazi Germany? We must try to assess his motivations without bringing into play our knowledge that Hitler was utterly ill-suited as a negotiating partner and that Nazi Germany was bent on war.

We can also point out the necessity of understanding the uniqueness of Munich and Hitler and the American folly of fighting a war in Vietnam or Afghanistan on the spurious grounds that the lessons of Munich was to stand up to dictators at an early stage. As important as the so-called lessons of history is the urgent need to understand the dangers of drawing the wrong lessons from history.

Just as Hitler wanted a super German state in Europe Alfred Milner in the 1890s wanted a super federal state consisting of Britain, Australia, Canada and a new South Africa governed by the superior Anglo-Saxon race federal state. In later years a noted British journalist remarked: 'As a racist politician Milner is the only important British leader who deserves some comparison with Hitler. Both looked forward to world domination by their own tribe of the white race; both engineered and provoked war to bring that vision nearer.'¹¹ Historians and history teachers should ask the question. Would Afrikaner nationalism ever have gained such force if Milner had not succeeded in engineering war.

There is also the key issue of resistance to apartheid. In 1960-61 the ANC leadership was increasingly harassed and the movement was banned. The strategic options open to the leadership were debated. Was the decision to embark on armed resistance the best? Did the ANC waste time until the 1980s when the shift to a people's war took place?

11 N Ascherson, 'The War That Made South Africa', *New York Review of Books*, 6 December 1979, p. 12.

A key question about apartheid that needs to be asked is the following: What were the alternative options to the government at the time the Second World War ended? To what extent did apartheid differ fundamentally from the policy of segregation that preceded it?

To address these questions a look at *No Easy Choice* by Huntington and Nelson is instructive. (It must be emphasised that the authors did *not* write it with South Africa in mind.) It proposes three models to depict different development paths, which I outline below. I am offering the models here as variants of employing counter-factual history as a heuristic device,

The first model of Huntington and Nelson is what they call the ‘vicious circle of the technocratic model’:

- less political participation (i.e. curtailment of the vote);
- leading to more socio-economic development as a result of the suppression of the working class;
- less socio-economic equality;
- less political stability;
- and ending with a participation explosion.

This was the route South Africa by and large followed, except for the fact that there was not less socio-economic equality but a slow narrowing of the white-black gap. The apartheid period can be divided into two: the harsh and rigid first phase, lasting until the early 1970s, and the reformist phase from 1972-1994. By the early 1990s South Africa was spending more, as a percentage of GDP, on social assistance in the form of non-contributory schemes than developed countries and more than almost any country in the developing South. In 1993 interracial parity was achieved in old-age pensions.¹²

The second model they call the “vicious circle of the populist model”

- more political participation (i.e. extension of the vote);
- leading to more socio-economic equality;
- less socio-economic development;
- less political stability and the flight of capital ;
- and a participation implosion (i.e. suspension of democracy).

¹² J Seekings, ‘Providing for the poor: Welfare and redistribution in South Africa,’ Inaugural lecture, University of Cape Town, 23 April 2003.

In the article I argue that this is more or less what would have happened if the ANC had gained power in the 1950s: a rapid extension of the franchise from the platform of the qualified vote, leading the implementation of the Freedom Charter and the nationalisation of several industries. As a result of a flight of investment capital there would be less socio-economic development followed by less political stability (white resistance and urban riots) ending in a 'participation implosion' (suspension of Parliament and the rule of law).

Huntington and Nelson also introduce a third model, the 'benign liberal model.' This assumes that broad-based socio-economic development would lead to greater socio-economic equality, producing both political stability and democratic political participation.

The journalistic view of apartheid in South Africa today is a crude amalgam of both the liberal and populist model. Let me explain graphically what this belief entails:

- the more people regardless of their colour or descent after 1945 were brought into the market; and schools on the basis of equality;
- the more the economy would open up and the more the labour market would be liberalised;
- the more the economy would expand;
- the more political freedoms would increase;
- the more stable the political system would become;
- the more racial and ethnic tensions would dissolve;
- the more prosperity and happiness would ensue.

In brief, this adds up to the proposition that liberal capitalism (a free-market economy) and a liberal democracy go together. This is indeed what happens in a developed country, like the USA in the twentieth century. However, liberal capitalism and liberal democracy have not gone together in countries in the Southeast Asia and in Africa with deep racial and ethnic divisions. In these societies, and also in South Africa, people do not compete or vote on an individual basis, as liberals believe, but as members of a group. The market strongly tends to favour certain ethnic minorities over the other.

One does not know what would have happened if a free market and free political institutions had been introduced at the outset. But the colonial state of nineteenth century South Africa, like other colonial states intervened heavily in favour of whites, which made the twentieth century struggle over

control of the state particularly intense.

Conclusion

We study history to learn the basic facts of the past that help to explain the world in which we live. Our world is radically different from the world that past generations had known but that does not mean that some lessons of some of the events of the past are no longer applicable. When the biography of Siegmund Warburg, a great London banker of the previous century was launched recently, the author, Niall Ferguson, was asked this question: What was the great moral change between today, with the world facing a major financial crisis, and the days in which Warburg worked. His answer was that they had seared into their memories the lessons of the Great Depression and particularly the lessons of reckless, speculative banking. Every financial and political scoundrel likes to make the claim that the systems of the modern era are different, is much more sophisticated and can never fail. That is where a sense of history comes in. What a study of history says is: Pride comes before a fall. It had happened before. History urges caution.

School children and teachers today face a much more complex world than people like I did in the 1950s (as a pupil) and in the early 1960s (as a teacher). Yet some things did not change. The best thing high school education can give a young person is the ability to think independently and to write clearly (the two often go together). To this I would *historische verstehen*, a historical understanding that comprehends the past in its own context. If one grasps what made societies change in the past one may well be in a better position to make more sense of the turbulent politics of currents societies. At least one is likely to be slightly less surprised by unexpected twists and turns.

Stellenbosch

September 2010



South African Society for History Teaching

15th Annual Society Conference

at the

Conference: Golden Gate National Park

24-25 September 2010

THEME

HERITAGE IN THE HISTORY CURRICULUM

The how to of yours, mine and ours in a still divided community environment

Venue: Brandwag Conference facilities, Brandwag Hotel, Golden Gate

Master of Ceremonies (for the duration of the conference): Mr Patrick McMahon

Thursday 23 September 2010:

TIME	MEETING
17:30 – 21:00	SASHT Executive Meeting and Business Dinner

Friday 24 September 2010:

TIME	PRESENTERS	PAPER/WORKSHOP TITLE
<u>08:00 - 09:00</u>	<u>REGISTRATION:</u> Refreshments & SASHT Conference registration	

TIME	PRESENTERS	PAPER/WORKSHOP TITLE
09:00 - 09:10	WORD OF WELCOME: Prof Elize van Eeden (Chairperson SASHT)	
FACILITATOR: <i>Prof Elize van Eeden</i>	KEY NOTE ADDRESS:	PAPER/WORKSHOP TITLE:
09h10 - 09h45	Prof Hermann Giliomee (US, Stellenbosch)	<i>THE USES OF HISTORY</i>
09:45 - 10:00		QUESTIONS
10:00 - 10:30	VIDEO: Mr Velaphi Fatyela (Ikageng Time Travel Committee)	<i>A TIME TRAVEL EVENT: Time Travel for young learners. The example of Ikageng, Potchefstroom</i>
10:30 - 11:00	TEA	
FACILITATOR: <i>Mr Simon Haw</i>	PRESENTERS OF PAPERS/WORKSHOPS:	PAPER/WORKSHOP TITLE:
11h00 - 11h20	Mr Paul Haupt (The Settlers High School, Cape Town)	<i>THE SCHOOL AS MICROCOSM OF COMMUNITIES AND THEIR HERITAGE AND THE NEED TO ENCAPSULATE THIS IN THE WRITING OF SCHOOL HISTORIES</i>
11:20 – 11:40	Mr Mosebetsi Mofokeng (DoE, Free State)	<i>WHY HERITAGE IN THE HISTORY CURRICULUM?</i>
11:40 – 12:00	Ms Michelle Koekemoer (University of KwaZulu-Natal)	<i>EDUCATING THE NATION ABOUT UNION – WHOSE HERITAGE?</i>
12:00 – 12:20	Dr Henriette Lubbe (UNISA, Pretoria)	<i>EMPOWERING SECONDARY SCHOOL TEACHERS TO TEACH HISTORY AND HERITAGE THROUGH OPEN AND DISTANCE LEARNING</i>
12:40 – 13:00	Ms Dee Gillespie (Jeppe High School for Girls, Johannesburg)	<i>IDEAS FOR HERITAGE LESSONS</i>
13:00 – 13:15		QUESTIONS
13:15 – 14:00	LUNCH	

TIME	PRESENTERS	PAPER/WORKSHOP TITLE
FACILITATOR: <i>Mrs Fiona Frank</i>	PRESENTERS OF PAPERS/ WORKSHOPS:	PAPER/WORKSHOP TITLE:
14:00 – 14:30	Mrs Tienie Beukes (St Mary's DSG, Pretoria)	<i>HOW TO GUIDE LEARNERS TO ULTIMATELY PRODUCE A HERITAGE DOCUMENTARY MOVIE</i>
14:30 – 14:50	Mr Simon Haw (Former Subject Advisor, Umhungundlovu District, Pietermaritzb. KZN)	<i>GETTING YOUR HANDS DIRTY – HISTORY FIELDWORK</i>
14:50 – 15:10	Dr Pieter Warnich (NWU, Potchefstroom)	<i>THE VALUE AND ROLE OF CEMETRIES: DESIGNING A POSSIBLE METHODOLOGY FOR TEACHING HERITAGE TO HISTORY LEARNERS</i>
15:10 – 15:30	Dr F Cleophas & Mr B. Firth (Crestway High School Cape Town)	<i>KAROO ERFENIS: A ROADMAP FOR TEACHING HERITAGE IN A MEANINGFUL WAY</i>
15:30 – 15:50	Mr Johann Strauss (NWU, Vanderbijlpark)	<i>MONUMENT TRAILS</i>
15:50 – 16:10		QUESTIONS
16:10 – 16:30	TEA	
FACILITATOR: <i>Mr Patrick Mc Mahon</i>	PRESENTERS OF PAPERS/ WORKSHOPS:	PAPER/WORKSHOP TITLE:
16:30 – 16:50	Mr Buti Kompfi (UFS, Bloemfontein)	<i>SIMPLIFYING THE ASSESSMENT OF HERITAGE ASSIGNMENTS</i>
16:50 – 17:30	Ms Marlene Silbert (Holocaust Centre, Cape Town)	<i>THE HOLOCAUST: LESSONS FOR HUMANITY: TEACHING THE HOLOCAUST IN POST-APARTHEID SOUTH AFRICA</i>
17:30 - 17:40		QUESTIONS
18:15 -	SASHT BRAAI <i>(with compliments from our sponsors)</i>	

Saturday 25 September:

08:30 - 09:00	REGISTRATION: Refreshments & SASHT Conference registration, <u>SASHT membership</u> subscription and <u>nominations</u> for Executive positions	
<i>Mr Paul Haupt</i> 09:00 – 09:20	Mr Simon Haw (Former Subject Advisor, Umgungundlovu District, Pietermaritzb, KZN)	<i>WHAT'S IN A MONUMENT? – UNDERSTANDING THE IMPORTANCE OF CONTEXT</i>
09:20 – 09:40	Mr Matthew Marwick (Maritzburg College, KZN)	<i>SETTING UP A SCHOOL MUSEUM</i>
09:40 – 10:00	Mr Lawrence Thotse (UP, Pretoria)	<i>MONUMENTS OF PATRIOTISM: THE COMMEMORATION OF WARRIOR KINGS IN LIMPOPO PROVINCE</i>
10:00 – 10:20	Mr Boitumelo Moreeng (UFS, Bloemfontein)	<i>EXPLORING HERITAGE IN THE CLASSROOM: TOWARDS DEBALKINISING NATION BUILDING</i>
10:20 – 10:40		QUESTIONS
10:40 – 11:00		TEA
11:00 – 12:00		SASHT AGM
FACILITATOR: <i>Mr Jimmy Verner</i> 12:00 – 12:20	PRESENTERS OF PAPERS/ WORKSHOPS: Ms Sue Krige (WITS, Johannesburg)	PAPER/WORKSHOP TITLE: <i>THE POWER OF POWER: THE USES OF INDUSTRIAL HERITAGE, AND POWER STATIONS IN PARTICULAR IN CONTEMPORARY DEVELOPMENT PROJECTS AND IN THE HISTORY CURRICULUM</i>
12:20 – 12:40	Dr Jackie Grobler (UP, Pretoria)	<i>UTILISING HISTORICAL SITES IN THE TEACHING OF HISTORY, WITH SPECIFIC REFERENCE TO "STRUGGLE"-MEMORIALS"</i>
12:40 - 13:00		QUESTIONS

<p><u>MASTER OF CEREMONIES:</u> <i>Mr Patrick McMahon</i></p> <p>13:00 – 13:20</p>	<p>Prof Elize S van Eeden (NWU, Vanderbijlpark)</p>	<p>CONFERENCE SUMMARY & some general thoughts on teaching heritage in the 21st Century</p>
<p><i>13:20 - 14:30</i></p>	<p><i>Closure LUNCH</i></p>	
<p><i>14:30 -</i></p>	<p><i>Post Conference Heritage Tour</i></p>	

HERITAGE TOUR!!

(OPTIONAL and FREE. When registering at the Conference, please indicate if you will join Simon Haw as your tour guide. Family are welcome to join in)

We will meet outside the conference venue at Golden Gate. Before proceeding on the tour, your guide will spend a few minutes describing the fascinating geology of this beautiful area. We will then proceed towards Clarens. Your guide will point out features such as Naauwpoort Nek, which is close to where a force under Paul Kruger fought a battle against the Basotho in 1865. We will proceed to Clarens to briefly point out some historical features of the town. From there we will proceed about 10 km along the Fouriesburg road to Surrender Hill, where your guide will tell you the story of the Brandwater Basin Operations which led up to the surrender of a force of about 3 000 Boers under General Marthinus Prinsloo at this place on July 30, 1900.

BOOK DISPLAYS

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

SASHT SUBSCRIPTION AS MEMBER: R140 per annum (for the Sept 2010- Sept 2011 registration year). For the 2009-2010 year the subscription is R130. Currently your subscription Benefits: 2 hard copies of the Journal Yesterday&Today; four SASHT Newsletters annually; regular info on the SASHT website that must be maintained on a monthly basis and info on conferences. By subscribing to the SASHT as member you also personally contribute to professionally maintain History as discipline and as subject in schools. To register, visit the www.sashtw@org.za website for information.

- **All enquiries:**

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

SPONSOR: We thank the Historical Association of South Africa (HASA) for partially sponsoring the dinner we will enjoy on the 24th of September.

REPORT ON THE 2010 SASHT CONFERENCE

Theme

HERITAGE IN THE HISTORY CURRICULUM:

The how to of yours, mine and ours in a still divided community environment

Prof Elize S van Eeden

North-West University

Elize.vaneeden@nwu.ac.za

The South African Society for History Teaching was founded in 1986 and 15 conferences later I can say that this conference on heritage in the curriculum was the second to relate to the theme heritage. In 1998 the 6th conference was held at the Cultural Historical Museum, Cape Town and titled *History, Heritage and Curriculum 2005*. Twelve years later the need has arise to discuss heritage again, and it coincidentally fall together with the recent public making of the draft manuscript on the DoE's History Curriculum in the GET and FET Phases.

May I extend my warmest thanks to the 20 presenters that has made it possible for all of us to gather in one of South Africa's most breath taking environments with its own very specific histories worth commemorating. In this regard a special thanks to Mr Simon Haw who has travelled in time with us in a post conference Heritage tour. This conference gathered presenters from all over South Africa. To be somewhat specific, the following statistics of presenters (and it does not relate to rugby at all!) may allow you to feel proud or disappointed: four Capetonians; three from Free State; four from KwaZulu Natal and eight from the Gauteng Province). We unfortunately missed out on many provinces but hope to recruit members in these once a regional structure, within the SASHT's activities, could an acceptable find format.

The conference theme was well presented in the papers. The quality and standard of all the presentations is appreciated. The HOWTO in the conference theme most certainly was demonstrated efficiently, and so uniquely, in most papers dealing with "HOW". We were also exposed to micro and macro events as memories of past wrongs and rights that could have contributed to more understanding, or to divisions, or even to uncertainties leading to a

causing of wounds. These can only be managed (and listen, I don't say heal yet) if we as educators of History approach every theme in the classroom with a sober historical mind within a meaningful and acceptable teaching methodology.

To concisely summarise the presentations of the 2010 conference from the Chairperson's perspective, the presentations/workshop presentations are divided in five categories within the main theme of the conference:

- Themes that were presented on Heritage opportunities within School/ University Societies
The papers to be associated with in this division are those of Paul Haupt; Simon Haw and Matthew Marwick.
- Themes that were presented on Heritage "how to's" related to the History Curriculum
The papers to be associated with in this division are those of Henriette Lubbe and Pieter Warnich.
- Themes that were presented on Heritage "how to's" as fieldwork assignments but perhaps not specifically related to the History Curriculum
The papers to be associated with in this division are those of Dee Gillespie; Tienie Beukes; Johann Strauss; Simon Haw's second paper; Lawrence Thotse; Jackie Grobler and Sue Krige.
- Themes that were presented on general ideas on teaching heritage
The papers to be associated with in this division are those of Motsebetsi Mofokeng; Barry Firth; Buti Kompi and Boitumelo Moreeng.
- Themes that were presented on general ideas/thinking (though specific in its own right) on national/international themes with some opportunities for linking/relating it to heritage.
The papers to be associated with in this division are those of Hermann Giliomee; Michelle Koekemoer and Marlene Silbert.

We are currently, yet again, facing a revised History curriculum and valid questions very well may be "in what themes can we explore heritage opportunities" OR "are there specific heritage themes that can be exploited as we did not do so up to now and now they may be less?" I would like to think that we should consider exploring the current and newly revised History Curriculum as an "open agenda" regarding the way we deal with teaching methodologies in History to approach heritage themes, or even any theme in the History Curriculum, through a more familiar (local history) to

the unfamiliar (national or international curriculum themes). In doing so any theme in a History Curriculum has the potential to be applied or utilised as a heritage theme to eventually provide a better understanding for a theme that's actually accentuated as a Curriculum theme. Think for example about themes like protests; economic growth; slavery; liberty movements; Trade Unions; power abuse; conflict; transformations and resettlement that links to local heritage sites etc (all these core concepts relate to themes in the newly drafted History curriculum which can, with creativity and innovation, be extensively explored. There is also no reason why History textbook developers can't guide educators a little bit more in this regard to serve the value of Heritage as an undisputed activity that covers the whole of South Africa in every micro community (and in all country for that matter) with its presence. These micro historical events as part and parcel of past doings can't be selected into a state of "non existence and not important" for the sake of "nation building" in an "anti conflict society approach". They (the mine and yours should be explored across all groups and languages to be able to achieve the "ours" in South Africa. You can't create an "ours" on an empty foundation. That is where History can and should compliment any discussion or activity in Heritage.

Its heartening to have become aware that history educators value the worth of the variety of local histories, and I want to endorse the utilising of your area's/region's local history to help your learners in History to understand the broader curriculum themes better. In a general sense I want to provide my support to Paul Haupt, Simon Haw and Matthew Marwick for making heritage alive in a History Society (outside the class context). History teachers and educators in the HET phase actually are in an excellent position to explore this possibility to eventually help preserve an area's local heritage. Obligations should expands the walls in which we teach. These opportunities can in turn provide educators excellent opportunities for further studies so dearly needed. Local History teacher VHT Skipp (an American) is an excellent example of a History Teacher that has contributed in the field of local history but also simultaneously leaving behind to followers a methodology for doing so and making the teaching of History come live.

With these thoughts I leave you with. Thanks again to all who contributed, who attended and who have helped to make a success of this conference!

SASHT
ANNUAL GENERAL MEETING
23 SEPTEMBER 2010

The 2009-2010 executive were:

- Prof Elize S van Eeden (Chairperson)
- Mr Byron Bunt (Secretariat)
- Mr Jimmy Verner (Treasurer)
- Mr Pravin Ram (Regional representative)
- Mr Simon Haw (e-Newsletter)
- Mr Walter Ntsimane (Regional representative)-passed away weeks before the Sept Conference
- Mrs Fredah Makwena (Regional representative)
- Mrs Gill Sutton (Conferences/general)
- Prof Johan Wasserman (e-News Letter)
- Mrs Fiona Frank (Publishers connections and funds)
- Mr Patrick McMahon (Website)
- Mr Paul Haupt (Website)

AGENDA & DISCUSSIONS

1) Outstanding matters from previous discussions since the 2009 September conference

1.1 Personal information of Executive Committee

Patrick and Paul urgently need the cooperation of all regarding their personal info for the website.

Regional representatives: We currently have the two following people members who volunteered to act as regional representatives: Dr Boitumelo Moreeng (Free State) and Mathew Marwick (KZN).

1.2 Caps doc

As you know the SASHT, due to time constraints, did not propose any changes in the CAPS doc. in 2010. At this stage the revised CAPS doc has been distributed and some of you are eagerly contributing in the process to write history textbooks. For the sake of the SASHT Newsletter please let Simon know who are involved AND your opinion thus far regarding the CAPS Doc?.

1.3 Unisa Conference 2011 & Guest speaker; as well as invitations to present papers (and deadlines for abstracts)

The key organiser is Henriette Lubbe of the Unisa History Department. More detail on the conference information will be added on the website by end of February 2011. PLEASE distribute this and the membership info as best as you can and also present papers or identify people that Henriette and the SASHT perhaps can formally invite to present papers.

2) Yesterday&Today matters

2.1 Accreditation process – still outstanding.

2.2 October 2010 publication – Contributors of papers must please respond before/by end of September 2010 to allow ample time for the peer review process.

2.3 Book reviews & Book Review Editor

Michelle Koekemoer and Fiona Frank agreed to take responsibility for this section from the October 2010 edition. Due to the HET links that the Journal must reflect, It has been decided that Michelle should take the seat as Book Review Editor (general history) and to develop guidelines for reviewing books for the Y&T. Fiona Frank will support Michelle as Co-book review editor (school text books).

2.4 Technical assistant editors

Prof Sonja Schoeman and Dr Warnich will assist in this position.

2.5 Editorial Panel –revision accepted

In additional to the current panel, the following esteemed colleagues accepted to be part of the Editorial Board of Yesterday&Today:

- Prof Susanne Popp (University of Augsburg)
- Prof Johan Wassermann (UKZN)
- Mrs Portia January (DoE, Gauteng)

2.6 Article contributions (practical or/and theoretical)

PLEASE, Your inputs. We can not survive on air. I know you are busy but if you want to ensure that the SASHT, through the *Y&T* has a national voice and that you voice are heard and your experience acknowledged, please make time to present articles AND to suggest to other history educators to write articles for the *Y&T*. Contributions from our international colleagues are equally welcome. We certainly can learn from each other.

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

Patrick and Paul will seriously work on website additions before end of February 2011. Then a serious “facelift” discussion will follow from March 2011 in order to be ready with a proposal to the SASHT Executive by Sept 2011 during the conference at Unisa. A down loading of some 2010 conference info was done before the September conference and will be done so just after the conference. A sincere thanks to Patrick and Paul! The rest of the information will also be downloaded follow before March 2011.

4) SASHT Newsletter

Simon Haw will probably start the SASHT Newsletter 3 soon. Simon can keep us posted on the date and ask Byron to send a request out to members for contributions. The final Newsletter 3 will also be downloaded on the SASHT website during April-May 2011.

5) SASHT marketing and academic connections

5.1 Membership subscription form

ALL Executive members agreed to obtain lists of history teachers/educators in their region as well as of the Ministry of Education people in your region that leads the educators as subject advisors etc.

5.2 Unisa SASHT conference, 23-24 September 2011

Elize, Byron and Henriette Lubbe of Unisa is expected to communicate soon on more conference details. Please support the SASHT and Henriette by communicating ideas, suggestions and possible papers.

5.3 Newsletter info (interesting classroom contributions, news from your region etc)

See also Point 4. Please contribute!

5.4 Valuable books as readers or to be reviewed...pass info on to us

See also Point 2.2. Please contribute. Fiona and Michelle should exercise the freedom to ask Secretariat Byron Bunt to invite members to contribute with ideas of books to be reviewed and to offer their services as reviewers.

5.5 A list of researchers/HET educators focusing on History teaching required

Elize recently has distributed a list of HET educators among scholars of History teaching in the hope that they will add to the list. This is a very important exercise to strengthen the SASHT. The specialists the SASHT thus far have are (in no specific order!):

- Prof Arend Carl
- Prof Bernard Mbenga
- Mr Chitja Twala
- Ms Gail Weldon
- Prof Johan Wassermann
- Mr Johan Strauss
- Dr Louisa Meyer
- Ms Henriette Lubbe
- Ms Louisa de Sousa
- Dr Pieter Warnich
- Ms Michelle Koekemoer
- Prof Peter Kallaway
- Ms Rika Odendaal
- Prof Rob Siebörger
- Prof Sonja Schoeman
- Ms Sue Krige

5.6 Post Graduate studies and possibilities in History teaching and in History info required

It is required of the SASHT Executive to provide an opinion on this section. Should we provide a space on the SASHT website for HET possibilities to inform members and other people visiting the website?

5.7 Annual events in your region related to heritage and other history efforts that can be attended

If we all are serious about marketing our subject/discipline and the SASHT for that matter, we will make sure that we provide the SASHT (Through Simon Haw as Newsletter developer and via Byron Bunt as distributor of Info) with regional information. Please consider this possibility with more sensitivity in a REGULAR basis annually.

6) Publisher's/DoE's connections and funding

Jimmy, Fiona and Michelle should work closely together to see what they can do to contribute in this regard as discussed.

7) 2011-2015 possibilities

7.1 Conferences 2012-2015

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

2012: University of Stellenbosch

2013: Maritzburg College (KZN)

2014: North-West University (Potchefstroom Campus)

2015: Oprah Winfrey Leadership Academy School (not confirmed)

2016: International Society for History Didactics (Venue: Not Confirmed)

7.2 A National SASHT History OLYMPIAD for Grades 6-7, 8-9 and 11??

To revive a visibility of History teaching, History, Historians and History Educators nationally Elize suggests that the SASHT starts an initiative like a History Olympiad. Suggestions for the format can be discussed and also the Grades that should be targeted. Once this possibility is more structured one could approach business or institutions for funding? Patrick and Jimmy have experience in organising history initiatives on national level. Their ideas will help us all. Attention will be paid to this matter in 2011.

8) 25 Years of SASHT in 2011

The developing a special 25years logo for the SASHT will be deliberated in early 2011.

9) STATUS of History teaching on FET & HET levels-regional statistical info & support required

To commemorate the SASHT quarter century the assistance of all SASHT members are dearly and urgently required regarding the following (in your region/town or even info that you may have that reflects international statistics re History teaching (secondary sources that you know of are equally welcome). Please communicate asap to the SASHT Executive.

10) General

The logistics of the heritage tour is discussed.

11) Closure



THE SOUTH AFRICAN



SOCIETY FOR HISTORY TEACHING (SASHT)

— celebrating its 25th Anniversary in 2011 —

invites you to the

16TH ANNUAL SOCIETY CONFERENCE

hosted by the **Unisa History Department**

at

Willow Park Conference Centre and Resort (Gauteng, South Africa)

www.wilparkgroup.co.za

on

23-24 September 2011

KEYNOTE SPEAKER: DR NOOR NIEFTAGODIEN

(Wits University)

— well known for his contribution to historical and other research, active involvement in educational development at all levels and close community engagement —

THEME

Youth and History: Teaching, Learning and Making History

SUB-THEMES:

- Youth Movements/Organisations
- Youth and Historical Consciousness
- Rejuvenating History Teaching: Teacher Development and Empowerment

- Rejuvenating History Teaching: Classroom Ideas Accommodating Youth Perspectives and Needs
- Youth Impacts on Economy, Cultural Movements and Social Events
- The Youth Focus of GET, FET and HET Curricula
- Round Table Discussion: The Quality of Grade 12 History Examination Papers and Moderation
- Any other relevant theme regarding the teaching of History

CALL FOR PAPERS

We are calling upon both academic historians doing research on topics relating to the conference theme ('Youth and History') and history educators involved in the practical teaching of History in the modern classroom, to submit proposals for papers (20 minutes each) and workshops (45-60 minutes each) to be presented at the upcoming SASHT Conference.

Abstracts (Please use the abstract submission form below)

An abstract of approximately 150 words (preferably in English) should be submitted as an e-mail attachment to Henriëtte Lubbe at lubbehj@unisa.ac.za OR Melanda Blom at blomm@unisa.ac.za. Abstracts can also be faxed to the following fax number: (012) 429 6656.

Abstracts must reach us no later than **3 June 2011 (deadline)**. The SASHT Executive will let prospective presenters know by 17 June whether or not their proposals were accepted. A preliminary conference programme will be posted on the SASHT website by 21 June.

Handouts and articles for possible publication

Presenters of papers or workshops will be required to distribute a handout in English at the conference. Papers (maximum 20 pages, double spacing in 11 pt Arial font) must also be electronically available at the conference to download for the purpose of peer reviewing and possible publication in the October/November 2011 edition of the SASHT Journal *Yesterday & Today*. **When presenting an article, please study the reference guidelines in the most recent edition of the journal (Oct/Nov 2010)**. This edition will be sent to all subscribed members of the SASHT by late May/June 2011.



SASHT CONFERENCE 2011



(23-24 September 2011)

ABSTRACT SUBMISSION FORM

AUTHOR DETAILS:

Please provide the requested details of the author(s). This form allows for the details of three authors. Please copy and paste authors' details should there be more than three. FAX through to Ms Henriëtte Lubbe at **(012) 429 6656** OR e-mail to lubbehj@unisa.ac.za.

1ST AUTHOR

Title		Initials		First Name	
Surname					
Institution					
Department					
Postal address					
Country					
E-mail				Telephone	

Presenter	
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2ND AUTHOR

Title		Initials		First Name	
Surname					
Institution					
Department					
Postal address					
Country					
E-mail				Telephone	

Presenter	
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3RD AUTHOR

Title		Initials		First Name	
Surname					
Institution					
Department					
Postal address					
Country					
E-mail				Telephone	

Presenter	
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CONFERENCE THEME: Youth and History: Teaching, Learning and Making History

(Choose ONE of the following sub-themes)

A. Youth Movements/Organisations	
B. Youth and Historical Consciousness	
C. Rejuvenating History Teaching: Teacher Development & Empowerment	
D. Rejuvenating History Teaching: Classroom Ideas Accommodating Youth Perspectives & Needs	
E. Youth Impacts on Economy, Cultural Movements & Social Events	
F. The Youth Focus of GET, FET and HET History Curricula	
G. Round Table Discussion: The Quality of Grade 12 History Examination Papers and Moderation	
H. Any other relevant topic with regard to the teaching of history	

TYPE OF PRESENTATION:

Paper	
Poster session (for students and learners only)	
Workshop	

REQUIREMENTS FOR THE PRESENTATION (Please mark all the relevant requirements – we will try to adhere to your requirements.):

Data projector		Computer	
DVD		Video	
Flip Chart			

Specify any other requirements in the space below:

ABSTRACT DETAILS:

Title of the abstract:	
Keywords:	

Type your short CV here (not more than 100 words).

Type your abstract here (not more than 300 words).

CONFERENCE REGISTRATION

Educators, researchers and any other academics from the GET, FET and HET levels are invited to register for the conference.

Registration fee: Early Bird (29 April to 23 June): R620
24 June – 31 August: R700
After 31 August: R750

Registration fee INCLUDES:

- Use of conference facilities
- Conference paraphernalia (writing paper, pen, etc.)
- 2 x Lunch
- 3 x Tea/coffee & refreshments
- Friday Evening Dinner (drinks during dinner excluded - cash bar available)

Registration fee EXCLUDES:

- Travelling fees
- Accommodation
- Arrangements and payment for accommodation must be done by yourself.
- The number of nights you want to reserve is your choice.
- Willow Park will reserve a number of single and double rooms for SASHT delegates until the end of July, so book early to avoid disappointment! Options for alternative accommodation and contact details are provided on the attached accommodation sheet.
- Airport transfers to and from OR Tambo International Airport that have not been arranged in advance with your venue of accommodation. Most of the recommended establishments offer free transfers during reasonable hours and if arranged in advance - be sure to check when you make your booking for accommodation!

Payment of Registration:

Registration payments must be done as soon as possible in order to make use of the Early Bird Offer. All payments must be made into the SASHT's savings account.

Payment options:

Direct bank payment or electronic transfer:

A direct payment or an electronic transfer of money into the SASHT savings account is possible. Banking details are as follows:

Account Holder: SASHT

Bank: ABSA Bank (Potchefstroom Branch)

Type of Account: Savings Account

Account Number: 678209406.

Please note:

- CLEARLY indicate your payment as REGISTRATION SASHT SEPT2011. If you also pay a SASHT membership fee (R140), clearly indicate whose membership it is.
- Please fax proof of payment together with your registration form to **016 910 3449** (For attention: Prof Elize van Eeden) OR e-mail proof of payment and your registration form to elize.vaneeden@nwu.ac.za.

Payment by cheque:

Send your registration form and cheque (made out the SASHT) to: Prof ES van Eeden, School for Basic Science, Northwest University, Vaal Triangle Campus, PO Box 1174, Vanderbijlpark, 1900.

General queries (registration and SASHT membership):

Any inquiries with regard to your registration or SASHT membership can be sent to the SASHT secretariat Mr Byron Bunt at Byron.Bunt@nwu.ac.za. If you experience any difficulties, please phone him on his cell: **0767513079**.

REGISTRATION FORM: ANNUAL SASHT CONFERENCE

WILLOW PARK CONFERENCE CENTRE & RESORT

Benoni (close to OR Tambo International Airport)

23 and 24 September 2011

Please fax or e-mail the details requested below to the SASHT, for the attention of Prof Elize van Eeden (Fax: 016 910 3449; elize.vaneeden@nwu.ac.za).

Title and full name	
Affiliation (School/ University/ Department/Organisation)	
Fax number	
Phone number	
Cell number	
E-mail address	
Will you be attending the dinner on Friday night (23 Sept)? YES/NO	
Please specify any special meal requirements	
Are you a member of the SASHT for 2010/11? YES/NO (Membership fee: R140; membership form attached)	

**PLEASE CONFIRM PAYMENT OF CONFERENCE REGISTRATION
FEE BY FAX. ADD THE DATE TOO.**

ACCOMMODATION FOR SEPT 2011 CONFERENCE

NB: Conference attendants must make their own reservations.

Willow Park Conference Centre & Resort is situated between Tshwane (Pretoria) and Johannesburg and is located only 9 km from OR Tambo International Airport. The venue offers excellent conference and accommodation facilities, a serene and relaxing environment, very competitive tariffs, and free transfers to and from the airport during reasonable hours if arranged in advance - check out their website (www.wilparkgroup.co.za) and you will see that you need not look any further!

There are sufficient accommodation possibilities at Willow Park Conference Centre & Resort, but early action is required to avoid disappointment. We have asked Willow Park to reserve some accommodation for SASHT conference delegates until the end of July 2011. Therefore the onus is on you to book in time.

Accommodation tariffs:

Accommodation: R299=00 per person per night (Sharing)

R450=00 per person per night (Single)

Buffet Breakfast: R85=00 pp

Buffet Dinner: R99=00 pp (should you wish to arrive before the conference starts on the morning of 23 September)

Method of Booking:

Phone or e-mail Ms Jolene Robbertse and mention that you are coming to the SASHT Conference on 23-24 September. Her contact details are as follows: (011) 565 6826 (direct office line); (011) 565 6600/6646 (switchboard); e-mail: jolene@wilparkgroup.co.za.

Once the booking is confirmed, you will have to make a payment into the following account:

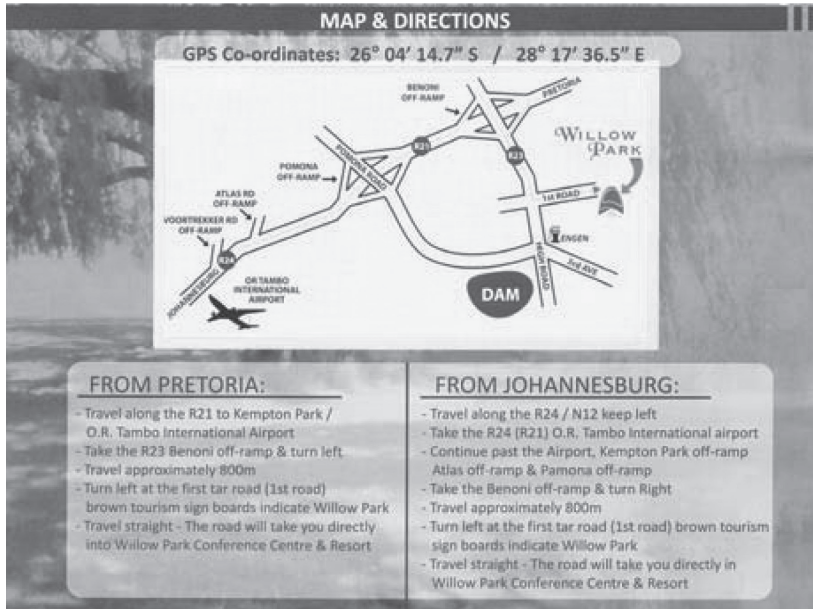
Account Holder: Wilpark Valley PTY (LTD)

Bank: Nedbank Eastern Gauteng

Branch Code: 128 842

Cheque Account Number: 128 807 8234

You should write your name and surname as reference on their proof of payment and then fax the proof of payment through to Willow Park at: 086 6007912 OR (011) 565 6855.



Options for Alternative Accommodation		
	Tariffs	Contact Details
Dove's Nest Guest House	R490=00 per room/per night B&B (Single) R590=00 per room/per night B&B (Double) Dinner: R68=00 per plate	Tel: (011) 975-1746 Fax: (011) 970-1668 E-mail: accommodation@dovesnest.co.za Website: www.dovesnest.co.za
Emerald Guest House	R450=00 B&B (Single) R475=00 B&B (Deluxe Single) R300=00 pp B&B (2 people sharing; Standard Double) R325=00 pp B&B (2 people sharing; Deluxe Double) R300=00 pp B&B (Triple Room, 3 people sharing) Dinner: R50=00 per meal	Tel: (011) 394 1148 Fax: (011) 975 1822 E-mail: emeraldguesthouse.net OR info@emeraldguesthouse.net Website: www.emeraldguesthouse.net
Flamingo's Nest	R450=00 B&B (Single) R375=00 pp B&B (Sharing)	Tel: 082 350 1237 E-mail: sales@flamingosnest.co.za Website: www.flamingosnest.co.za



THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING

Dear educator of History!

We need your involvement, support and contribution to help make a difference in the teaching of History on GET, FET and HET levels

Nutshell memories of the SASHT

In South Africa the growth in the education of History indicated a need for the development of an association in as early as 1913. However internal politics and a wide variety of external constraints delayed this need among educators up to 1956 when an enthusiastic Inspector of Schools during those days, Dr JJ van Tonder, took an initiative, through *Historia Junior* as mouthpiece, that lasted up to the late eighties but still no unity existed among history educators of different languages and institutions. So did divided perspectives and perceptions among the practitioners on the school History curriculum not contribute to set a healthy platform for History activities within a society structure. The unfortunate absence of open-minded, balanced and/or representative perspectives has kept the ideological argument between historians from tertiary institutions and History teachers alive, with no unity in sight. In 1981 the former Rand Afrikaans University (University of Johannesburg) took responsibility for publishing the first new initiative, named *Yesterday and Today*. This milestone happened under severe negative responses from some educators because of the *Y&T*'s apparent Afrikaans associations. For the majority of history educators however a mouthpiece for teachers was welcomed as educators then already regarded History as a declining subject. The need to serve the educational community with creative and practicable content were a focus from edition one. Tertiary academics, also involved in the *Yesterday and Today* publication, organised a conference for History practitioners (didactics) at Unisa in July 1985. During this conference the first strides were made to establish a society for History teacher training. In September 1985, the *Yesterday and Today* reported as follows:

Society for the training of History teachers almost a reality

There was widespread enthusiasm for the idea of a Society of this nature. It was felt that a closer interaction between the different institutions and groups should be established. Accordingly a pilot committee consisting of Prof. M.H. Trümpelmann (RAU), Dr F.J. Stuart (Unisa) and Mr J.M.L. Horn (GOK) was elected to proceed with the drafting of a concept constitution and the planning of administrative arrangements. It is hoped that the proposed society will be a reality in 1986.

This reality in 1986 allowed for the existence of the SASHT. In September 2011 the SASHT will celebrate its 25th year of existence.

WHAT you should know about the SASHT:

- The Society acts as a home, a mouthpiece and as a knowledge provider for history educators on all educational levels;
- The Society runs the new *Yesterday&Today* after the older version (*Gister en Vandag/Yesterday and Today*) ceased to exist from 1997 to 2005;
- The Society organises conferences on an annual basis during September in which themes of relevance to history educators are discussed and debated;
- In 2006 the Society became the first in History circles in South Africa to develop and run a website for History Educators under www.sashtw.org.za. This website covers a wide variety of information and also has a free access facility to the *Yesterday&Today* journal content from 2006.
- The Society aspires to continue its efforts to unite all history educators from all groupings because it regards educational practices of excellence as its main focus. These practices as key foci of intent are:
 - To improve the contacts between educators of history training at tertiary level with teachers in the broad educational field;
 - To renew a training in the methodology of education in History teaching;
 - To utilise the expertise of educators teaching History to assist with the training of future history teachers;
 - To continuously debate the content of basic and advanced educational programmes in the training of history teachers with the intention to continue to improve quality;
 - To make history educators and student teachers aware of the relationship between History as an academic discipline and the didactics and teaching of History at school level in order to keep abreast with development and academic debates;

- To encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and in the general knowledge of History as a discipline;
- To make educators of History and student teachers in History aware of the relevance or “value” of History for the community and nation as such;
- To progress towards the needs of identifying and organising committees and regional representatives that can explore and develop certain fields in History to benefit all the educators of History in South Africa.
- Many Society members are involved in the writing of History textbooks for schools;

The vibrant SASHT of today and tomorrow:

Many vibrant activities are currently in process on which members and non-members will be informed on during the conference of 24-25 September 2011. Amongst others the:

- changing face of the website being more interactive in a variety of ways that educators and learners will appreciate!;
- The digitalising of the older editions of the *Yesterday and Today* (1981-1996) and add it to the website serve the beginnings of the Society way back in time and to support all history educators in exploring past thinking on methodology and trends of the time.
- Exploring of Blogs, Wiki and Facebook to communicate with History Educators and to pave ways to communicate with history educators abroad;
- Providing of information on a more frequent basis on opportunities and events that concerns history educators.
- Continuation of the SASHT quarterly e-newsletter in which some contemporary historical issues are debated.

Where do you as History Educator feature in the SASHT?

The SASHT can't exist without its History Educators. The SASHT provides much for very little in exchange. Currently an annual membership fee of only R140 (individual) and R150 (for Institutions/Schools) are required to be listed, to be informed and to have access to all SASHT information. Members also receive hard copies of the *Yesterday&Today* annually. The fee includes postage. The “what is there in it for me” is tremendous if calculated in terms of money, knowledge and quality in History teaching. Seriously think about it! Become a member. Become a voice in a discipline you have a passion for! **(see membership form on next page).**

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ARTICLES

EDUCATING THE NATION ABOUT UNION – WHOSE HERITAGE?

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“Heritage is our collective treasure, given to us and ours to bequeath to our children.”
(MacMillan, 2009)

Abstract

On the 31st of May 2010, South Africa, as a geopolitical creation, had been in existence for a century; a momentous occasion for the country. However, the day passed with little acknowledgement of this event. The question that needs to be asked is why? Surely, the centenary of the geopolitical creation of a country should be commemorated as it is a time to reflect where the country has come from? Thus the focus of this article is the lack of commemoration of Union in 2010 and History Education. The centenary of Union was not commemorated and this phenomenon needs to be unpacked and understood. The Union forms part of the heritage of all South Africans but this it not deemed so by the state. In terms of education, the history of Union will be forgotten as it is not studied and the importance of the creation of South Africa as a geopolitical unit will fall by the waste side. Therefore, the purpose of this article is to unpack the notion of heritage and Union, its exclusion from the National Curriculum Statement (NCS), the non commemoration of its centenary, the significance of Union to society and its recent inclusion into the new Curriculum and Assessment Policy (CAPS) document.

Keywords: Union of 1910; Heritage; Commemoration; History Education; South Africa; Nation building.

Introduction

On the 31st of May 2010, South Africa, as a geopolitical creation, had been in existence for a century; a momentous occasion for the country. However,

the day passed with little acknowledgement of this event. The question that needs to be asked is why? Surely, the centenary of the geopolitical creation of a country should be commemorated as it is a time to reflect where the country has come from?

The power of the state and the discourse that it promotes regarding Union is so overwhelming that people are not interested in hearing about something which the Department of Education (DoE) has not included in the NCS – History (2003). There are gate keepers who constantly enforce the will of the state. Perhaps, people simply toe the line as to not challenge the state and thus purely accept what is given to them. I also came to the conclusion that people do not wish to hear about the Union and thus it is forgotten or perhaps it has been forgotten as the state has removed it from the National Curriculum Statement –History (NCS-History) as well as any public recollection of it namely the previous public holiday which took place on 31 May. The purpose of this paper is to understand this phenomenon of the all powerful state and the silences it enforces in History Education with the unintended support of self appointed gatekeepers.

It is easy to see why the current dispensation would exclude Union as it can be seen as the history of the ‘white oppressor’ however, one has to question the power of this ideology when educators will not allow alternative views to that of the state.

Image 1: The Market Square in Johannesburg were crowds await the result of the first Parliamentary election of the Union of South Africa held on 15 September 1910. The Government Party won even though Louis Botha lost his Pretoria East seat. © Museum Africa



Source: South African History Online (2011) Gathering crowd in Market Square in Johannesburg. [Online image]. Available from: http://www.sahistory.org.za/pages/governance-projects/liberation-struggle/1_1902_1910.htm [Accessed on 2 June 2010].

The implication of this is that often histories, especially in this case, the history of Union, are excluded so as to be silenced because it is not seen as important to the future of history teaching and learning. This paper will look at the Union of South Africa in 1910, its exclusion from the NCS, the non commemoration of its centenary, the significance of Union to society and its recent inclusion into the new CAPS document (DoE, 2010:8).

Defining Union

Throughout History, the concept of Union has been evident and therefore multiple perspectives exist of the concept. In many instances, the notion of Union has shaped or affected the political landscape, economic growth as well as social dynamics of a country or countries involved. However, the role of Unions and Unionism or unification cannot be forgotten. Union is all about unifying whether nations, provinces or people. While today the term may have a different meaning, Union in all its forms and meanings needs to be regarded as important; for it not only shaped our past but most certainly has a hand in our present and future.

The Soviet Union, which was established in 1922, consisted of Russia and 14 other Soviet Socialist Republics which formed the world's largest country, occupying one seventh of the total land surface. The amalgamation of these several states placed huge strain on the Cold War efforts of the United States. The benefit of such unification was widespread as intensive restructuring of the economy, industry and politics took place. Thus, Union in this context can be defined as "a political unit consisting of a number of states or provinces with the same central government". (Soane & Stevenson, 2006, 1578)

Trade Unions were crucial to the Marxist notion of 'workers of the world unite.' In an attempt to promote awareness of the daily struggles that the proletariat went through and to achieve international cooperation, Marx gave great importance to Trade Unions. The Trade Unions were an anathema to the ruling of the capitalists or the bourgeoisie. Without the introduction of these Trade Unions, the working class of today would most probably not be as well represented as they are.

The African Union is an intergovernmental organization which promotes political and socio-economic integration for the continent of Africa, among other things. The purpose of this Union is to ensure that the people of Africa benefit and become better off as a result of the work that Union is doing. The

notion of Union can be seen as one which sets out to benefit its people.

The Union of South Africa in 1910 was a momentous milestone in South Africa's History as this marks the birth or creation of South Africa as an independent country from direct Imperial Rule. The Union geographically integrated South Africa while the "... change in 1994 was one – that for the first time – unified all the people of South Africa." (Ashton, 2008, 6)

Image 2: A Postage stamp of the Union of South Africa with the head of British King George, ca 1910



Source: Shutterstock (2003) Postage stamp [Online image]. Available from: <http://www.shutterstock.com/pic-43576087/stock-photo-union-of-south-africa-circa-postage-stamp-of-the-union-of-south-africa-with-the-head-of.html> [Accessed on 2 June 2010].

Image 3: A picture postcard commemorating the Union



Source: Orange Free State Study Circle (1953) Picture postcard of the Union [Online image]. Available from: <http://www.orangefreestatesphilately.org.uk/edwardian.aspx> [Accessed on 2 June 2010].

Significance of Union; 100 years on

On the 31st May 2010, South Africa had been a Union for a century; a momentous occasion for any country. However, the day passed with little acknowledgement of this event. The question which needs to be asked is why? Surely, the centenary of the geopolitical creation of a country should be commemorated as it is a time to reflect. What did the Union mean to people in 1910? It unified all people under one geographical and political umbrella. It must be pointed out that none of this has shifted; South Africa still finds itself under one geographical and political umbrella. The consequences of South Africa becoming a Union are evident in South Africa as a country today; the Republics disappeared and the British colonies were dissolved and a unitary state came to the fore.

Partington's (1980:112-116) five criteria for historical significance theorises why the commemoration of the centenary of the Union is significant.

Firstly, the importance of the event to the people in the past is considered. The Union was important to the people in the past as it freed them from Imperial Rule and allowed them to govern themselves as one unitary state; it was their struggle for freedom.

Secondly, the profundity of how deeply people's lives have been affected by the event is taken into account. The Union deeply affected peoples' lives not only in the past but also in the present as South Africa as it is known today may never have come into existence had it not been for the unification.

Thirdly, quantity is analysed; how many lives have been affected by the event? The Union affected everyone living at the time, politically, socially and economically.

Fourthly, the durability of the event is deliberated; for how long have people's lives been affected by the event? The durability of the Union is still affecting people's lives one hundred years on.

Finally, the relevance of the event is questioned in terms of the increase understanding of present life. It is this relevance that is being contested presently.

Without commemorating the Union of South Africa, we are denying the fact that it was the war-seasoned Generals Smuts, Hertzog and Botha who "laid the foundations and frameworks that have enabled the evolution of a complex and dynamic country with a thriving economy and a vibrant society."

(Mabogoane, 2010) If it were not for them, South Africa would not have existed the way it does. Mabogoane (2010), who is a journalist for the *Business Day* Newspaper, further notes that, “even black and other movements owe their existence to the creation of the state by these men [as they] benefited from these inheritances without the commensurate initiatives of blood and sweat, hence their estrangement and non appreciation.”(Mabogoane, 2010)

It is therefore, understandable why the commemoration of Union has had such a weak grip on the populace. No one likes to be reminded that much blood and tears were shed to shaped present day South Africa but what needs to be remembered is that in different times all South Africans shared those deadly experiences and fought together for a unified land away from Imperial oppression. However, commemoration of Union in the past was also not very popular. In a round table discussion and forum on “Contrasting Centenaries: 1910 in Comparative Perspective” earlier this year, Grundlingh (2010, May 31) noted possible reasons for the non commemoration of Union in the past.

Firstly, the Afrikaners viewed union as something that was not of their own making and it reminded them of their dependent relationship with the Imperials.

Secondly, the Union coincided with the Queen’s birthday (31 May) which was then a public holiday. This did very little to endear the occasion for the Afrikaners.

Thirdly, the African people were even less inclined to celebrate Union as this reminded them of the emasculation of their potential voting rights. Despite the fact that Union was seen as a ‘white’ creation, it did eventually lead to the formation of the ANC in 1912.

Finally and most importantly, there was never a move to popularise the commemoration of Union. Unlike, today where South Africa has a Department of Cultural Affairs, those cultural entrepreneurs of the past never attempted to organise grand scale commemorations of Union. It must be mentioned that there were subsequent efforts to raise the profile of Union but none were very successful.

Tyson (2010:21), a journalist from the *Business Day* Newspaper, notes that the centenary is a historic event which could have united all South Africans sharing a “combined History.” This ‘combined History’ is also known as a shared heritage. The notion of a shared heritage is possible if all people accept who they are and where they come from as this shapes their identity. In turn,

their heritage; the History of their people also influences who they become. Tyson (2010:21) further talks about “a common citizenship” that came about in 1910 where all citizens stood together in a unitary state. However, a shared heritage is not without its challenges as there are things among us, explains Tyson (2010:21) that are seen as intolerable such as ‘net vir blankes’ and racist Zulu songs.

The reality is that these things are part of South Africa’s History and needs to be integrated into a shared heritage. A shared heritage is important as it signifies that South Africa is a geopolitical state created by Union, that all the people of South Africa are affected by Union as one people, that all people have the same political and economic opportunities, and that South Africa functions as a unitary state which broke the roots that were set in 1910 although there were dire impacts on other people. While a unitary state was created, I am not denying that in the process people were marginalised and oppressed as that is a fact. What I am emphasising is the fact the one cannot deny that the Union took place.

What is Heritage then?

Heritage is a concept that is highly debatable in terms of its interpretation as it is understood and interpreted in different ways with each definition having its own specific emphasis. The United Nations Educational Scientific and Cultural Organisation (UNESCO) defines heritage as “the product and witness of the different traditions and of the spiritual achievements of the past and ... thus an essential element in the personality of peoples” (Davison, 1991). Therefore, it can be deduced from this definition that heritage is a vital part of society in order for individuals to understand the diverse people around them. The Concise Oxford English Dictionary defines heritage similarly as, “valued things such as historic buildings that have been passed down from previous generations ... of special value and worthy of preservation”. (Soane and Stevenson, 2006:667) while Nkwenti (2010:5) notes that heritage is not limited to tangible resources such as artefacts in museums or monuments or even books. Heritage can also be found in intangible forms such as songs, indigenous knowledge, oral History and memory. Such heritage needs to be preserved for future generations. (Dondolo, Mrubata & Prosalindis, 2002) Therefore, heritage could be seen as the celebration of the inheritance of a people whether tangible or intangible. Therefore, heritage could be seen as the celebration of the inheritance of a people whether tangible or intangible.

The National Curriculum Statement (NCS) is a policy employed by the Department of Education which stipulates what content should be taught in each grade and the assessment standards which should be followed. The NSC states that learners should be “able to engage critically with issues around heritage”. (DoE, 2008:11) While there is nothing wrong with this statement, the problem lies with the content included and excluded. The content prescribed filters down into the content found in the textbooks used to teach History in the classrooms. Textbooks are powerful tools for society. They signify particular constructions of reality and reflect the values and aspirations of society. (Apple & Christain-Smith, 1991; Foster & Crawford, 2006; Sleeter & Grant, 1991) Therefore, textbooks used are in essence constructs of reality told from a particular perspective and thus certain histories are excluded and silenced. Furthermore, this brings to the fore, the idea that if certain histories are silenced then in essence certain heritages are silenced as well.

The dilemma with the Union of South Africa is that it can be argued to be ‘white’ heritage or the heritage of the oppressor. While these points carry some merit, in light of South Africa’s divided past, it should be viewed as a shared heritage. In 2009, Deputy President Motlanthe, an ANC member, addressed the nation at his presidential inauguration and noted the following about the Union of 1910 (Motlanthe, 2009):

... the false dawn of a hundred years ago ... based on racial oppression and exclusion. We assert that the fear, insecurity and loathing that 100 years ago generated an exclusive and illusory peace among colonial masters.

Is Motlanthe saying that whites are colonial masters and are whites still viewed in the same light today? The discourse of Union is perceived to be about certain people inhabiting the country and not about Union itself.

It is no wonder that the centenary was not commemorated as it is viewed in this light. This framing of the past must affect any undertaking to reconstruct and understand Union. Wassermann (2010:20) points out that something is only called heritage when: “we identify with it and see that it helped to make us who we are today. So we construct our own heritage out of the past in ways that make sense or are useful to us e.g. remembering the heroes amongst our ancestors, and not the failures.”

The heritage of the Union shapes who South Africans are; helps form their identity. Public commemorations, museums and archives reinforce the past and in turn identity. If something is important enough to remember then surely it affects who we are? With the History that South Africa has, it is

time that truths are not shielded away from even if they do not spell out a pretty picture.

Reflecting on Union

South Africa has been fully democratic for the last 16 years and has a rich and politically tense History. However, the constitutional History of South Africa becoming a state does not begin with the 1994 election but rather in 1910 when South Africa became a Union. This History of the Union of South Africa is not part of the prescribed History taught in schools thus it is silenced. Instead of a 'shared' South African History curriculum there is a National Curriculum which is prescribed by the Department of Education in the NSC document, which in turn affects what is taught in schools and what is found in History textbooks. This is the official History of the country. This official History is merely a version of the truth the government wants its people to learn about and understand. Therefore, sees fit to exclude and include sections of History as long as it agrees with their political ideology and framework. (Crawford, 2006; Foster & Crawford, 2006; Sleeter & Grant 1991) Historical exclusions are rife in many textbooks. It must be mentioned at this juncture, that this is a global issue; governments around the world have a say as to what History is taught in schools. History textbooks as "...ideological tools aim at shaping learners to view the world through the lens of their government's ideology." (Crawford, 2006; Foster & Crawford, 2006; Sleeter & Grant 1991) Moreover, History textbooks are political in nature and thus governments use them to propagate their political ideologies and agendas. This explains, why in most countries, official knowledge in History textbooks are controlled by government. Pingel (1999) observed that History textbooks have been manipulated to glorify and justify the existence of certain political parties or ideologies at the expense of others.

For instance, in Russia during the Communist rule, History textbooks were deliberately distorted to portray the ideologies of Leninism. In China, following Hong Kong's return to China in 1997, existing textbooks had to be revised to conform to Chinese principles. Zimbabwe is another example, where the textbooks are sanctioned by the government to portray the work of the government in a positive light; there is no mention of the land distributions and the international sanctions are blamed for the disasters that have occurred in the country (Jobling, 2006).

The National Curriculum Statement (NCS) states that, “[the] study of History builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy.” (DoE, 2008, 9) How can people make informed choices if they are provided with a sanitised version of History? The NCS further encourages teachers to teach learning outcome 4 – heritage. This outcome introduces learners to concerns and debates around heritage, public representations of the past and how it is memorialised. The exclusion of the Union of South Africa in 1910 illustrates how this section of History does not fit into the ‘struggle-for-freedom’ paradigm that is ever-present in NCS today. For instance, the struggle for freedom from the absolute monarchy in the French Revolution, or the struggle for liberation in the America from Imperial Rule, however, the Afrikaner struggle for freedom from Imperial rule is not mentioned. Several problems arise when historical exclusions take place in textbooks.

The NCS has a national policy which has a political undertone which does and will affect the education of the learners in South Africa. Learners are only being exposed to one side of the proverbial coin. In order to gain a holistic understanding of what really took place in the past, they must be presented with both sides of the coin and then left to make their own, informed conclusions. The official History taught also has an impact on the lives of all South African’s daily when it comes to commemorating events and historical figures as only certain events and historical figures are remembered. The Union of 1910 does not ‘fit’ into the ideology of the NCS.

The silence of South Africa becoming a Union in 1910 has not only been in textbooks but also in the lives of the people of South Africa. The public domain (media publication (especially *The Business Day*), historical foundations and the odd academic), commemorated the centenary and alerted the general public of the importance of this event and day. In this instance, this reporting can be deemed as unofficial History. “Unofficial History emanates from a variety of sources and takes a variety of forms ... whereas renditions of official History texts are performed in the public sphere (e.g. at school and at commemorative events)”. (Wertsch, 2000:39). In other words, the voice of the state is so powerful that it drowns out all others and in turn silences. In many instances, the power that lies with the state remains unquestioned and unchallenged as the state possesses the authority. The problem also lies with the people of the country as they allow the silences to occur. The official silences of the government are so overpowering that everyone is silenced in terms of

Union. For instance, a symposium to commemorate the establishment of the Union of South Africa will be held later in the year at the Voortrekker Monument however, not one of the papers or key note speakers address the issue of the Union itself.

There is not a huge disparity between the educational discourse and the public discourse in general as what is mostly published is in line with what is prescribed. There is however, a disparity surrounding the centenary of the Union of South Africa. The silences resonate into the public domain and these silences can account for the lack of commemoration. These silences usually fall in line with the minority voice of the population.

The non-commemoration of the Union of South Africa is an official silence from the government but endorsed by the NCS and subsequently the textbooks. Why do these silences occur?

The current dispensation called for a revision in textbooks and thus a number of sections were silenced as they were constant reminders of the previous regime. Trouillot (1995:70) notes that, “Historical narratives are premised on previous understandings, which are themselves premised on the distribution of archival power.” Therefore, the power lies with the one who writes History. The representations of History are often unevenly represented which compounds the problem further.

In terms of the commemoration of the Union, it did not fit into the outcomes that the current dispensation had in mind. However, with the introduction of the new curriculum, Curriculum and Assessment Policy document (CAPS), the Union is included in the Grade 11 History Curriculum. (DoE, 2010:8) Why has this shift occurred? Perhaps introspection and reflection has taken place and it has been seen that in order to produce learners who value citizenship, they need to understand what this means by looking at citizenship from the union in 1910 until now. CAPS state that “History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and is about asking questions of the past: What happened? When did it happen? Why did it happen then? It involves thinking critically about the stories people tell us about the past and what we tell ourselves”. (DoE, 2010:3)

This notion of shifting is also evident in an article written by Motlanthe on the 31st of May. He notes that, “in appreciation of this history [Union of South Africa in 1910], we take cognisance of the fact that current challenges

cannot be understood unless we look back to where we came from.” (Motlanthe, 2010) After stating that the Union was a false dawn, Motlanthe asserts that the same history needs to be appreciated and acknowledged. Perhaps, the notion of shifting ideologies stem from the transition towards togetherness and unity. For the same reason, the discovery of minerals in the Witwatersrand has also been included in CAPS to mark how this event enabled the South Africa to exist the way it does today. Now that the Union of 1910 has been included in the new curriculum, does this mean that we will view it collectively in a positive light?

Conclusion

Ironically the University of KwaZulu-Natal commemorates its centenary this year as well. With a rich history, UKZN’s establishment in 1910 marked the beginning of a way forward for tertiary education. People have managed to transcend beyond the fact that despite UKZN’s creation in 1910 and accepts that it is flawed and embraces a hundred years of academia (excellence).

Trouillot (1995:70) observes that, “History is the fruit of power, but power itself is never so transparent that its analysis becomes superfluous. The ultimate mark of power may be its invisibility; the ultimate challenge, the exposition of its roots.” Therefore, the onus rests on us to ensure the History we teach our learners and students or the papers, articles or books we write always question the truth the History presented to us. Voicing an opinion may aid in preserving the heritage of the silenced.

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THE SCHOOL AS A MICROCOSM OF COMMUNITIES AND THEIR HERITAGE AND THE NEED TO ENCAPSULATE THIS IN THE WRITING OF SCHOOL HISTORIES

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Abstract

The writing of school histories is a neglected sub-discipline in the study of heritage. It is, however, imperative that this aspect of the broad tapestry of our local and national heritage is analysed and preserved. As a microcosm of the community which it serves, a school reflects and engages with the greater political, social and economic issues and dynamics at any particular stage in its development. Often relegated to a purely celebratory document marking a centenary, half or quarter century, the account could be purely anecdotal or touch only on those aspects of the school which have contributed to school traditions, neglecting the broader framework within which it functions and with which it engages. It is critical that this aspect of heritage is preserved by historians who take the effort to research and write about this tiny snippet of our national heritage.

Keywords: Christian National Education; Democracy; Polarisation; Transition; Power relationships; Microcosm.

Introduction

South African schools have been inextricably linked to the national political discourse for many years. The seminal events which were the defining moments in our society not only had a direct influence on the content of what is taught in schools, but also on teaching methodology and the broad framework of education policy and legislation. At the turn of the previous century Milnerism ushered in an era of exclusive English education. Half way through the twentieth century the Afrikaner Nationalist government thrust Christian National Education to the fore. During the 1950s through to the

late 1980s a major polarisation took place in line with the implementation of apartheid policies. From 1990 to 1994 was a watershed in both the national political discourse and the direction education would take. With the advent of democracy a new era of experimentation dawned. Initially the key approach was to discard the old and usher in new policies, legislation, curricula and methods as rapidly as possible without pausing to consider the retention of some of the systems in place on the few islands of excellence. In the last decade a shift has been taking place in this regard and the pendulum is swinging back to a rather more balanced view of sound education policies and principles.

At every stage the wider dynamics of political events have had an impact on schools. During the apartheid years resistance, defiance, collaboration, compliance and opposition characterised the range of responses to state policy. The polarisation of South African education has left an unhappy legacy of an education system with world class institutions juxtaposed with utterly dysfunctional schools in close proximity. Indeed, every era has had to deal with the legacy of a previous dispensation which stirred up collaborative passion and total resentment in almost equal measure. Schools have at times been the battleground on which a power struggle and battle of wills played themselves out. At no stage, though, could any school function outside of the context of the turmoil which characterised South African society and politics. The response to the broad context had to be somewhere on the continuum between collaboration and combative opposition. Even non-public (private/missionary) schools were sucked into this uncomfortable vortex.

ISJ Venter says in his book History of Education: ‘the individual human life does not escape the multi-chequered character of temporality: if we analyse the time of a single educator or educationist for example, we find that it is integrated with different “times”, among others with the national, educational, social, religious, philosophical and other temporality.’¹ In few societies does this hold true more than in South Africa. Teachers and schools are enmeshed very closely with the era and context of this transitional society. South Africa has been a society in transition not only during the democratic era since 1994. Indeed, since the South African War (1899-1902) and the establishment of Union in 1910, the major issues concerning race and ethnicity, political and economic power and social cohesion have not been adequately settled. The Afrikaner’s struggle for power, in tandem with and subsequently superseded by the African ascendancy, has characterised much of this period. Schools have had to serve communities grappling with these issues and have been at

¹ ISJ Venter, *History of Education* (Butterworths, Durban, 1979), p. 68.

the cutting edge of these developments.²

It is critical that the experiences and contributions of those educators and pupils involved in the struggles of the past few decades be recorded. It is a fallacy that history is merely a record of the contribution of prominent politicians and economic giants. Ordinary people make history, are engaged with the policies, curriculum and methodologies that prevail at any given time and make extraordinary contributions to the development of our society. It is these ordinary people at our schools who give their communities a particular “flavour”. A study of the way in which national policy affects schools and the way in which schools deal with the other powerful institutions in society is essential. The school is a microcosm of the community in which it exists and which it serves and is worthy of analysis. A society has a history because someone takes the effort to write it.

In his biography of his late father, Jan Smuts jnr. records the words of the general on the fly-leaf of his book *Holism and Evolution*:³

*To see a world in a grain of sand,
And a heaven in a wild flower -
Hold infinity in the palm of the hand
And eternity in an hour.*

Indeed, the school in the context of society at large, is that microcosm. Each school has a history which has contributed to the greater whole which constitutes the South Africa in which we live today. That history should be recorded and celebrated. It is part of the rich heritage of this country.

In the *Long walk to Freedom* Nelson Mandela doffs his hat to the youth of Soweto who, on 16th June 1976 started the process of dismantling Bantu Education in South Africa by rising up against an oppressive system. “The events of that day reverberated in every town and township of South Africa. The uprising triggered riots and violence across the country.”⁴ The events which followed were triggered by individuals such as Seth Mazibuko, a student at a Soweto school, who assumed the mantle of leadership. The role of an individual and a school community in eventually bringing down an oppressive system must not be underestimated. It is not always the prominent politicians of the day who call the shots!

2 S Jeppie, (ed), *Toward new Histories for South Africa* (Juta, Cape Town, 2004), pp. 28-30.

3 JC Smuts, *Jan Christian Smuts* (Cassell, Cape Town, 1952), p. 287.

4 N Mandela, *Long Walk to Freedom* (Abacus, London, 1994), p. 575 .

Many of the school histories which have been written in South Africa are celebratory manuscripts of leading former “Model C” institutions and private schools. It is indeed admirable that a start has been made in recording the contributions of schools to the greater political, social and educational developments in this country. However, the contributions of many other institutions remain in the oral domain. They need to be recorded for posterity. The Education Departments and Universities should encourage this as a sub-discipline of worth.

Practicalities: What and how of writing school Histories

The case having been made for the value of this type of research project, it is critical that funding does not become an insurmountable obstacle. A school that wishes to produce a written record of its history could explore a variety of funding options. The institution to which the author of this article is affiliated, The Settlers High School in Cape Town, commissioned him to write a celebratory book on the history of the school spanning some forty years, in 2003.⁵ It was immediately decided to produce a “coffee-table” type book which would appeal to both past and present learners, and also deal with broader political and social issues to expand the appeal to those who wish to investigate a slice of South African education history. Generous donations were obtained from the University of Cape Town, the Past Pupils’ Association, past pupils who are leaders in business and a fund raising venture associated with the annual “Big Walk” held at the school. No expense was spared in getting a graphic designer of note to assist with layout and a reputable publishing/printing firm was contracted to produce the final hard cover version. Priced correctly and having made an accurate assessment of the size of the market, the school broke even within weeks of the publication being launched in August 2005. Since then numerous copies have been sold to avid collectors of school histories (a market the school had no idea existed). The national libraries (5 repositories) and local schools and libraries were given copies for their collections, and the school uses some of the books as gifts and for marketing and branding. Despite this, a fair profit has been made on the sale of the book.

Publishing a school history need not be a financial burden if a business-like approach accompanies the publication of what is perceived to be a good quality book (in respect of durability, aesthetic appeal and content).

⁵ PM Haupt, *The Settlers: 40 years towards freedom* (Creda, Cape Town, 2005), (preface).

Methodology

The decision to publish - what approach do we adopt?

An important commemorative event is a useful starting point. Research will always be a great deal easier the shorter the history, because many of the teachers and pupils will still be contactable and willing to grant interviews. A decade is not too short a duration to be worthy of recording.

Depending on the brand and approach of the particular school, the publication need not be a hard-cover book or a substantial soft-cover publication. A special celebratory magazine would suffice, as long as it addresses the main functions of recording the history and contribution of the school in the local community and its contribution to education in the region or nationally.

Several approaches may be adopted, depending on the brief given the author at the outset.

The approach adopted by the late R Hamburger, author of the Bergvliet High School history, was that of an anecdotal record with tributes and memories throughout. He produced a very readable account of the first fifty years of that school. It is a document that any past learner would delight in reading, yet he has touched on the seminal events which took place at the national and provincial education levels as well as the major political developments which were defining moments in our South African history. A major strength is the comprehensive photographic record of the latter half of the twentieth century at the school.⁶

L Moulton authored the history of Kimberley Boys' High School.⁷ His hard cover edition published in 1987 to mark the centenary of that school is a scholarly account of the magnificent contribution of that school to South Africa dating back to the nineteenth century. Included are references to leading figures who have shaped business and politics in South Africa. This was not meant to be a coffee-table book with easy flowing text. Its approach is erudite and scholarly. That is what it purports to be and that is what it has achieved. This is a permanent record of a school's contribution to South Africa which could be used for academic research.

In a similar vein, T J Webster and L Emslie wrote the history of Selbourne College in the Eastern Cape. This also does justice to a school whose history spanned a century. Erudite and scholarly once again, not for light reading,

⁶ R Hamburger, *Bergvliet High School, BHS* (Cape Town, 2007), (foreword p.v).

⁷ L Moulton, *KH History* (KBHS Centenary Committee, 1987).

but invaluable to students of education in South Africa.⁸

Parktown Boys' High School in Johannesburg, on the other hand, produced a celebratory magazine to commemorate its fiftieth jubilee. It encapsulated the history of the school from its inception in the dusty mining town of Johannesburg until the mid-seventies. Recorded in that document was a detailed account of the contributions of prominent teachers and headmasters as well as pupils who went on to become leaders in academia and industry. This was followed by an updated history of the school in the form of a book which was published some years later. No doubt the original magazine provided much useful material to the author charged with updating the account of the school's history a few years ago. The importance of starting to write the record cannot be underestimated!

Whichever approach is adopted - start writing the record.

A changing community - a changing microcosm

South Africa is a society in the throes of transition and transformation. Since the first schools were able to adopt an open admission policy in the early 1990s, the demographic composition of schools began to change. These changes were most evident in the formerly "white" schools of the apartheid era. Whereas schools had previously been community schools serving particular suburbs with fairly homogenous socio-economic backgrounds, they have in many cases become commuter schools, drawing from a variety of communities. To a certain extent there has been a normalisation, as the rigid demographic divisions foisted on communities by the Group Areas Act which determined where particular ethnic groups could or could not reside, have become less stark. Nevertheless, commuter schools rather than narrow community schools still exist.

Indeed the school is still a microcosm. It is now a microcosm of the commuting community and a study of the issues which dominate the discourse reflects what is occurring in the broader South African setting. There has also been a greater degree of centralisation regarding education legislation and policy. How schools engage with the education authorities, the officials, the politicians and how the curriculum is constructed and delivered is worthy of serious consideration. School histories can give an informative view of the defining issues of South African society by studying the impact of

⁸ T Webster and L Emslie, *Bearers of the Palm: A history of Selbourne College, SSHC*, (East London, 1976).

policies. Policy decisions affect the quality of curriculum delivery - issues such as school fees, statutory requirements regarding fee exemptions for indigent (or purportedly indigent) parents, staff allocations and subsidies established according to poverty/wealth quintiles, all affect the ability of schools to deliver quality education. Funding decisions based on perceptions of “previous disadvantage” rather than current demographic and socio-economic profiles, affect schools and their ability to serve their “new” communities. How schools contribute towards social mobility and the bolstering of a heterogeneous educated and skilled middle class, differ from region to region and community to community. This is worthy of analysis and school historians are well placed to deal with it.

Conclusion

There are indeed schools in South Africa which are world class. There are also many that fail to deliver quality education, or even the basic curriculum. Not all the quality schools are private, or “former Model-C” or even well funded. Yet they deliver! What is it that gives well performing schools the edge? Is it simply teacher commitment, or pupil commitment or some other intangible quality? These schools, too, are a microcosm of their communities. The community and the school has a quality which makes it outperform those in the sea of mediocrity. These are the histories that need to be written! How indeed do we emulate the successful if no-one has documented their route to success.

We are all part of the broader South African society and a local community. The school is a microcosm of the community and as such, it is worthy of study. School histories need to be researched and written not only to preserve our rich tapestry of heritage, but also to contribute to an understanding of that which constitutes a successful institution that can effectively deliver the curriculum.

EXPLORING LOCAL HISTORIES IN THE USE AND APPRECIATION OF HERITAGE AND HISTORY IN HISTORY CURRICULA

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Abstract

With the Internet so easily available nowadays, I decided (just for the fun of it but also out of curiosity) to do a Google search to see how many entries I could find for “heritage and history”. In a split second no fewer than 840 000 results appeared. I felt exhausted even before I even started surveying the results. This gives a sense of how history educators must sometimes feel when they have to teach content or facilitate, but still have to find the time on a daily or weekly basis to engage with meaningful ideas and activities as part of the History curriculum. This is especially true for heritage assignments that from 2012 will, among others, be the focus in the Grade 10 History curriculum.

In September 2010 the South African Society for History Teaching held its second conference since its founding on the theme of heritage and its inevitable associations with history. As I do not wish to repeat here the theories and practical suggestions¹ which other educators of history with expertise in heritage have recently developed, my focus is more practical. It is practical in the sense that it will motivate educators to use existing content in local histories and local heritage within history curricula frameworks (in all educational phases) to serve as examples of broader trends – apart from this, heritage is also to be appreciated for its own sake as well as acting as a micro anchor and milestone from which broader historical developments evolve. In this regard my focus therefore was more on identifying historical content in past debates and research deliberations with the intention to support educators

¹ For valuable theory on heritage and debates on whether history should be associated with heritage, etc. consult, among others, the following sources: JD Snowball & S Courtney, Cultural heritage routes in South Africa: Effective tools for heritage conservation and local economic development? *Development Southern Africa*, 27(4), October 2010, pp. 563-576; N Sheperd, “Heritage”, in N Sheperd and S Robins (Eds.), *New South African keywords* (Jacana, Johannesburg, 2008), pp. 116-128; K Ronan, “Memory, place and nation-building: Remembering in the ‘New’ South Africa”, pp. 1-48, School for International Training Program, 2007 accessed from www.google.co.za as [viewcontent.pdf](http://www.viewcontent.pdf); J Carruthers, Africa Forum on “Heritage and History”, accessed from on H-Africa: <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-africa&month=9810&week=c&msg=sv82DZpkATFzGc7zqbkFKA&user=&pw=>, 20 October 1998.

with content that they can explore inside and outside the formal classroom set-up. Therefore the discussion merely:

- Gives glimpses of local history and heritage in the writing of historians and others;
- Deals with one local heritage example in the classroom (to connect with the SASHT 2010 conference theme: The “how to of yours, mine and ours in a still divided community; environment”), namely the 2010 Shaka statue debacle;
- Gives some concluding suggestions on heritage, history and the History curriculum.

Introduction

Although heritage topics – with their always highly debateable associations with history and memory – are not part of my daily professional focus and concern, I also from time to time stumble on their inevitable presence in the recording of local and regional history. When doing so, and also with preservation of the local environment at the back of my mind, I am more often than not aware that history educators from all the provinces, and from particular regions and localities, can do so much more to support awareness of local history² and local heritage³ as a form of identity.⁴ Through practical means (for example learner assignments that can also be linked to most History curriculum themes, and are thus not “wasted”) this activity could contribute to preserving local history (as a non-negotiable foundation to support the understanding and appreciation of local heritage). These inputs could eventually expand the archived memories of their own area that responsible institutions of local areas preserve or that are archived elsewhere.

The point I am also making is that local history and local heritage preservation cannot be the task only of local or national government or a limited number of local historians/heritage-preservation organisations in our country. Therefore heritage education will (and should) have a place in History curricula once History educators are willing to provide space to previously neglected or marginalised narratives as a living (intangible) or visible (tangible) heritage.

2 In the context of this discussion local or regional history is recognised as the unity of all historical branches related to history. In regional history the past is studied from a local angle from above and below. Its methodology therefore also features an interest in smaller communities/individuals, their activities, experiences or/and contributions in their own environment, of which some local events also may lead to broader outcomes. Compare “Editorial”: *Contree: Journal for South African urban and regional history*, 1 (January 1977), p. 3.

3 In the context of this discussion heritage is basically defined as an individual or collective memory/oral conceptions of the past as expressed in the present. There is no exact relationship of the past *in* the present. It can also appear as being both a point of identity and difference. See N Sheperd & S Robins (Eds.), *New South African keywords*, (Jacana, Johannesburg, 2008), p.117; C Kros, Heritage vs. history: the end of a noble tradition? *Historia*, 48(1), May 2003, pp. 326-336.

4 C Kros, Heritage vs. history: the end of a noble tradition? *Historia*, 48(1), May 2003, p. 328.

Heritage is not only to be explored occasionally or mostly ignored, but must be passionately and constructively engaged with inside and outside classrooms and lecture halls (as so many educators pointed out during the SASHT 2010 conference). As heritage will always have the appearance of being in motion (and is not fixed)⁵ its “acknowledgement” in formal history education could and should rather be used as human experiences that support the making of any history, or as a tool contributing to the understanding of expressions of the broader past.

The professional engagement which I, and other historians, have is then to record local histories (this could be approached from various angles such as economic, religious, educational, environmental, etc.) so that History educators and others can also use these contents as fundamental historical contexts, for example in heritage assignments.

Another personal engagement (at least in this writing) is to make History educators aware of the fact that the broader History curricula of the General Education and Training (GET) and Further Education and Training (FET) phases do not “ignore” local history and local heritage. Their “useability” and “practicality” in the teaching of History curriculum themes lie in the way the History educator methodologically structures his or her theme content so that learners, for example, can understand international events through local examples, and vice versa. The rest of the discussion will be devoted to this “second” engagement, with the point of departure being some form of conceptual understanding, and then exposing history educators to some practicalities and local South African sources that they can use to enrich their local history research and heritage activities for History learners.

Views on the teaching of History by deliberating on past research into local history and local heritage by historians and others

It is generally known that perhaps no national history and memory can be representative and/or complete without considering some milestones in local historical events that sometimes contribute, or have contributed, to mind-shifting decision making at all levels of authority and in the community. Although these events may be associated only with one particular group, community, race, gender or even age group, contributions (historically recorded, or through oral/anecdotal memories or visual expressions as

5 Compare N Sheperd & S Robins (Eds.), *New South African keywords*, Jacana, 2008, p. 123.

heritage), they remain part of the local and also the broader national history.

To my mind local history and local heritage in the 21st century should not be ignored or “de-balkanised” (a term used by a speaker during the SASHT 2010 conference) to support notions such as “rainbow nationalism”.⁶ Exploring local histories in the *knowing, using* and *appreciating* of heritage and history in general (but certainly for History educators exploring a history theme in a History curriculum in an all-inclusive way)⁷ may spontaneously pave the way for “nation building”.⁸ Thus it is a form of open-minded approach that may perhaps contribute to another second form of identity among all, which features traces of “rainbow or liberal nationalism”,⁹ and which could serve as a form of identity bonding of the South African nation, but does not ignore or disrespect the differences and identities of the various communities.

An appreciation of the history and heritage of all is reflected in the Preamble to the National Heritage Resources Act (Act 25 of 1999).¹⁰ The role of heritage (and per se also local heritage) is expressed in a refined and well-articulated way (I have underlined certain of the words to accentuate their importance):

Our heritage is unique and precious and it cannot be renewed. It helps us to define our cultural identity and therefore lies at the heart of our spiritual well-being and has the power to build our nation ...

So indirectly the developers of the Act have acknowledged the reality that “our heritage” can “help us” ... and “has the power” to ... NOT: “it defines a specific heritage” but simply a more moderate “it helps us to define”, and NOT: it “builds our nation”, BUT it “has the power to build our nation” (which means that this definition can only be applied if all the “our heritage” legacies (which also mostly have local roots) are acknowledged, are historically

6 Compare the critique of N Alexander, “Multiculturalism and the rainbow nation”, Keynote address to Amnesty International, University of the Western Cape, 1997, in K Ronan, “Memory, place and nation-building, School for International Training Program, 2007, pp. 1-48: www.google.co.za as viewcontent.pdf

7 Compare the discussion by M Winstanley, “History and the community”, in A Booth and P Hyland, *History in higher education: New directions in teaching and learning*, Blackwell, Massachusetts USA, 1996, pp. 207-221; H Ludlow, “Using local history to apprentice undergraduate students into the practices of the historian”, *South Africa Historical Journal*, 57(2007), 201-219.

8 This argument does not contradict the view that any country should explore ways of creating a national identity.

9 These are conceptual expressions that academia have tossed around recently. See S Marschall, “Making money with memories: The fusion of heritage, tourism and identity formation in South Africa”, *Historia*, 50(1), May 2005, p. 118.

10 Compare K Ronan, “Memory, place and nation-building: ...”, School for International Training Program, 2007, www.google.co.za as viewcontent.pdf, p. 15; C Rassool, “The rise of Heritage and Reconstitution of History in South Africa”, *Kronos*, 26, 2000, pp. 1-21.

well recorded, respected and used or imaged through various mediums of heritage expressions (past and present).¹¹

Because all communities and individuals have a heritage, just as they all have a past, Heritage Day in South Africa is for the “all”¹² and the “us” in the country. I would like to think, without wanting to provoke an enormous conceptual debate, that history should serve as a cornerstone of representative and reliable information from which heritage activities in South African education are developed and facilitated. Heritage outcomes could then serve the purpose of leading to inventive actions and/or creativity in many forms. In the process it could even allow opportunities to assemble unique information to be unlocked (by interested experts) and preserved for future generations.

Heritage can be packaged in many forms and with many features, such as in:

- Religion
- Material/spiritual culture
- A physical space which a group(s) occupy/ies
- National values
- Wildlife
- Landscape
- Oral testimonies
- Individual contributions/outstanding leaders
- Street and place names
- Artistic expressions in all their variety.

To be able then to “serve” the theme of “heritage”, at least in the recently accepted South African History curriculum for schools (CAPS document), History educators will probably rely heavily on the guidance of learner and teacher textbooks. As these books can only provide direction on one theme to a limited extent, the independent-thinking History educator should explore his or her local environment and region more intensively to use the local/regional historical legacy as efficiently as possible in an educational environment.

As a start, to acquaint oneself and learners on a local topic so as to reach the heritage part, in my view searching for available information on a specific local community (close by or even elsewhere) would be one of the first obligations of the educator. Because some information on local histories is

11 Also compare DoE, CD compilation titled, “Celebrating our heritage.” Constitutional values highlighted in the manifesto on values, education and democracy. Race and values in education, Pretoria, ca 1996.

12 Compare J Carruthers, Africa Forum on “Heritage and History”, H-Africa: <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-africa&month=9810&week=c&msg=sv82DZpkATFzGc7zqbKfKA&user=&pw=>, 20 October 1998.

not readily accessible to some History educators, I have listed several related local history articles¹³ on a variety of places in South Africa (see below). They are mostly written by historians or researchers in other disciplines known to be experts in a particular field or area of research. These articles are mostly based on extensive research (and thinking), and could serve as valuable points of departure to unlock a specific local past, or to present debates on the past.

Some articles can also be used in various History curriculum themes (in a national and even international context) to provide the educator (and learners) with additional knowledge to be able to come to a more informed understanding of a theme under discussion. Once History educators have identified a few articles in the selection below that would serve their purpose, the way to obtain them would be to ask a local library to trace them through an interlibrary service or to investigate their availability through various search engines on the Internet. History societies or/and institutions that publish journals could also be approached. As a last resort the SASHT could also serve as an intermediate source to provide history educators with specific history articles or other historical information. The website www.sashtw.org.za (for subscribers) can be used for such enquiries. It is hoped that after making the effort to find sources of information on local history and local heritage in the form of articles in the four historical journals (there are more) cited here, educators will continue their research in other publications and books and use the information for its educational and historical value.

Locating local history and local heritage articles in history journals

Selections of history articles are given below which appear in four well-received journals on South African history (although they are by no means “complete sets” of local history and local heritage history). They are valuable sources of information on local history and local heritage history. The hope is that History educators will consider using those articles that they find informative for explaining the context of a particular theme, or will consider using the content in practical local history or heritage excursions as views or perspectives.

Also note that although some place names that appear in the articles may have changed after 1994, the early history of an area, monument, building,

13 Although the existence of a wide variety of local history books is not mentioned here, educators should explore their local region's museums, libraries and local governments for information. These pieces of information can be very handy in providing a solid basis of history content for local heritage assignments.

etc. remains very much intact, so most of the content is still important for exploring relics of a town's, region's or country's heritage. In the lists of selected articles below there is something worthwhile to browse through on just about every province and its regions. The journals explored are the *South African Historical Journal* (SAHJ); *Historia*; the *New Contree* (previously known as *Contree*, mainly focused on local history); and the *South African Journal for Cultural History* (abbreviated in this discussion as the SACJ). They are listed in random order.¹⁴

Eastern Cape

- H Giliomee, Democracy and the frontier. A comparative study of Bacon's rebellion (1676) and the Graaff-Reinet rebellion (1795–1796), *SAHJ*, 6(1), 1974, pp. 30-51.
- B Richard, Farming and politics in the Karoo and Eastern Cape, 1910–1924, *SAHJ*, 12(1), 1980, pp. 48-64.
- A Appel, Port Elizabeth, c.1855–1875: Enkele sosio-ekonomiese aspekte, *SAHJ*, 16(1), 1984, pp. 101-117.
- W Dooling, Slavery and amelioration in the Graaff-Reinet District, 1823–1830, *SAHJ*, 27(1), 1992, pp. 75-94.
- R Ross, Grahamstown versus Cape Town, *SAHJ*, 36(1), 1997, pp. 277-283.
- TJ Stapleton, 'Him who destroys all': Reassessing the early career of Faku, King of the Mpondo, c.1818–1829, *SAHJ*, 38(1), 1998, pp.55-78.
- DW Myburgh, The origin of towns in the Eastern Cape Midlands, *Contree*, 4, 1978, pp. 24-29.
- KS Hunt, When the railway came to Grahamstown, *Contree*, 6, 1979, pp. 24-28.
- S Sampson, Fort England as a military base, *Contree*, 8 1980, pp. 16-20.
- M Rainier, Fort Donald and the Abalondolozzi Regiment, *Contree*, 9 1981, pp. 24-29.
- A Appel, Aan die Grobbelaarsrivier – 'n greep uit die vestigingsgeskiedenis van Oudtshoorn tot 1848, *Contree*, 10 1981, pp. 9-15.
- KS Hunt, The Grahamstown City Hall – The tale of two foundation stones, *Contree*, 10 1981, pp. 27-31.
- OJO Ferreira, Onder-Kouga: Oorsig van 'n kontrei, *Contree*, 14 1983, pp. 5-16.
- GL de Kock, 'n Geografiese ontleding van die eksploratie in die sentraal-weskusgebied van Suid-Afrika, *Contree*, 16 1984, pp. 20-23.
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- P de Klerk, Streeksgeskiedskrywing en koloniale verhouding: Die Wes-Kaapse platteland en die Karoo, *New Contree*, 58, 2009, pp. 1-37.
- D Sleigh, Die naam van Constantia/(The name of Constantia), *SAJC*, Ou reeks 2(2), Julie 1985, pp. 4-7.
- J Walton, Early Cape lime-kilns, *SAJC*, 1(1), March 1987, pp. 23-25.
- GL de Kock & J Brand, Historiese dorpsbeeld van Stellenbosch, *SAJC*, 2(1), Januarie 1988, pp. 1-6.
- EP Engel, Die plomp dames van Stellenbosch – die simboliese betekenis van 'n wyserplaat, *SAJC*, 3(4), Oktober 1989, pp. 333-336.
- H Fransen, Die Kaapse 'preekkerk' en sy oorsprong *SAJC*, 3(4), Oktober 1989, pp. 314-324.
- PW Grobbelaar, Noordwes-Kaapse volksvertelkuns, *SAJC*, 5(3), Julie 1991, pp. 106-112.
- MHC du Preez, Die Lucas-tabak van Piketberg, *SAJC*, 5(4), Oktober 1991, pp. 169-173.
- MHC du Preez, Rachel de Beer en die spookmeisie van Uniondale, *SAJC*, 9(2), 1995, pp. 125-131.
- S le Roux, Presedente vir die Kaapse moskee I [available up to series IV]: Agtergrond vir die gebou as historiese teks, *SAJC*, 10(1), Mei 1996, pp. 44-59.
- M Olivier, The role of the tea-table in the daily lives of rural colonial woman as observed by visitors to the Cape, *SAJC*, 11(1), May 1997, pp. 13-26.
- R Marks & M Bezzoli, The urbanism of District Six, *SAJC*, 11(1), May 1997, pp. 48-69.
- JG van der Merwe, 'n Verkenning van die vryetidsbesteding onder die Maleise slawe aan die Kaap, *SAJC*, 11(2), November 1997, pp. 23-29.
- JT Kemp, Greyton – a unique Overberg village, *SAJC*, 14(1), June 2000, pp. 41-66.
- S le Roux, Vryknegte in die Kaapse boubedryf, *SAJC*, 14(2), November 2000, pp. 64-82.
- RA Laing, Stained glass at the Cape during the DEIC period, *SAJC*, 15(1), June 2001, pp. 74-84.
- JT Kemp, The oak tree in history and its legacy in the Western Cape, *SAJC*, 16(2), November 2002, pp. 66-93.
- L Rabe, Taal as identiteit – Die "Duitse" Afrikaanssprekende gemeenskap Philipp, *SAJC*, 17(2), November 2003, pp. 46-68.
- F Fairer-Wessels, A literary pilgrimage to Robben Island as inspired by Nelson Mandela's *Long walk to freedom*, *SAJC*, 9(2), November 2005, pp. 1-16.
- H Claassens & F Pretorius, Die bydrae van Jan van Riebeeck tot die verskeidenheid groente en vrugte aan die Kaap, 1652-1662, *SAJC*, 20(2), November 2006.
- G Groenewald, Slavery and the church in the Stellenbosch district during the eighteenth century, *SAJC*, 24(2), November 2010, pp. 25-36.
- L Rabe, Living history – the story of Adderley Street's flower sellers, *SAJC*, 24(1), June 2010, pp. 83-104.
- WJ de Kock, Slaves and slave regulations at the Cape: 1806-1834, *Historia*, 3(3), 1958.
- NA Coetzee, Jacobus Coetsee: Die boerepionier van Groot Namakwaland, *Historia*, 3(3), 1958, pp. 169-178.
- M Boucher, Ex Glande Quercus, Bishop Griffith at the Cape: The Catholic background (1803-1837) and the first frontier 'visitation' of 1838, *Historia*, 11(4), 1966, 245-255.
- MW Spilhaus, The story of Ryk Tulbach III, *Historia*, 17(1), 1972, pp. 4-11 [Editions I-II are not cited but can be retrieved in earlier *Historia* editions].
- C Pretorius, Die verhaal van Anna Marais en die slaaf Claas van Bengalen, *Historia*, 24(1), 1979, pp. 42-49.
- M Boucher, The voyage of a Cape slaver, *Historia*, 24(1), 1979, pp. 50-58.
- A Appel, Die ontginning van die inheemse houtbosse op die Kaapse Skiereiland, 1652-1795, *Historia*, 22(2), 1977, pp. 141-151.
- J Raubenheimer, Die Hugenote-gedenkgebou, Koningin Victoriastraat 48, Kaapstad, *Historia*, 25(1), 1980, pp. 28-31.

It is noticeable that a very limited number of articles have been written on the local history and heritage of some of the provinces. To find out why this is so would require time and space, and would be part of another whole debate on the need for more local history research.

Perhaps an argument could be made that some of the articles suggested above may be very outdated and only serve to discuss a particular group. However, there is not sufficient reason to ignore them, as they are valuable for understanding and explaining local histories and aspects of heritage. History should thrive on multiple perspectives to help readers to come to an informed understanding of events. Avoiding some perspectives in some articles can just lead to another way of becoming one-sided or ignorant.

Creative educators may wish to explore other sources that contextualise heritage and the heritage history of some groups in South Africa in a national or wider context. In this regard a few articles have been identified from the aforementioned journals that may be of value.

General/National

- C Kross, Tokens of the past? *SAHJ*, 29(1), 1993, pp. 3-4.
- TA Dowson & JD Lewis-Williams, Myths, museums and Southern African rock art, *SAHJ*, 29(1), 1993, pp. 44-60.
- A Nettleton, Arts and Africana: Hierarchies of material culture, *SAHJ*, 29(1), 1993, pp. 61-75.
- J Deacon, Archaeological sites as national monuments in South Africa: A review of sites declared since 1936, *SAHJ*, 29(1), 1993, pp. 118-131.
- V Bickford-Smith & R Mendelsohn, Film and history studies in South Africa revisited: Representing the African past on screen, *SAHJ*, 48(1), 2003, pp. 1-9.
- D Morris, Rock art as source and resource: Research and responsibility towards education, heritage and tourism, *SAHJ*, 49(1), 2003, pp. 193-206.
- S Marschall, "Transforming the landscape of memory: The South African commemorative effort in international perspective", *SAHJ*, 55(1), 2006, pp. 165-185.
- A Grundlingh, "Revisiting the 'Old' South Africa: Excursions into South Africa's tourist history under Apartheid, 1948–1990", *SAHJ*, 56(1), 2006, pp. 103-122.
- A van der Vlies, 'Local' writing, 'Global' reading, and the demands of the 'Canon': The case of Alan Paton's *Cry, the Beloved Country*, *SAHJ*, 55(1), 2006, pp.20-32.
- H Ludlow, Using local history to apprentice undergraduate students into the practices of the historian, *SAHJ*, 57(1), 2007, pp. 201-219.
- S Marschall, "Pointing to the dead: Victims, martyrs and public memory in South Africa", *SAHJ*, 60(1), 2008, pp. 103-123.
- BB Maaba, Challenges to repatriation and preservation of tangible heritage in South Africa: Black art and the experiences of the Ifa Lethu Foundation, *SAHJ*, 60(3), 2008, pp. 500-513.
- T Simpson, 'Umkhonto we Sizwe, We are waiting for you': The ANC and the township uprising, September 1984 – September 1985, *SAHJ*, 61(1), 2009, pp. 158-177.
- Mark Ingle, Community-based conservation: Intrinsic versus extrinsic values, *New Contree*, No. 51 (May 2006), pp. 115-131.
- JC Moll, Drie Suid-Afrikaanse provinsies kry 'n Afrika aanslyn: Die motiewe vir en proses van naamsverandering van Gauteng, Limpopo en Mpumalanga ('n koerantstudie), *New Contree*, 52, 2006, 127-147.
- AE Duffey, Ruitermontume in Suid-Afrika, *SAJC*, Ou reeks 1(1), Januarie 1984, pp. 28-30.
- PH Kapp, Ontstaan en ontplooiing van die Afrikaanse kultuur I, *SAJC*, Ou reeks 1(2), Julie 1984, pp. 27-30.
- PH Kapp, Ontstaan en ontplooiing van die Afrikaanse kultuur II, *SAJC*, Ou reeks 2(1), Januarie 1985, pp. 11-13.
- J Claassen, Functional and symbolic use of domes and arches in some examples of South African religious architecture, *SAJC*, 1(2), June 1987, pp 110-120.
- J Grobler, Ontspanning in die Suid-Afrikaanse swart gemeenskap: 'n Kultuurhistoriese perspektief, *SAJC*, 1(4), Desember 1987, pp. 321-337.
- GJ Nieuwoudt, Leuses van Transvaalse skoolwapens, *SAJC*, 4(2), April 1990, pp. 102-105.
- GG Cillid, Afrikaanse liederwyses – 'n besondere erfenis, *SAJC*, 5(1), Januarie 1991, pp. 19-28.
- D Radford, The carriage house and stables in South African domestic architecture, *SAJC*, 5(4), October 1991, pp. 135-142.
- PW Grobbelaar, 'Wat maak oom Kalie daar?': Die verhaal van 'n volksdeuntjie, *SAJC*, 6(3), Julie 1992, pp. 112-117.
- SJ Jooste, Die betekenis van die Britse regimentsorkeste vir die Suid-Afrikaanse musieklewe van die negentiende eeu, *SAJC*, 9(1), 1995, pp. 38-48.
- RC Fischer, Three iconologies of the boer dwelling, *SAJC*, 10(1), May 1996, pp. 31-43.
- LA Changuion, Die lewe in die Groenpuntkrygsgevangenskap tydens die Anglo-Boereoorlog, 1899-1902, *SAJC*, 10(2), November 1996, pp. 55-71.
- CJ van Vuuren, Horses, carts and taxis: Transportation and marginalization in three South African communities, *SAJC*, 13(1), May 1999, pp. 90-103.
- J Hattingh & A Wessels, Life in the British blockhouses during the Anglo-Boer War, 1899-1902, *SAJC*, 13(2), November 1999, pp. 39-55.
- AC van Vollenhoven, Die kenmerke en herkoms van die volkslied, *Sarie Marais*, *SAJC*, 14(1), Junie 2000, pp. 92-109.
- A van Vollenhoven & JW van den Bos, 'n Eerste fase ondersoek na die Britse blokkuisstelsel van die Anglo-Boereoorlog (1899-1902) in die Transvaal (Zuid-Afrikaanse Republiek), *SAJC*, 14(2), November 2000, pp. 94-112.
- S Marshall, Learning from the African vernacular: A practical application of the African renaissance?, *SAJC*, 15(1), June 2001, pp. 1-15.
- M Burden & T Weil, Die interaksie tussen Jood en Afrikaansprekende op die Suid-Afrikaanse platteland, 1880-1950, *SAJC*, 16(2), November 2002, pp. 94-109.
- H Raath, Oorsprong van die term hartbeeshuis, *SAJC*, 17(2), November 2003, pp. 78-94.

- FP Verster, & M Burden, Die spotprente van T.O. Honiball: 'n Kultuurhistoriese waardebeoordeling, *SAJC*, 19(1), Junie 2005, pp. 1-17.
- FP Verster, Die strokiesreëke van T.O. Honiball: Kaspaas versus Kalie, *SAJC*, 19(2), November 2005, pp. 72-88.
- SJ Jooste, Excerpts and anecdotes of cultural-historical interest from the history of wind music in South Africa (c. 1770-1900), *SAJC*, 19(2), November 2005, pp. 89-110.
- H Raath, Oorsprong van die Suid-Afrikaanse bootvormige hartbees- of dakhuis, *SAJC*, 19(2), November 2005, pp. 168-189.
- WJ Pretorius, Wedersydse kulturele verryking in die ontwikkelingsgang van Afrikaans en die Afrikatale in Suid-Afrika, *SAJC*, 22(1), Junie 2008, pp. 85-111.
- J Strauss, Die skoolmuseum, *Historia*, 3(1), 1958, pp. 54-56.
- JH van den Berg, 'n Interessante sportsoort uit die ou dae, *Historia*, 4(2), 1959, p. 137.
- AAJ van Niekerk, Pogings om 'n klaskamer museum vir Geskiedenis op te bou, *Historia*, 6 (1), 1961, pp. 51-54.
- Anon., Historiese gedenkwaardighede, *Historia*, 10(1), 1965, pp. 35-40.
- DC Grobler, Die Long Toms. Wat het van hulle geword?, *Historia*, 10(3), 1965, pp. 186-191.
- E Miles, Die Skilderwerk van Maggie Laubser, *Historia*, 10(3), 1965, pp. 192-200.
- SH Pelissier, Die graf van Antjie Scheepers, *Historia*, 10(4), 1965, pp. 293-298.
- R van Graan, Die werk van David Canty en die plek daarvan in die Suid-Afrikaanse landskapskilderkuns, *Historia*, 13(1), 1968, pp. 47-54.
- SH Pelissier, Die graf van Isak Leeboud, *Historia*, 13(3), 1968, pp. 192-197.
- M & E Schoonraad, 'n Ontluikende kunstenaar, Walter Westbrook, *Historia*, 13(3), 1968, pp. 198-202.
- FA van Jaarsveld, 'n Feeslied, gedig in die jaar 1838, *Historia*, 13(4) 1968, pp. 246-248.
- M Schoonraad, Dr JH Pierneef: Biografiese skets en sy belangstelling in die rotskuns, *Historia*, 14(2), 1969, pp. 118-130.
- EP Engel, Die skilderye van Boudin in Suid-Afrika, *Historia*, 18(3), 1973, pp. 195-199.
- CAR Schulenburg, Boerekrygsgevangenes van Bermuda II: Begrafploas op eiland, *Historia*, 24(1), 1979, pp. 20-41.
- SM Ndlovu, Heritage routes for the liberated South Africans: using oral history to reconstruct unsung heroes' and heroes' routes into exile in the 1960s, *Historia*, 47(2), November 2002, pp. 479-510.
- G Allen, "The case of the volkscustodian and the professor: heritage versus history", *Historia*, 47(2), November 2002, pp. 399-420.
- C Kross, Heritage vs history: the end of a noble tradition? *Historia*, 48(1), 2003, pp. 326-336.

Occasionally history journals that mostly focus on South African history also publish research on other areas in southern Africa because of the interconnectedness of the histories of neighbouring countries. A few research articles have been found in the four history journals, but more could probably be identified in other journals covering Africa and specifically southern Africa.

Southern Africa

- DN Beach, The Adendorff Trek in Shona History, *SAHJ*, 3(1), 1971, pp.30-48.
- T Keegan, The dynamics of a South African kingdom: Nineteenth century Lesotho reassessed, *SAHJ*, 30(1), 1994, pp. 109-120.
- AB Smith, The Kalahari Bushmen Debate: Implications for Archaeology of Southern Africa, *SAHJ*, 35(1), 1996, pp. 1-15.
- J Wright, Sonqua, Bosjesmans, Bushmen, abaThwa: Comments and Queries on Pre-Modern Identifications, *SAHJ*, 35(1), 1996, pp. 16-29.
- EA Maré, Batalha as 'n heilige plek (Batalha as a sacred place), *SAJC*, 3(2), April 1989, pp. 93-108.
- Anon., Discovery of the Zimbabwe ruins, *Historia*, 9(2), 1964, pp. 126-128.
- GC Mazirire, "Oral traditions as heritage: the historiography of oral historical research on the Shona communities of Zimbabwe. Some methodological concerns", *Historia*, 7(2), November 2002, pp. 421-445.

A few links are given below regarding some other local and national sources that accommodate history and heritage:

<http://www.southafrica.info/about/history/>

<http://www.southafrica.info/about/history/worldheritagesites.htm>

<http://www.safarinow.com/cms/south-african-world-heritage-sites/irie.aspx>

[http://en.wikipedia.org/wiki/Heritage_Day_\(South_Africa\)](http://en.wikipedia.org/wiki/Heritage_Day_(South_Africa))

<http://www.exploresouthafrica.net/westerncape/capetown/placestovisit/historicalheritage.htm>

<http://www.sawestcoast.com/history.html> (on the Griqua)

<http://www.cederberg.com/rockart.php> (on the San or Bushmen)

<http://www.iziko.org.za/sh/resources/slavery/index.html>

Building a family tree:

www.myheritage.com

Information from heritage organisations can also be used for assignments on local history and heritage:

South African National Heritage Council: <http://www.nac.org.za/>

South African Heritage Resource Agency: <http://www.sahra.org.za/>

Museums, Monuments and Galleries in South Africa:

<http://www.sahistory.org.za/pages/artsmediaculture/culture%20&%20heritage/heritage-orgs/menu.htm>

Lastly, here are some sources on heritage in South Africa retrieved from the Scirus.com search engine:

- JD Snowball & S Courtney, Cultural heritage routes in South Africa: Effective tools for heritage conservation and local economic development, *Development South Africa*, 27(4), 210, pp 563-576.
- S Marshall, Reordering the past: Monuments and architectural heritage in Post-Apartheid South Africa, *Repenser les limites : l'architecture à travers l'espace, le temps et les disciplines*, Paris, INHA (« Actes de colloques »), 2005. Available at: <http://inha.revues.org/1691> of Collections électroniques de l'INHA.
- Ciraj Rassool, 'The rise of heritage and reconstitution of history in South Africa', *Kronos. Journal of Cape History*, 26, (2000), 1-21.
- *The Yesterday&Today*, from 1981 as "Gister en Vandag/Yesterday and Today," also hosts a number of heritage related articles.

Dealing with a local heritage example in the classroom *(to connect with the SASHT 2010 conference theme: The “how to of yours, mine and ours in a still divided community; environment”):*

In the Curriculum and Assessment Policy Statement (CAPS) plan of the South African Department of Education, released as a draft in late 2010, the Intermediate Phase learner (Grades 4 to 6) is exposed to local history and some familiar examples of local history, but they are represented as contributions on a national level. The Mapungubwe and Zulu Kingdoms (the latter after 1860) serve as examples. Only in the FET phase (Grade 10) are learners introduced to groups in various local regions of South Africa as part of the topics:

- Transformations in southern Africa after 1750 (the example of Shaka later in this discussion was developed from this topic).
- Colonial expansion after 1750.

The topic outlines for Grades 11 and 12, as far as South African history is concerned, build on a selection of the history topics to which learners in the lower grades were broadly introduced. In all topics it is possible to use local and local heritage histories in comparative ways to gain a better understanding of a particular national/international topic. Perhaps workshops on how to understand and teach local history and local heritage history should be invested by the DoE in conjunction with historians and the SASHT in future. To explain in a simple way what I mean when I say that the value of local history and local heritage in all curriculum topics should not be underestimated, I brainstormed some of the Grade 10 topics on a few possibilities of linking the current international topics ONLY with some of South Africa's local histories so as to progress towards a local understanding of a national and/or internationally related topic (obviously a topic can also be approached by starting from the local and proceeding to the national):

Table 1:¹⁵

TOPIC No.	FET TOPICS GRADE 10 TITLE	Examples of some local history and local heritage history connections of FET topics
1	The world around 1600	1. Compare the kingdom features and motives for growth of the Songhai with those of the Ndwandwe or Zulu Kingdoms. Comparison of specific leadership or events concerning the obtaining and/or holding on to power also accentuates the local history and local heritage histories
2	Expansion and conquest in the 15th – 18th centuries	2. The example of the Cape in this curriculum topic is already suggested. It can simply be expanded to other regions or be made very local specific to serve as example.
3	The French Revolution	3. To be able to understand why oppression and dissatisfaction can lead to uncontrollable communities, the case study does not necessarily have to be on Haiti or Toussaint L'Ouverture (the leader of the Haitian revolution). Many local areas of mid-20th century South Africa are closer and will enable learners to associate more easily with a lack of e.g. liberty, equality and fraternity. Think about examples such as the incidents in Sharpeville and Soweto. In a more focused study, learners may also be exposed to very specific examples of local leadership and ordinary people who contributed towards change. Shaka as a specific local and South African leader, who contributed towards local and national history, a heritage image, and left a legacy, will be dealt with further on.
4	Transformations in southern Africa after 1750	5. Trace any town's/region's local history that evolved as a result from example Boers trekking into the interior or historical footprints of former kingdoms/ chiefdoms/ groups in your hometown area. They can serve as examples to explain some trends as mentioned in the topic.
5	Colonial expansion after 1750	6 The impact of the South African War features all over South Africa and has definite associations with responses and actions from abroad. Any hometown or region does have memories and a history on their region's contributions and the role of individuals.
6	The South African War and Union	

¹⁵ The publication edited by G Cuthbertson, A Grundlingh and M-L Suttie, titled Writing a wider war. Rethinking gender, race and identity in the South African War, 1899-1902 (David Phillip, Cape Town2002) should not be ignored in providing additional background to a well recorded period in South Africa's history.

The 2010 Shaka statue debacle

The Grade 10 curriculum deals with aspects of how the AmaZulu leader Shaka has been remembered. Learners are challenged and invited to discuss the question in Topic 4: Transformations in southern Africa after 1750. This is done by asking questions such as:

- How has Shaka been portrayed – past and present (or representations of Shaka)?
- What sources/evidence are there for our histories of Shaka?
- Why was Shaka portrayed in this way?

These questions have been raised because in the last thirty years or so the statue of Shaka still sparks interest among South Africans, the Zulu people in particular, and many others worldwide who have an interest in the AmaZulu kingdom and its history. By 2010 the perception was that Shaka's image is still well recognised, as he has for years been idolised in a popular film and through a wide variety of other media.^{16 2} His image as a person has also been honoured by naming places and buildings after him. Among others there are the uShaka Marine World – an aquatic theme park that opened in 2004 in Durban – and the King Shaka International Airport at Durban which opened in May 2010. In the new CAPS History curriculum for Grade 10, which deals specifically with this local and regional history, including its interconnectedness with South Africa and southern Africa's history, educators are challenged to consider past and recent interpretations of the history of Shaka's leadership of the AmaZulu. Also to be valued is Shaka's image as it relates to heritage and legacy histories, such as his image in individualistic thinking and/or various artistic expressions, which may or may not complement the most recent historical research, but which still rely on selective or perhaps skewed past memory. One example that could provoke an interesting debate, considering recent historical research, combined with perceptions of Shaka's image created by observers, past writers and oral tradition, is the dismantling of the sculpture of Shaka just weeks after its unveiling in May 2010 at King Shaka airport in Durban. To my mind this outcome also requires extensive debate by practitioners of history and institutions and groups concerned with preserving the country's heritage. It was mentioned earlier that heritage mostly appears to be in motion and is not fixed (this implies that it can be a heritage built on informed/uninformed or skewed/transformed images or expressions

16 As examples see - G Mersham, The discourse of the historical television drama – the case of 'Shaka Zulu', South African Cultural Historical Journal, 5(2), April 1991, pp. 70-77;- G Mersham, History, television and Shaka Zulu, South African Cultural Historical Journal, 5(1), January 1991, pp.10-19.

Perhaps also important to note is that Botha's sculpture was created in honour of Shaka at the King Shaka International Airport. Although the statue was unveiled in May 2010 as part of the FIFA World Cup activities, the statue was dismantled on 13 June 2010 because some members of the Zulu royal house raised concerns about its true reflection of Shaka.

If I were the educator of a group of Grade 10 learners, I would have developed a history assignment as well as a heritage assignment from the section on Shaka in Topic 4 of the curriculum.

History assignment

In the history assignment (based on recent historical research and discussions) the following two criteria would have been included to inform the learners of Shaka's legacy:

- Theoretical

Read the following excerpts (and explore the discussions on Shaka in more recent history sources) to compile your 21st century image of Shaka:

SOURCE A

Of all the books written on Shaka and the Zulu, E. A. Ritter's "Shaka Zulu" (1955) is almost certainly the most widely read. It remains the only substantial so-called 'biography' of Shaka ... Historians who doubt Ritter's veracity, and quibble about his fictionalising, or who no longer wish to cite him as a source at all, unquestioningly incorporate assertions or episodes found nowhere outside "Shaka Zulu"... Ritter's use of written sources is ... extremely limited and selective, even disingenuous, and his evocation of oral traditions so dubious as to be practically useless to the historian... Ritter, while clearly working within a 'great man' paradigm of history, paradoxically attempts to decentre Shaka as cause of a sub-continental wave of violence (the 'mfecane', a term Ritter himself does not use), while lionising his nation-building personality. The defence is based partly on chronology, partly on Ritter's overriding concern to present a more sympathetic protagonist: 'by no conceivable stretch of the imagination can Shaka be blamed for the devastations' of the early 1800s; these were largely Zwides and other 'desperadoes' doing, while the empire builder Shaka 'destroyed only in order to rebuild'.

Source: Dan Wylie, "A dangerous admiration: E.A. Ritter's Shaka Zulu", *South African Historical Journal*, 28(1), 1993, pp. 98 – 118.

SOURCE B

John Wright's [understanding] of the Zulu kingdom under Shaka as a defensive, reactive state – as opposed to an aggressive, predatory state [has not been] challenged ... the Zulu state was just one of a number of states that were consolidating themselves in response to external pressures. It was not the barbaric war-machine stereotyped in the colonial literature. Nor was it the product of dynamic, heroic nation-building, as Zulu nationalists would have us believe ...

Source: Paul Maylam, "The death of the Mfecane?" *South African Historical Journal*, 25(1)1 1991, pp. 163-166.

SOURCE C

A popularization of the mfecane as concept followed the publication of John Omer-Cooper's "The Zulu Aftermath" in 1966 ... he interpreted the violence and migrations on the subcontinent between the 1810s and 1830s as African state-building – completely independent of European influence – driven by the explosion of Shaka's Zulu state ... Throughout the nineteenth century, the notion of Shaka as the motor of subcontinental violence had been increasingly entrenched in settler writing and culture ...

Source: Alan Webster, "The Mfecane paradigm overthrown," *South African Historical Journal*, 25(1)1 1991, pp. 170-172.

SOURCE D

An important aspect of [historian] Julian Cobbing's radical critique of the 'mfecane as the pivotal concept of the history of southern Africa in the nineteenth century is the claim that the image of Shaka-as-monster' was an alibi invented by Europeans in the 1820s to mask their slaving activities. Reconsideration of this claim reveals that it is based on the misuse of evidence and inadequate periodisation of the earliest representations of Shaka. [An] Examination of the image of Shaka promoted by the Port Natal traders in the 1820s reveals that, with two highly specific exceptions which were not influential at the time, the traders' presentation of Shaka was that of a benign [kind] patron. It was only in 1829, after the Zulu king's death that European representations began to include a range of atrocity stories regarding Shaka. These were not invented by whites but drew on images of Shaka already in place amongst the African communities of Southern Africa...

Source: Carolyn Anne Hamilton, "The character and objects of Chaka': A reconsideration of the making of Shaka as 'Mfecane' motor", *The Journal of African History*, 1992, 33, pp. 37-63.

SOURCE

Shaka for long [was regarded as] the Attila of Africa in popular historical writings ... A wider movement [developed] for the rehabilitation of the image of the Zulu monarch ... By the early 1980s, the Inkatha leader, Gatsha Buthelezi, was describing Shaka as 'a walking, living, human miracle, a spiritual colossus who passed on great ideals to the Zulu nation' and a 'legend of human endurance, tenacity and singleness of purpose'. He [Buthelezi] called on university history departments to correct the 'grossly distorted image of King Shaka as a bestial, insane tyrant', and blamed this picture on the writings of the earliest white visitors to the Zulu kingdom ... Shaka emerged as an astute leader ... somewhat lacking in human warmth ... When Buthelezi, in a speech containing over thirty invocations of history ... he is investing autonomy and power in 'history' itself, and not in the producers of historical accounts ...

Source: CA Hamilton, "An appetite for the past: The re-creation of Shaka and the crisis in popular historical consciousness", *South African Historical Journal*, 22 (1990), pp. 141-157.

• *Visual*

Compare the image of Shaka (see image A below) and the recent one by Andries Botha (image B) and try to find all the differences and similarities.

Image A:



Source: <http://asterling.typepad.com/.a/6a00d8341ed39853ef011570aeb8d2970b-800wi>

Image B from two angles:



Source: The Natal Mercury, 23 May 2010 (Photograph by Fiona Kirkwood)



Source: <http://durbandiva.blat.co.za/files/king-shaka.jpg>; <http://asterling.typepad.com/.a/6a00d8341ed39853ef011570aeb8d2970b-800wi>

Heritage assignment

In the heritage assignment (based on the newspaper sources on the 2010 Shaka sculpture which are provided below, and more responses traced by learners on the Internet) the questions that follow could be debated to provide learners with the present-day views of people and to give them the opportunity and freedom to express their own views on events such as the example under discussion (after having considered the recent historical research):

SOURCE A

... So His Majesty [King Goodwill Zwelithini] thinks the founder of the [Zulu] nation looks like a sissy boy and not a ferocious warrior ... How can matters in a democracy be settled purely on a whim? ... Now we are lumped

with a 20-ton, R1.5 m problem on the side of the highway, where it will remain, badly hidden beneath shade cloth, until a few comrades are appeased. The thing is ... art and history [are] subjective. Their interpretation will always be contested ...

Source: G Arde, "We could quickly fill parks with monuments to stupidity", Sunday Tribune, 6 June 2010.

SOURCE B

Andries Botha's sculpture of King Shaka is a thought-provoking, stirring and inspirational rendition that raises Shaka above the clichéd, colonial stereotype as the 'noble savage' and places this leader squarely in the vernacular of the 21st century: a Renaissance man who was a warrior in the pursuit of his dreams, yet a courageous visionary who understood that the dream is about laying down one's weapons – and was that not also the genius of Nelson Mandela? Removing this sculpture was an outrageous and tragic act of vandalism that desecrated all the cultural values in our constitution and that we upheld with suffering and sacrifice during the time of the Truth and Reconciliation Commission.

Source: T Charter, "Removal of King Shaka statue an act of vandalism", The Mercury, 21 June 2010.

SOURCE C

[Sculptor Andries Botha] ... said it was a pity the issue [his interpretation of the Shaka statue] had become racialised. 'Mine is not a white Afrikaner interpretation', it's a South African interpretation, although I am rooted in a poor white, working-class tradition and I'm proud of that. 'I am an independent thinker and I have the ability to reason and to shift my beliefs in consultation with others.' The image of Shaka is a very complex one that comes from a rich cultural tradition ... It is a pastoral image many South Africans can identify with. A herd boy can become a leader, we all know that. A simple carpenter can be God. 'The role of the artist is consultative, but also interpretative and independent. It's not reflective of a collective or dominant world view ... the fact that artists can have autonomy is a reflection of a healthy democracy ... With regard to Shaka, I had a conversation with a competent historian from UKZN who is far more qualified than I am to interpret Shaka. I spent hours talking to the poet laureate Mazisi Kunene on his epic Emperor Shaka the Great, so I fully acknowledged my limitations and moved accordingly.' Botha said Dube Trade Port had endorsed his version of Shaka, pointing to his shield and spear. 'This affirms his military prowess and the fact that he forged a unified nation. His herd, apart from the significance of cattle in Zulu culture, was meant to symbolise trade and the fact that Shaka was a 'global visionary.' Botha said there were no pictures of Shaka to consult, so his work obviously relied on interpretation. But he had purposely steered

away from representing Shaka negatively as a ferocious military dictator. ‘This image is a stereotype that fails to register the complexity of the African culture and spiritual world view’ ... ‘I deeply respect the King’s [Goodwill Zwelithini] commitment to the cultural significance of Shaka’s image and his guardianship of that image, but I don’t know what that image is. I will respect his interpretation, but don’t believe it should dominate’...

Source: G Arde, “Boer’s philosophy”, News & Views, 6 June 2010.

SOURCE D

An expression by a group, or perhaps an individual, at the spot where the Shaka statue was unveiled before it was dismantled. The note next to the flower reads: *In memory of the Shaka sculpture that was removed from this place*



Source: Sunday Tribune 28 June 2010

Question 1

Give a one-sentence overview of the author’s/creator’s sentiment raised or expressed in each of the sources.

Question 2

List the arguments in sources A to C that you: 2.1) can associate with, and/or: 2.2) dissociate from, giving a proper motivation based on what you have learned so far in History about Shaka (1 page max.).

Question 3

In source B the author also responded by stating that: “Removing this sculpture was an outrageous and tragic act of vandalism ...” Why is the author of such an opinion and how will this “act” (which reflects disrespect towards the interpretation of the artist on an aspect of South Africa’s heritage) and thinking be considered by, for example, the following groups of people in future?:

- 3.1) Historians/writers of history
- 3.2) Heritage artists
- 3.3) Politicians
- 3.4) Members of the community.

Lastly, mention that this heritage assignment can even include a visit to places associated with Shaka’s childhood, his activities as a warrior and places commemorating his legacy. If travel and funding are problems, explore an example of an outstanding or disputed leadership closer to your locality, and deal with the content discussion in a similar way as was done with King Shaka.

Heritage, History and the history curriculum: some concluding suggestions

The key purpose of the discussion in this article was to remind history educators of, and introduce them to, the exciting opportunities and challenges of local histories in the knowledge, use and appreciation of heritage and history in History curricula. Several examples of local history sources, reflecting the nine provinces of South Africa, were listed to explore their content value in History curricula, and also to consider their historical value when assignments on heritage are the focus. From the possibilities offered as examples of assignments (including the questions), the hope is that History educators will sufficiently emphasise the value of extensive historical research to complement and acknowledge South Africa’s heritage legacies and expressions in their tangible and intangible forms.

THE VALUE OF OPEN DISTANCE LEARNING (ODL) IN ASSISTING HISTORY TEACHERS WITH HERITAGE INVESTIGATION

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Abstract

This article highlights some of the challenges facing history teachers in designing and assessing heritage investigation projects in the Further Education and Training (FET) band and the need for teachers to be proactive in terms of their professional development. It also explores ways in which open distance learning (ODL) can address these challenges by providing guidance, encouragement, practical skills training and resource material, especially to those teachers who cannot take their learners to a museum or heritage site for material or logistical reasons. The article is anchored in a qualitative research methodology and reports on student feedback on the Short Course in School History Enrichment offered by the Department of History at the University of South Africa (Unisa) as well as ongoing inquiry into teacher experience of teaching heritage investigation. It also shares the author's personal reflections based on informal communication with course candidates and other teachers over a period of more than ten years. The article argues that ODL can play a significant role in history skills development at secondary school level in general and in enhancing the self-confidence and skills of teachers having to teach heritage investigation in particular. It also emphasises the value of informal partnerships between the ODL institution and role players in the heritage field and makes a plea for closer cooperation between academic historians, history teachers, the Department of Basic Education and the heritage sector.

Keywords: Heritage; History; Open distance learning; ODL; Unisa History Department; Short Course in School History Enrichment; Teacher training, FET; Museums; Heritage sites; Electronic resources.

Introduction

Teaching LO 4 (Heritage) was a stumbling block in my teaching of history. Registering for SCHE016¹ served as an eye-opener. I am now able to conduct interviews, organise research portfolios, formulate questions, present data from interviews, identify unsung heroes and heritage sites in our locality which I think are undeclared. My Gr 12 results have also improved.²

This response from a history teacher who completed the Short Course in School History Enrichment offered by the History Department at the University of South Africa (Unisa) in 2010, succinctly captures the candidate's initial anxiety about not knowing quite how to handle heritage in the history classroom, his growing confidence and professional competence as a result of enrolling for skills development via open distance learning (ODL),³ and his ultimate triumph in achieving greatly enhanced learner performance. Far from being an isolated example, the views expressed in the quotation have been confirmed by qualitative research conducted in the Unisa History Department between 2009 and 2011, the findings of which are discussed in this article. The article highlights the main challenges facing history teachers having to teach heritage investigation in the Further Education and Training (FET) band and explores the value of ODL in empowering them to design and assess heritage projects more effectively and creatively. It shares some of the ODL techniques which have been employed by the Unisa History Department to achieve this objective and offers suggestions for closer cooperation between academic historians, education officials and heritage professionals in order to provide teachers with clearer guidance and additional resource material, especially in cases where a class visit to a museum or other heritage site is impossible. Finally, it emphasises the role of the individual teacher who has to take initiative and responsibility for his or her own professional development in order to remain motivated and provide learners with a memorable experience.

1 This refers to the Unisa Short Course in School History Enrichment which is offered by the Unisa History Department.

2 Department of History (hereafter DH), Short Course File (hereafter SCF) 5: Q2 — LJ Sekalo, Pretoria. The quotation has been edited slightly.

3 Unlike most international literature which refers to ODL as “open *and* distance learning”, Unisa prefers the term “open distance learning”. See JE Mitchell & AI le Roux, “Significant trends in ODL research, as reflected in *Progressio*”, *Progressio: South African Journal for Open and Distance Learning Practice*, 32(1), 2010, p. 24, f(2).

Challenges in teaching heritage investigation

Since the introduction of a compulsory heritage assignment in all three grades of the FET band (Grades 10 to 12) in 2008, heritage investigation has inspired some history teachers to teach the theme with creativity and passion⁴ but has generated much anxiety among others. With no specific training in the heritage field, a very full syllabus to be covered in limited time, inadequate guidance from subject specialists (facilitators), and little or no training by the Department of Education (DoE)⁵, many history teachers not only lack the time but also the confidence and skills to implement heritage investigation effectively in the classroom. Non-prescriptive DoE guidelines for heritage projects leave scope for teachers to be creative but also create uncertainty about the precise requirements in terms of format, length, assessment and ideological approach.⁶ Moreover, many teachers are not qualified assessors and therefore struggle with the design and application of assessment tools such as rubrics. This compromises effective assessment of heritage investigation projects.⁷ Too often, learners simply reproduce information supplied by their teacher or submit superficially researched assignments just so that a mark can be recorded. Worse still — in order to ensure good year marks, some teachers award inflated marks for assignments that have been plagiarised from the Internet while little or no real learning has taken place.⁸ Teachers who received their training during the era of apartheid and Bantu education have also been conditioned to think in terms of differences rather than commonalities between people. Believing that they are affirming previously neglected historical perspectives and promoting local history and heritage, they often reinforce divisions without guiding learners towards critical engagement with broader heritage issues and a sound understanding of the complexities

4 Examples of excellent heritage projects designed by teachers enrolled for the Unisa Short Course in School History Enrichment include those of E Khosa (Malamulele) on the heritage impact of Mphambo High School; MM Sephuma (Raditshaba) on the Bahananwa and the Leboho chieftaincy; NV Sibawu (Thohoyandou) on the old Grahamstown gaol; V Rietbroek (Roodepoort) on creating a school museum; and LJ Sekalo (Pretoria) on the role of freedom songs as part of South Africa's heritage. See DH: SCF 7, items 1-5.

5 DH: SCF 2: Q29 — JA Peters, Phoenix; Q20 — MB Motsinoni, Ga-Kgapane; Q5 — B Da Silva, Escombe. A Unisa workshop for History teachers from Gauteng West District had to be cancelled as a result of lack of funding for history teacher training in the 2010/2011 DoE budget. See DH: SCF 4: SS Mmodana (Gauteng Education Department) — H Lubbe (researcher), 1 April 2010.

6 See, for example, teacher despondency around the teaching of the Voortrekker Monument as heritage theme in a post-apartheid South Africa in C Kros, "Public history/heritage: translation, transgression, or more of the same?", *African Studies*, 69(1), April 2010, pp. 63-77.

7 B Kompi, "Simplifying the assessment of heritage assignment" (Paper, South African Society for History Teaching (SASHT) Conference, Golden Gate, South Africa, 24 September 2010).

8 Interview with L Scott (Internal Moderator, Gauteng, Paper 2) and C O'Neil (Chief Examiner and Chief Assessor, Gauteng, Paper 2), Pretoria, 11 September 2010.

of a common South African past.⁹ Here guidance from academic historians may provide clearer direction. However, many professional historians regard history and heritage as two different academic pursuits and are wary of heritage's association with a political agenda and the "commodification" of history which tends to oversimplify complex historical processes and debates in order to attract the tourist industry.¹⁰

Lack of resources such as computers, tape recorders and cameras, lack of access to the Internet, the distance from facilities such as museums, monuments, libraries and archives, as well as the financial status of parents who often cannot contribute financially towards a class visit to a heritage site, make the task of the history teacher having to teach heritage investigation even more challenging.¹¹ The consequent heavy reliance on oral investigation has problems of its own, one of which is reluctance on the part of some community members to participate in heritage investigation projects.¹²

To complicate the matter even further, the DoE's draft *Curriculum and Assessment Policy Statement (CAPS)* for history has recently confined heritage investigation to Grade 10, offering no clear guidelines with regard to content and methodology other than insisting on a research component aimed at teaching research skills.¹³ Although research skills are certainly lacking in many schools,¹⁴ and it therefore makes sense to include a compulsory research-based heritage investigation assignment in Grade 10 where the syllabus is not so full and teachers have more time to teach heritage thoroughly, one cannot help but fear that the *CAPS* document, if implemented unchanged, will eventually cause heritage to be completely sidelined in Grades 11 and 12.

It is against this backdrop that the Department of History at the University of South Africa (Unisa) decided to step in and assist history teachers via open distance learning (ODL) in teaching history and heritage more effectively and creatively.

9 B Moreeng, "Exploring heritage in the classroom: towards debalkinising nation building" (Paper, SASHT Conference, Golden Gate, South Africa, 24-25 September 2010).

10 J Carruthers & S Krige, *Heritage Studies: Only Study Guide for HSY306-Q* (Pretoria, Unisa, 2004), pp. 10-11.

11 DH: SCF 5: Q1 — LJ Sekalo, Pretoria; Q2 — A Mashamaite, Bochum.

12 DH: SCF 5: Q1 — LJ Sekalo, Pretoria.

13 Department of Basic Education (DoE), *Curriculum and Assessment Policy Statement (CAPS)*, 2010, pp. 33-34.

14 Interview with L Scott and C O'Neil, Pretoria, 11 September 2010.

The value of ODL in teacher training

The literature on open distance learning (ODL) indicates that universities across the world are increasingly offering teacher training programmes via ODL¹⁵ in order to address the shortage of qualified teachers and improve the qualifications of under-qualified educators.¹⁶ It also suggests that ODL can be effective in offering work-integrated learning¹⁷ and practical teacher training provided that students receive high quality tutorial materials and student support. ODL has proved to be effective in providing students with relevant knowledge, improving their professional competence, and enhancing emotional competencies such as taking responsibility for personal and professional development, emotional maturity, self-motivation, self-discipline, dedication and perseverance.¹⁸

Qualitative research conducted in the Unisa History Department during 2009 indicated that the Department's Short Course in School History Enrichment (SCHE016)¹⁹ — a non-formal short learning programme which functions as a “community engagement”²⁰ project in terms of university policy and is aimed at supporting and empowering history and social science teachers through practical skills training²¹ — had been very effective over a period of

15 For more information on teacher training via ODL, see H Peraton (ed.), *Distance Education for teacher training* (New York, Routledge, 1993); P Murphy & A Zhiri (eds), *Distance education in Anglophone Africa: experience with secondary education and teacher training* (Washington DC, World Bank, 1992); R Neidorf, *Teach beyond your reach: an instructor's guide to developing and running successful distance learning classes, workshops, training sessions and more* (Medford, NJ, Information Today, c2006); C Vrasidas & GV Glass (eds), *Online professional development for teachers* (Greenwich, Conn., Information Age Publishers, c2004); D Hayes, *In-service teacher development: international perspectives* (Hertfordshire, Prentice Hall, 1997), HH Chikuya, “Teacher education within the context of open and distance learning in Zimbabwe: a case study” (Ph. D, Unisa, 2007); DR Bagwande, “A study of the provision of distance education for the upgrading and improvement of the qualifications of teachers in the province of Kwazulu-Natal” (D. Ed, Unisa, 1999).

16 P Marais, “Student teachers' experiences of teaching practice through ODL”, *Progressio*, 32(2), 2010, pp. 181, 184-185, 197.

17 E du Plessis, “Students' experiences of work-integrated learning in teacher education”, *Progressio*, 32(1), 2010, pp. 206-221.

18 P Marais, “Student teachers' experiences...”, *Progressio*, 32(2), 2010, pp. 181, 186, 196-197.

19 The Unisa Short Course in School History Enrichment is accredited by SAQA and is offered at NQF Level 5.

20 For a critical reflection on the concept of “community” in community heritage projects, see E Waterton & L Smith, “The recognition and misrecognition of community heritage”, *International Journal of Heritage Studies*, 16(1-2), January-March 2010, pp. 4-15; For debates around community engagement work in the heritage sector and community-heritage engagement as a means of control, see C Perkin, “Beyond the rhetoric: negotiating the politics and realising the potential of community-driven heritage engagement”, *International Journal of Heritage Studies*, 16 (1-2), January-March 2010, pp. 107-122, and E Crooke, “The politics of community heritage: motivations, authority and control”, *International Journal of Heritage Studies*, 16 (1-2), January – March 2010, pp. 16-29.

21 See *Short Course in School History Enrichment* promotional brochure; Unisa History Department website <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=157>; DH: SCF 1: A Grundlingh (Chair of Department) — C Ware (Chairman of Coca-Cola, Africa), 12 May 1998.

ten years.²² Respondents²³ found the tutorial material of the three syllabus-related course options²⁴ accessible, learner-centred and of high quality.²⁵ They also reported having developed a much more interactive, learner-centred approach to teaching and an improved ability to stimulate classroom debate, instil values and shape attitudes as a result of the course.²⁶ Not only had they gained much needed resource material, but had also acquired fresh ideas to conduct group work, handle oral research and teach source-based and extended writing. They had also learnt to think more creatively, analyse and interpret historical sources more effectively, and implement a wider variety of assessment strategies.²⁷ On a psychological level, both teachers and learners felt more empowered, more motivated and more self-confident as a result of the course,²⁸ all of which translated into significantly enhanced pass rates.²⁹ In view of the success and networking function of the Short Course, it presented itself as an ideal avenue to address emerging needs among history teachers.

Although the respondents (n=90³⁰ with a response rate of 41,1%) had initially not been questioned on how they experienced teaching heritage investigation, some did make use of open-ended questions in the 2009 questionnaire to

22 For a detailed discussion of the research findings, see HJ Lubbe, "Life on the fringes: the role of the Unisa Short Course in School History Enrichment in empowering teachers", *Historia*, 55(1), 2010, pp. 125-140.

23 Respondents were given the choice between submitting their responses anonymously and providing their name. Except for one, all respondents chose the latter and gave permission to be quoted in publications flowing from the research.

24 Option A (History, Grades 11 & 12), Option B (History, Grade 10) and Option C (Social Sciences, Grades 8 & 9).

25 DH: SCF 2: Q20 — MB Motsinoni, Ga-Kgapane; Q7 — ZA Gontsana, Mthatha; Q16 — SF Matsoku, Dendron; Q6 — DC Dube, Ekangala; Q10 — PD Leboea, Matatiel; Q11 — MM Mailula, Polokwane; Q12 — LK Magagula, Sibuyile; Q13 — S Maluleke, Elliot; Q15 — VM Maphiri, Hamakuya; Q19 — NJ Moseithe, Taung Station, to mention but a few.

26 DH: SCF 2: Q1 — M Badat, Middelburg, Mpumalanga; Q25 — VH Ndlovu, Cato Ridge; Q27 — MZ Nkosi, Nongoma.

27 DH: SCF 2: Q10 — PD Leboea, Matatiel; Q12 — LK Magagula, Sibuyile; Q15 — VM Maphiri, Hamakuya; Q23 — T Mtshali, Kwangwanase.

28 DH: SCF 2: Q5 — B Da Silva, Escombe; Q10 — PD Leboea, Matatiel; Q11 — MM Mailula, Polokwane; Q29 — JA Peters, Phoenix; Q6 — DC Dube, Ekangala; Q24 — SL Mzila, Lady Frere; Q25 — VH Ndlovu, Cato Ridge; Q34 — TR Zindela, Dimbaza; SCF 3: M Badat, Middelburg, Mpumalanga, in a personal note (undated) included in an assignment.

29 SMS: NS Maxengana (student)/H Lubbe (researcher), December 2009 (69% improvement); DH: SCF 2: Q30 — ZB Poswa, Vanderbijlpark (between 60 % and 70 % improvement). Significantly improved pass rates were reported in a follow-up research project in 2010 when 12 of the 16 respondents (n=36; response rate 44,4%) reported significantly improved pass rates; the remaining 4 respondents either taught at schools where history had been phased out or worked in the heritage sector. See DH: SCF 12: items 1 to 16.

30 This refers to a convenience sample of 90 which represented all the teachers who had completed the Short Course between 2006 and 2009 and could be handled by only one researcher. Lack of human and financial resources made a quantitative analysis of the collected data impossible.

share the challenges they were facing in designing and assessing heritage projects.³¹

A similar need for assistance became apparent during informal conversations with Short Course candidates, tutors and education officials. This encouraged the Short Course coordinator to send out another questionnaire towards the end of 2010 to all the candidates (n=24) who had completed the Short Course during that year. In six semi-structured questions respondents were asked whether they regarded heritage investigation as important and why; how they went about teaching heritage in their classroom; how their learners responded to the heritage projects they were given; what obstacles they encountered in teaching heritage investigation; what kind of support they needed to teach heritage investigation more effectively, and if and how the Short Course had assisted them in teaching heritage efficiently.³² Unfortunately only two teachers responded to this questionnaire (response rate of 8,3%) which proved to be ill-timed as it was sent out at the end of the 2010 academic year to candidates who had already qualified.³³ The same questionnaire was despatched again to these teachers earlier this year as well as to the 26 new registrations for 2011. Responses are expected only later this year and will be reported on in a future article.³⁴

Student feedback that has been received so far indicates (but cannot be generalised as a result of sample size and response rate) that teachers regard heritage investigation as important because it teaches learners to discover their roots,³⁵ promotes indigenous knowledge systems and helps South Africans to understand and respect different identities, cultures, traditions, languages and belief systems. Most favoured methods used to teach heritage investigation include group work, class debates around indigenous knowledge systems, the investigation of undeclared heritage sites close to where the learners live,³⁶ and oral interviewing of community elders. Learner responses to these heritage investigation activities are reported to be very positive including a high level of participation, diligent transcription of oral interviews, careful organisation of research files complete with key question, planning, list of interviewing questions and transcribed answers, historical contextualisation and self-

31 DH: SCF 2: Q24 — SL Mzila, Lady Frere; Q6 — DC Dube, Ekangala; Q21 — FS Motsoeneng, Three Rivers; Q36 — Anonymous; Q13 — S Maluleke, Elliot; Q9 — M Lancaster, Grahamstown.

32 DH: SCF 5: Student feedback (heritage), 2010.

33 The lecturer who invited student feedback on History I modules towards the end of 2010 reported a similar experience for probably the same reason.

34 DH: SCF 6: Student feedback (heritage), 2011.

35 DH: SCF 5: Q2 — A Mashamaite, Bochum.

36 DH: SCF 5: Q1 — LJ Sekalo, Pretoria.

reflection.³⁷ In terms of additional support required, the respondents need the DoE to consider history as a scarce skills subject, and to empower history teachers through resuscitation programmes, history workshops and in-service training. They would also like to be informed of historical associations and organisations which they can join.³⁸ Finally, they request heritage-related didactical guidance on DVD,³⁹ and suggest that more history teachers should receive assistance with heritage investigation via ODL like they did.⁴⁰

But how can something as practical as heritage investigation be taught via distance?

Bridging distance in ODL

Open distance learning (ODL) — which is characterised by student-centred, flexible, integrated and technology enhanced learning⁴¹ — has the ability to narrow the physical and transactional distance between the student and the ODL institution through the use of multimedia⁴² such as audio cassette,⁴³ radio,⁴⁴ television,⁴⁵ CD Rom, DVD,⁴⁶ SMS technology, video conferencing, satellite broadcasts and the Internet. Studying through an ODL institution such as Unisa, for example, provides flexible part-time study opportunities to students in both the urban centres and rural areas of South Africa and abroad. Students can choose between receiving printed tutorial material and submitting assignments by mail, or downloading study material and submitting assignments electronically. Those who have access to the Internet can also share ideas and emotions with fellow students and lecturers by participating in online discussions via Unisa's learning management system,

37 DH: SCF 5: Q1 — LJ Sekalo, Pretoria; Q2 — A Mashamaite, Bochum.

38 DH: SCF 5: Q1 — LJ Sekalo, Pretoria.

39 DH: SCF 5: Q2 — A Mashamaite, Bochum.

40 DH: SCF 5: Q1 — LJ Sekalo, Pretoria; Q2 — A Mashamaite, Bochum.

41 TS van Eeden & JB Dewar, "Exploring evaluation practices in developing a distance educational DVD", *Progressio*, 32(2), 2010, p. 65.

42 See EO de Munnik, "Media-futurologie in afstandsonderrig", *Progressio*, 14(1), April 1992, pp. 50-57; T Bates, *Technology, open learning, and distance education* (New York, Routledge, 1995); T Bates, *Technology, e-learning and distance education* (London & New York, Routledge, 2005); EO de Munnik, *Listening and learning: a students' guide to the use of audio-print materials in distance education* (Pretoria, Unisa, c1993).

43 See KL Harris, "To go on air or on tape?: the role of audio cassettes and radio broadcasts at Unisa", *Progressio*, 16(1), July 1994, pp. 88-97; KP Quan-Baffour, "The introduction of audio cassettes in an integrated study package in solving the problems of adult distance education students in Lesotho (M. Ed, Unisa,1995).

44 See EO de Munnik, "Evaluating radio broadcasts", *Progressio*, 14(2), January 1992, pp. 20-24.

45 See EO de Munnik, "Some ideas on the use of television in distance teaching", *Progressio*, 10(1), November 1988, pp. 143-149; EO de Munnik, "First step towards educational broadcast television?", *Progressio*, 14(2), January 1992, pp. 11-18.

46 For the advantages of video/DVD in practical skills training, see TS van Eeden & JB Dewar, "Exploring evaluation practices in developing a distance educational DVD", *Progressio*, 32(2), 2010, p. 67.

myUnisa.⁴⁷

As a result of the relatively small size⁴⁸ of the Short Course, its scattered student base, lack of human and financial resources in the Unisa History Department, and many students' lack of easy access to Internet facilities, sophisticated ODL techniques such as video conferencing, satellite and television broadcasts as well as Web2 applications and MXit⁴⁹ are not yet viable in this short learning programme. For many of the same reasons face-to-face contact in the form of regular teacher training workshops, although ideal, is also not possible.⁵⁰ The Short Course therefore relies mainly on a print-based mode of tuition which does not disadvantage any of its students.

What makes the course unique though is that academics in the History Department work together with practising teachers who are contracted to assist with course development, continuous updating of tutorial materials in order to keep up with syllabus and educational policy changes,⁵¹ and the assessment of the practical projects. This fruitful partnership ensures that course candidates receive appropriate didactical guidance, syllabus-related, *National Curriculum Statement (NCS)*-directed⁵² assignments for practical application in the classroom, and constructive feedback which assists candidates in expanding their knowledge, improving their teaching skills, building their confidence, enhancing their creativity and building the academic capacity of their learners — all of this while working full time and studying part-time towards a professional qualification.⁵³

47 Use of *myUnisa* is currently characterised by “insufficient meaningful interaction” and a “lack of depth” in terms of e-learning. See B Mbatha & L Naidoo, “Problems hampering the collapse of distance in ODL”, *Progressio*, 32(1), 2010, pp. 174-183.

48 In the first two years (1999 and 2000) the course attracted 120 and 90 enrolments respectively. Student numbers subsequently declined as a result of growing pressure on the historical discipline and the phasing out of history at many secondary schools across South Africa. However, course registrations remained relatively stable throughout the 2000s varying between 30 and 50 enrolments per year. See DH: Student statistics, 1995 to the present.

49 For more information on the advantages and disadvantages of MXit, see AA van Rooyen, “Integrating MXit into a distance education Accounting module”, *Progressio*, 32(2), 2010, pp. 52-64.

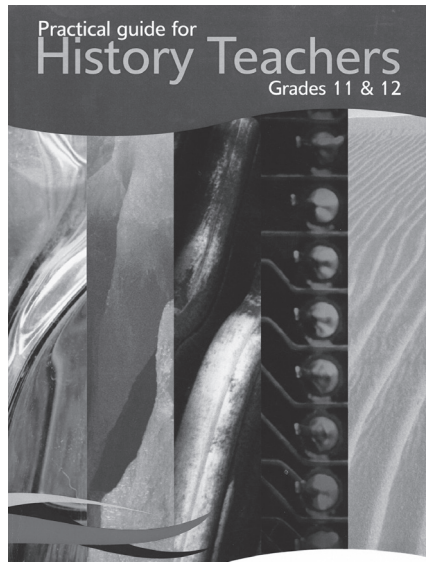
50 HJ Lubbe, “Life on the fringes...”, *Historia*, 55(1), 2010, p.132.

51 For an overview of educational changes in South Africa after 1994, see DA Black, “Changing Perceptions of History Education in Black Secondary Schools with special reference to Mpumalanga, 1948-2008” (MA, Unisa, 2009), Chapter 5.

52 See *National Curriculum Statement, Grades 10-12 (General), History* (Pretoria, Department of Education, 2003); *National Curriculum Statement, Grades 10-12: Subject Guidelines: History* (Pretoria, Department of Education, 2008); *Curriculum and Assessment Policy Statement (CAPS)* (Pretoria, Department of Basic Education, 2010).

53 HJ Lubbe, “Life on the fringes...”, *Historia*, 55(1), 2010, pp. 130-1.

Image 1: Practical Guide



Source: R Odendaal, N Pereira & H Lubbe, *Practical Guide for History Teachers, Grades 11+12* (Pretoria, Unisa, 2011).

Although most of the study material and assessment tasks are print-based,⁵⁴ the tone of written communication is always warm and personal in order to break the isolation which puts ODL students at a distinct disadvantage.⁵⁵ Short Course candidates also have 24-hour access to the course coordinator via e-mail, SMS and cell phone every day of the week including weekends and public holidays. This has enabled the course coordinator to build close relationships with many history teachers, provide them with immediate didactical support and encouragement, and keep them focused and motivated.

Empowering teachers via ODL to teach heritage investigation

There are several ways in which the Unisa History Department strives to assist history teachers with heritage investigation:

54 N Pereira, R Odendaal & H Lubbe (compilers), *Practical Guide for History Teachers, Grades 11&12* (Pretoria, Unisa, 2007); N Pereira & H Lubbe (compilers), *Practical Guide for History Teachers, Grade 10* (Pretoria, Unisa, 2008); R Odendaal, N Pereira & H Lubbe (compilers), *Practical Guide for Social Science Teachers, Grades 8&9* (Pretoria, Unisa, 2008); *Tutorial Letter 101 for SCHE016* (Pretoria, Unisa, 2011).

55 For interesting arguments around the needs of more interpersonally oriented learners with an African cultural background, see M Qakisa-Makoe, "Reaching out: supporting black learners in distance education", *Progressio*, 27 (1 & 2), 2005, pp. 44-61.

Written assignments

In at least one assignment in Option A (History, Grades 11 and 12) and Option B (History, Grade 10) of the Short Course candidates are invited to develop a heritage investigation task appropriate for the grade they teach and based on a visit to any museum or heritage site of their choice. Even candidates enrolled for Option C (Social Sciences, Grades 8 and 9), are encouraged to structure a group work activity around any heritage theme.⁵⁶ Candidates need to include all the relevant learning outcomes (LO's) and assessment standards (AS's), key question, instruction sheet where applicable, assessment criteria, marking rubric, historical sources they would use, questions they have set together with the mark allocation, and a well prepared memorandum. For additional credit, they are encouraged to include an example of a heritage project submitted by one of their learners and marked by the teacher as well as a self-assessment of how well the particular activity worked in practice. This can then assist the teacher to improve the activity for reuse the following year. Once assessed, each assignment is mailed back to the student together with comprehensive commentary by a tutor (assessor) with extensive teaching experience. The assessor's report offers constructive commentary on all aspects of the assignment, guides the student towards critical engagement with historical sources and provides guidance with regard to historical debates around heritage issues. Where necessary, the candidate also receives additional source material and a marking rubric which could be used to assess learners' heritage projects.⁵⁷ Candidates who do not pass an assignment are allowed to rework and resubmit their work until they are successful. In this way every candidate benefits from formative assessment and a pass rate of more than 80% is achieved.⁵⁸

In general, Short Course tutors encourage teachers to take their learners to a museum or heritage site if possible and to use heritage themes in a wide range of classroom activities including group work, oral investigation, research assignments, source-based and extended writing as well as heritage investigation projects. They also suggest to teachers that they focus on one heritage theme throughout the FET phase. The Grade 10 project would consist of a basic introduction to the concept of "heritage" and create an awareness of various types of heritage sites – archaeological, paleontological,

56 Tutorial Letter 101for SCHE016 (Option A), p.14; *Tutorial Letter 101for SCHE016* (Option B), p.12; *Tutorial Letter 101for SCHE016* (Option C), p.13.

57 See DH: SCF 8 (Assessor reports, 2010-2011).

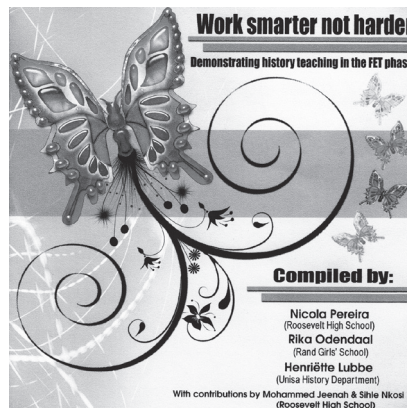
58 DH: XMO Report for SCHE016, 2010.

cultural, historical and environmental. In Grades 11 and 12 the theme of choice could be explored in greater depth and ultimately linked to “nation building” which is a central theme in the FET history syllabi.⁵⁹

Electronic resources

In addition to printed tutorial materials, various electronic products — in particular CD and DVD which have proved to be the most appropriate technology for the course⁶⁰ — have been developed to ease the workload of teachers and provide them with creative ideas and additional didactical guidance and assistance. These electronic resources include the “First Aid for FET” and “Short Cuts to Teaching Social Science” CD’s, the “Work Smarter Not Harder” DVD (which includes worksheets, resource material and a marking rubric for heritage projects that can be downloaded from an accompanying CD) and a new DVD on teaching heritage investigation which is currently in progress.⁶¹

Image 2: DVD cover



Source: N Pereira, R Odendaal & HJ Lubbe, “Work Smarter not Harder” DVD (Pretoria, Unisa, 2008).

59 DH: SCF 9 (Minutes of meetings with tutors): E-meeting with T Rossouw, 4 June 2010; meeting with J Moti and P Pillay, Laudium, Pretoria, 5 March 2011.

60 For critical reflections on the role of technology in ODL in view of huge disparities in terms of student access to technology, see JF Heydenrych & P Prinsloo, “Revisiting the five generations of distance education: quo vadis?”, *Progressio*, 32(1), 2010, pp. 5, 11, 22-23; IM Ntshoe, “Realigning visions and missions of universities in a transbinary setting”, *Progressio*, 32(1), 2010, pp. 27, 39; MC Cant & CH Bothma, “The learning-technology conundrum: lecturers’ perspectives”, *Progressio*, 32(1), 2010, pp. 63, 66-69; BT Mbatha & L Naidoo, “Problems hampering the collapse of distance in ODL”, *Progressio*, 32(1), 2010, p. 182.

61 “First Aid for FET”(Pretoria, Unisa, 2007); “Short Cuts to Teaching Social Science” (Pretoria, Unisa, 2008); “Work Smarter Not Harder” (Pretoria, Unisa, 2008); “Tips for Teaching Heritage” (Pretoria, Unisa, forthcoming).

In order to empower as many teachers as possible, these electronic resources have not been limited to Short Course candidates only but have been made available for sale to all history and social science teachers across South Africa.⁶²

Group work on DVD

In one insert on the “Work Smarter, Not Harder” DVD, we show teachers visually how group work could be utilised in the classroom in order to engage learners in heritage investigation. Using the theme of Sarah Baartman as an example, the insert on the DVD illustrates how the teacher interacts with her learners while working in small groups; how she encourages the learners to think critically about issues relating to heritage, and how she guides the learners to complete a worksheet. The insert also shows how peer assessment is integrated into the assessment of learner performance during the activity.⁶³

Video footage of a museum visit

In another insert on the same DVD, the teacher who cannot bring his/her learners to Freedom Park in Tshwane/Pretoria, receives video footage of a teacher and her learners on a guided tour of Freedom Park.

Image 3: Freedom Park, City of Tshwane



Source: Unisa History Department, Short Course Archives (Photo: F van Zyl, 2010).

62 DH: SCF 10 (CD/DVD sales).

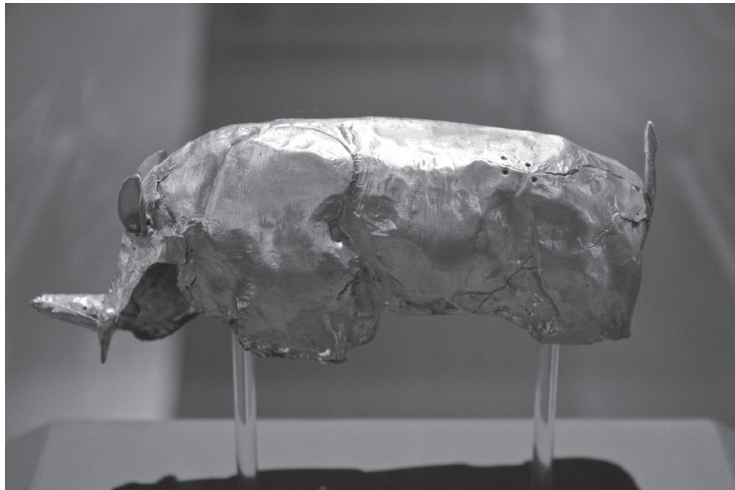
63 See “First Aid for FET” DVD and accompanying CD, insert 4.

The visual material covers the most significant heritage resources available at Freedom Park and captures portions of the tour guide's explanations and the teacher's interaction with her learners. Again, a downloadable worksheet provides a variety of resource material on Freedom Park and possible questions as a basis for a heritage investigation assignment. The worksheet also guides teachers towards building in progression from one grade to the next by setting higher level questions based on comparisons between Freedom Park and the neighbouring Voortrekker Monument.⁶⁴

Digital photographs

Another way of “bringing the heritage site to the teacher” should he/she not be able to take the learners on a heritage excursion, is to make photographs of museum or other heritage material available on CD or DVD. These photographs can then be shown in class and/or printed out as sources for a heritage investigation assignment. With the kind cooperation of the Mapungubwe Museum at the University of Pretoria, for example, a fascinating variety of artefacts from the Mapungubwe Collection have been photographed for inclusion on the new “Tips for Teaching Heritage” DVD.

Image 4: Golden rhino (Mapungubwe Collection, University of Pretoria)



Source: Unisa History Department, Short Course Archives (Photo: F van Zyl, 2010).

⁶⁴ See “First Aid for FET” DVD and accompanying CD, insert 5.

The museum has also donated informative brochures which can be used as source material by teachers and learners who may never be able to visit the museum. These brochures will be made available to Short Course students registered for the 2011 academic year.

The brochures and photographs mentioned above constitute the core resource material for a ready-made Grade 10 heritage investigation assignment which can be downloaded from an accompanying CD. Teachers are also alerted to other reading material⁶⁵ and Internet sources⁶⁶ on Mapungubwe in order to convey the importance of consulting a wide variety of historical evidence. The example assignment comes complete with a key question, LO's and AS's, a wide variety of questions with mark allocation, marking rubric and memorandum, as well as sections on data handling and creating promotional material for the tourist industry. Moreover, the teacher using the example receives advice on how to tap into foundational knowledge acquired in Grade 6 and adapt the material for a Grade 11 or Grade 12 research assignment. This can be achieved by introducing comparisons with heritage sites such as Great Zimbabwe and Thulamela and by formulating more advanced questions that test higher level intellectual abilities.⁶⁷

Filming museum resources

Making our own “movies” is yet another way in which the Short Course team offers teachers resources and fresh ideas for creative heritage investigation. The first of its kind deals with the impact of war on society and technological development and was shot at the Ditshong National Museum of Military History in Johannesburg towards the end of 2010. The story begins with visuals of the war memorial outside the main entrance to the museum with comment on how various communities commemorate the same historical event differently and how interpretations may change over time.

65 S Tiley, *Mapungubwe: South Africa's Crown Jewels* (Cape Town, Sunbird Publishing, 2004); TN Huffman, *Mapungubwe: Ancient African Civilisation on the Limpopo* (Johannesburg, Wits University Press, 2005).

66 See, for example, http://www.sahistory.org.za/pages/artsmediaculture/protest_art/archive/arch.htm; <http://www.archivalplatform.org/>, as accessed on 1 September 2010.

67 “Heritage investigation: Mapungubwe” designed by Short Course tutor T Rossouw, Crawford College, Pretoria, 2010.

Image 5: Ditshong National Museum of Military History



Source: Unisa History Department, Short Course Archives (Photo: F van Zyl, 2010).

It then moves inside to a bust of General Smuts which can be used to make the viewer think critically about the role of powerful military and political leaders in world events. The film then explores the contribution of “ordinary” South Africans such as Job Maseko and Lucas Majozi and reflects on the lack of proper reward for black South African soldiers after World War II. It subsequently shows how their intense bitterness became part of the anti-apartheid struggle as reflected in the Mkhonto we Sizwe collection at the museum.

War also leads to technological development, and so the film depicts selected examples of old aeroplanes, rifles, armoured vehicles and military uniforms in order to illustrate technological development through time. In order to provide the teacher with sources which learners can study and re-study in class or at home after having watched the DVD, digital photographs of museum resources depicted in the film are also provided for download from the accompanying CD. In addition, an example assignment is provided in

order to assist the teacher in designing appropriate heritage investigation assignments for different grades.⁶⁸

Music, poetry and art

Apart from the more conventional written assignments discussed above, Short Course candidates are encouraged to construct heritage investigation projects around resistance music, poetry or art. They need to provide at least two examples of the selected art form and include an English translation where applicable – apart from, of course, meeting all the basic requirements for setting a heritage investigation assignment. Among the excellent contributions that were submitted during 2010 was a very original project structured around published⁶⁹ protest poetry which aptly captures emotions during the 1976 student uprisings.⁷⁰ Another student submitted liberation songs from the anti-apartheid struggle on CD together with his written assignment and used two of the songs to design an assignment on working with sources. This student later reshaped this assignment into a Grade 11 heritage investigation activity for additional credit.⁷¹ There is ample scope in this field to be creative and websites such as those of South African History Online and the Archival Platform⁷² alert teachers to relevant sources and debates around, for example, the banning of struggle songs.⁷³

For a more challenging approach to exploring heritage via resistance music, teachers are encouraged to introduce a comparative element by selecting protest music from across the racial and cultural divide. For example, Blondie Makhene's "Siyaya"⁷⁴ could be combined with some of the late Lucky Dube's reggae lyrics⁷⁵ and JPre's [John Pretorius] "Sekunjalo Ke Nako" ("Now is the Time"). JPre's song was first performed on the Grand Parade in Cape Town to celebrate Nelson Mandela's release from prison in 1990. It was subsequently used by the African National Congress at election rallies during the 1994 election campaign in the Western Cape, and was later reworked

68 See "Tips for Teaching Heritage" (Pretoria, Unisa, forthcoming); "Heritage investigation: Military Museum" designed by Short Course tutor T Rossouw, Crawford College, Pretoria, 2010.

69 KA Hlongwane, S Ndlovu & M Mutloatse (eds), *Soweto '76* (Houghton, Mutloatse Arts Heritage Trust, 2006).

70 DH: SCF 7: V Rietbroek, Assignment 03 for SCHE016 (2010).

71 DH: SCF 7: J Sekalo, Assignments 03 and 07 for SCHE016 (2010).

72 See, for example, http://www.sahistory.org.za/pages/artsmediaculture/protest_art/archive/arch.htm; <http://www.archivalplatform.org/>, as accessed on 1 September 2010.

73 See http://www.archivalplatform.org/news/entry/criminalizing_struggle/, as accessed on 1 September 2010.

74 Blondie Makhene, "Amaqabane", Track 12 ("Siyaya").

75 Listen to Lucky Dube's "Think about the Children" (c. 1987/8), "Prisoner" (1989), "Captured Live" (1990), "House of Exile" (1991) and "Victims" (1993).

for performance during the 2010 Soccer World Cup.⁷⁶ Learners may also find the social and political protest of Afrikaner rock musicians such as *Johannes Kerkorrel en die Gereformeerde Blues Band*⁷⁷ during the late 1980s fascinating. Celebrated as liberators by the politically progressive section of the Afrikaner youth, but unable to change the racial attitudes of the majority of young Afrikaners,⁷⁸ Kerkorrel and his band were rejected by the Afrikaner establishment for their “subversive” criticism of apartheid, military conscription and Afrikaner elitism. The band’s music was prohibited from being aired by the South African Broadcasting Corporation (SABC) and its “Voëlvry” [“outlawed”] tour of the country banned from most Afrikaans university campuses. Useful protest songs from their albums⁷⁹ include “Sit dit af” [“Switch it off”], “Wat ’n vriend het ons in PW” [“What a friend do we have in PW”], “Barend vat ons geld” [“Barend takes our money”],⁸⁰ and “Hou my vas korporaal” [“Hold me tight corporal”], which reminds one of the political storm around the Bok van Blerk song, “De La Rey”⁸¹ and Jacob Zuma’s *Awuleth’ Umshini Wami* [“Bring me my machine gun”] not too long ago.⁸² Current rock groups such as the Afrikaans punk rock band *Fokofpolisiekar* [“F...off police car”]⁸³ could also be included, not only because these names may be more familiar to the learners, but also because the material will enable the teacher to illustrate diverse perceptions of identity, the importance of historical context and historical change through time. If none of the above gets the learners excited, ANC Youth League president

76 M Peters, “JPre looks to 2010, launches new album [“Listen Up”]”, *Cape Argus*, 7 March 2009 (available at <http://www.capeargus.co.za/index.php?fArticleId=4876735>, as accessed on 20 July 2010).

77 Johannes Kerkorrel is the performing name of the late Ralph Rabie. “Kerkorrel” literally means “church organ” and “Gereformeerde” means “Reformed”, referring to the Dutch Reformed Church.

78 A Grundlingh, “Skiet die (vul iets hier in)”, *Die Burger*, 19 February 2011 (available at <http://www.dieburger.com>, as accessed on 14 April 2011).

79 *Johannes Kerkorrel en die Gereformeerde Blues Band*, “Eet Kreef” [“Eat Crayfish”], 1989; Various artists, “Voëlvry: Die Toer” [“Outlawed: The Tour”].

80 This refers to former Minister of Finance, Barend du Plessis, who used tax payers’ money to finance the oppressive apartheid system.

81 See A Bezuidenhout, “From Voëlvry to De la Rey: Popular music, Afrikaner nationalism and lost irony” (available at http://www.litnet.co.za/cgi-bin/giga.cgi?cmd=print_article@news_id=11123&cause_id=163, as accessed on 26 August 2010); A Grundlingh, “Rocking the boat in South Africa? Voëlvry music and Afrikaans anti-apartheid social protest in the eighties”, *International Journal of African Historical Studies*, 37(3), 2004, p. 483 ff; P Hopkins, *Voëlvry: the movement that rocked South Africa* (Cape Town, Zebra Press, 2006).

82 See E Gunner, “Jacob Zuma, the social body and the unruly power of song”, *African Affairs*, 108 (430), 2009, pp. 27-48.

83 Listen to albums such as “Lugsteuring” [“Air Disturbance”] (2004), “Monoloog in Stereo” [“Monologue in Stereo”] (2005), “Swanesang” [“Swan Song”] (2006) and “Antibiotika” [“Antibiotics”] (2008) and watch the documentary about the band entitled “Forgive them for they know not what they do” (2009).

Julius Malema's singing in public of "*dubul' ibhunu*" ["Shoot/kill the farmer"] and the heated media and legal debate this has generated,⁸⁴ certainly will.

SMS technology

Last but not least — we plan to show teachers on the "Tips for Teaching Heritage" DVD how a new generation of more technologically-minded history learners could be reached via the use of SMS technology. During a group work activity which will be video graphed, learners complete a crossword puzzle on a particular heritage theme and communicate with the teacher for instructions and clues via SMS.⁸⁵

Conclusion

There can be no doubt that heritage investigation is an exciting tool for the teacher to bring history to life in the classroom. It also creates valuable opportunities for learners to discover their roots, learn about South Africa's complex past, develop healthy values, apply a wide variety of reading, critical thinking, analysis, research and writing skills, and develop a real passion for history. However, many teachers need further training and assistance in order to cope with the challenges they face in teaching heritage investigation. As has been pointed out in this article, open distance learning could be an effective way of conveying the didactical guidance and skills training needed for the design and assessment of heritage investigation projects throughout the FET phase. Short Course candidate Sindiswa Maluleke puts it in a nutshell:

In 2008 one of my learners presented a heritage project and was awarded second place in the Eastern Cape, then proceeded to national level which was quite a good achievement for a school in a rural area to be of the same standard as the schools with resources. In our district, which is Lady Frere, we are placed in the first position for history. In the Eastern Cape we are being recognised for history. I'm very glad that I enriched myself with the Short

84 See, for example, the statement by Advocate S Mancotywa (CEO of the National Heritage Council) in "National Heritage Council: criminalizing struggle songs is inconsiderate" (available at http://www.archivalplatform.org/news/entry/criminalizing_struggle/, as accessed on 1 September 2010); S Masondo, "ANC defends struggle songs", *Sunday Times*, 30 March 2010 and S Msomi, "It's time to sing 'Heal the Boer'", *Sunday Times*, 16 March 2010 (both available at <http://www.timeslive.co.za>, as accessed on 4 April 2011); R Azzakani, "Malema is onversetlik oor lied", *Die Burger*, 27 January 2011; J Botha, "Skiet die Boer is nes De la Rey", *Die Burger*, 25 February 2011; J Keogh, "Malema se lied 'nie uit die struggle'", *Die Burger*, 14 April 2011 (all available at <http://www.dieburger.com>, as accessed on 14 April 2011).

85 See "Tips for Teaching Heritage" (Pretoria, Unisa, forthcoming): Group work activity developed by R Odendaal, Johannesburg, 2011.

Course...it really built my capacity as a teacher.⁸⁶

Ultimately, however, it is about leadership. Not only should academic historians and heritage professionals work together more closely and reach out to history teachers, but the DoE and subject specialists (facilitators) need to provide clearer guidance and support where necessary. History teachers also need to be proactive and take responsibility for their own professional development seeing that the link between good learner performance and inspirational, quality teaching is critical.⁸⁷ It is therefore up to the teacher to remain inspired, to be creative, to empower him/herself with new knowledge and techniques, and to make every history lesson a memorable experience for both the teacher and the learner.

86 DH: Short Course File 4: Q5 — S Maluleke, Lady Frere.

87 See also R King, "Be passionate about history — marketing history to learners and parents", *Yesterday&Today*, Special Edition, 2006, pp. 33-38.

THE VALUE AND ROLE OF CEMETERIES: DESIGNING A POSSIBLE METHODOLOGY FOR TEACHING HERITAGE TO HISTORY LEARNERS

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“We construct meanings from the heritage and we construct ourselves from it as well.” (David Uzzell, 2009)

Abstract

Teaching heritage to History learners is imperative as an aid to help them discover their uniqueness but also their commonalities. A sense of heritage does not only contribute to a feeling of belonging and identity, but also promotes social cohesion, mutual understanding and unity in a multi-cultural, multi-national country. Due to its perceived value, heritage as a theme is recognised as one of the knowledge focuses for History as prescribed in the National Curriculum Statement. However, for various reasons, heritage does not receive the attention in the teaching and learning of History it deserves. By concentrating on the value and role of cemeteries, the purpose of this article is to provide History teachers with a step-by-step methodology in support of the effective teaching of heritage.

Keywords: History teaching and learning; Heritage; Cemeteries; History methodology; History education.

Introduction

Teaching about heritage links History learners to the historical reality of the world around them and the influence of the past on the present. Through heritage teaching, learners discover their uniqueness as well as their

common ground, and in this manner it promotes social cohesion, mutual understanding and unity.¹

Although many publications that investigate heritage as a phenomenon are the order of the day, scant attention is paid to the range of methods that can be utilised to investigate the varied dimensions of heritage, and how interpretations can be constructed from the scope and nature of the available data.²

The aim of this article is to investigate the role and value that cemeteries can play in designing a possible methodology for History teachers to teach at heritage sites where learners can learn firsthand. Cemeteries provide an enormous amount of concrete and credible data that can shed light on the social, economic and political status of a community or local area. To undertake a teaching and learning experience at a local heritage site is socially constructive by nature and therefore in accordance with the aims of the Outcomes-based Education (OBE) model.³ Based on enquiry and problem-solving activities, teaching and learning about heritage are activity-based and learner-centred. Learners become the active agents in their own learning when investigating gravestones as primary sources. When investigating heritage, learners will develop important skills that will aid them to remake the past and enable them to (re)define and identify future heritage. In this way on-site heritage studies can be seen as a dynamic process with future implications for lifelong learning.⁴

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- 1 T Copeland, "Heritage education and citizenship" (Paper, The Nostra Forum, the Hague, 1 October 2004), p. 70 (available at: http://www.europanostr.org/UPLOADS/FILS/forum_heritage_education_proceedings.pdf, as accessed on 10 Jun. 2010); BA Vansledright, Historical study, the heritage curriculum, and educational research, *Issues in Education*, 4(2), 1998, pp. 229-235.
 - 2 MLS Sørensen & J Carman, "Introduction. Making the means transparent: Reasons and reflections", MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches* (London, Routledge, 2009), pp. 3-10; ME Garden, "The heritage escape: Looking at heritage sites", MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches*, pp. 270-292.
 - 3 Compare BJJ Lombard, "Outcomes-Based Education in South Africa: A brief overview", L Meyer, K Lombard, P Warnich & C Wollhuter, *Outcomes-Based assessment for South African teachers* (Pretoria, Van Schaik Publishers, 2010), pp. 1-29.
 - 4 T Copeland, "Heritage and education: A European perspective" (Keynote speech at the Nostra Forum, the Hague, 1 October 2004), p. 68 (available at: http://www.europanostr.org/UPLOADS/FILS/forum_heritage_education_proceedings.pdf, as accessed on 10 June 2010).

Heritage conceptualised

Heritage is a broad, multi- and interdisciplinary field of study that can be used in different contexts.⁵ When considering the roots of the word “heritage”, it originates from the Greek word *klerosomos*, meaning to *obtain by inheritance*.⁶ The concept of heritage can thus be seen as something valued that is transmitted or handed down from one generation to the next for safekeeping. What one generation wants to retain and pass on to future generations can include various things, for example: monuments, buildings, sites, landscapes, indigenous knowledge systems, cultures, symbols, customs, traditions, languages, artefacts, architecture, spiritual practices, values, art, literature, music, oral traditions, etc.

Heritage can also be constructed when the past is interpreted for the creation and reinforcement of “new” group identities on which future expectations can be built.⁷ Thus, by its very nature, the concept of heritage values the past and is concerned with the manner through which the past is constructed in the present for the future.⁸

Today most people associate the concept heritage with two related sets of meanings. On the one hand it is linked with tangible sites and/or artefacts of historical interest that have been preserved for the nation.⁹ As such, Macdonald¹⁰ identifies heritage as a “physical proof” or “material testimony of identity”. On the other hand, heritage can also be associated with a set of inherited shared values and collective memories that are articulated in separate languages and through certain cultural activities and performances.¹¹

From the aforementioned it is clear that heritage is more than just the representation of tangible physical remains. It can also manifest diverse

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- 5 Compare RJ Pérez, JMC López, & DMF Listán, Heritage education: Exploring the conceptions of teachers and administrators from the perspective of experimental and social science teaching, *Teaching and Teacher Education*, 26(6), August 2010, pp. 1319-1320; MLS Sørensen, “Between the lines and in the margins: Interviewing people about attitudes to heritage and identity”, MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches*, pp. 164-177.
 - 6 J Strong, *Enhanced Strong's Lexicon* (Oak Harbour, WA, Logos Research Systems, Inc., 1995); S Zodhiates (ed.), *The complete World Study Dictionary: New Testament* (Chattanooga, TN: AMG Publishers, 1992), p. 867; Renn, SD (ed.), *Expository Dictionary of Bible words based on the Hebrew and Greek Texts: World studies for key English Bible words*. (Massachusetts, Hendrickson Publishers, 2005), p. 517.
 - 7 U Sommer, “Methods used to investigate the use of the past in the formation of regional identities”, MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches*, pp. 103-120.
 - 8 HA Soderland, “The history of heritage: A method in analysing legislative historiography”, MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches*, pp. 55-84.
 - 9 RS Peckham, “The politics of heritage and public culture”, RS Peckham (ed.), *Rethinking heritage: Cultures and politics in Europe* (London, IB Tauris, 2003), pp. 1-13.
 - 10 S Macdonald, Undesirable heritage: Fascist material culture and historical consciousness in Nuremberg, *International Journal of Heritage Studies*, 12(1), January 2006, p. 11.
 - 11 RS Peckham, “The politics of heritage and public culture”, RS Peckham (ed.), *Rethinking heritage: Cultures and politics in Europe*, pp. 1-13.

intangible symbolic and spiritual meanings that are often grounded in the material and tangible remnants of the past. These meanings will unavoidably be influenced by an individual's attitudes and behaviour, which are normally based on personal perceptions and subjective sentiments with regard to collective social memories. When heritage is contextualised in this way, it is socio-psychological in nature, showing the concept's multi- and interdisciplinary nature.¹² Apart from the sociological and psychological nature of heritage, it is also the meeting place for various other disciplines like history, geography anthropology, archaeology, architecture, art and tourism.¹³

However, it must be mentioned that the term "heritage" is not a totally new concept that made its appearance with the phasing in of the new education model of OBE in 1998.¹⁴ In fact, in the history curricula of before this time, the heritage aspect in the teaching and learning of history has often been addressed by the related term "local history".¹⁵ By means of "local history", learners were introduced to their immediate geographical surroundings where the history of, for example, street names and landmarks, a local church, a cultural movement, battle sites, forts or monuments was investigated.¹⁶ The goals of, for example, the 1985 history syllabus refer to the necessity of learners to develop a love not only for their "own culture, nation, community, party, etc", but also to have an "understanding and appreciation" for other cultures.¹⁷ Although the concept heritage represents a more holistic meaning than local history does, Jackson¹⁸ is rightly of the opinion that local history and heritage share a common platform and are therefore in essence inextricable linked to each other. The local history of a community within a particular geographical area ensures not only knowledge and insight regarding their own history, but it also co-determines their orientation with regard to the place and role that

12 HY Park, Heritage tourism: Emotional journeys into nationhood, *Annals of Tourism Research*, 37(1), January 2010, p. 117.

13 MLS Sørensen & J Carman, "Introduction. Making the means transparent: Reasons and reflections", MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches*, pp. 3-10.

14 JD Jansen, Curriculum reform in South Africa: A critical analysis of Outcomes-Based Education [1], *Cambridge Journal of Education*, 28(3), 1998, pp. 321-332.

15 Especially the Standard 2 (Grade 4) syllabus made ample provision for the teaching of local history, see DJJ Coetzee, Plaaslike geskiedenis: Wat is dit en waarom is die aanbieding daarvan in skole wenslik?, *Die Unie*, 84(2), Augustus 1987, p. 112.

16 Compare J Mathews, K Moodley, W Rheeder & M Wilkinson, *Discovery History: A pupil-centred approach to History method* (Cape Town, Maskew Millar Longman, 1992), p. 88; WL Rheeder, The cemetery as a resource in the study of local history, *Educamus*, 37(8), October 1991, p. 30.

17 ES van Eeden, *Didactical guidelines for teaching history in a changing South Africa* (Potchefstroom, Keurkopie, 1999), p. 111.

18 A Jackson, Local and regional history as heritage: The heritage process and conceptualizing the purpose and practice of local historians." *International Journal of Heritage Studies*, 14(4), July 2008, pp. 362-379.

the community played in the national and even international history.¹⁹ The fact that local events often relate to national and world events brings learners to the realisation that a local community did not develop in isolation, but that in reality it forms part of the greater picture.²⁰

Heritage and the National Curriculum Statement (NCS)

Unlike most European countries where the theme of heritage is not always recognised as an integrated part of the subject of history,²¹ in South Africa it is embedded in much of the core content that is prescribed in the NCS. Already in the Foundation Phase (Grades R-3) heritage is reflected in the knowledge focuses for History (as part of the learning area Social Sciences) where it is expected of learners to, amongst others, tell stories about their own lives and the lives of their families. These learners must also be able to share their social experiences, which are peculiar to their particular culture group's food, clothing, games, toys, music, dance and works of art. Besides this, knowledge must also be demonstrated regarding national symbols, places of historical interest and stories about different historical events that are being celebrated. Learners are also afforded the opportunity to do narratives on topics and personal possessions that they cherish.²²

For the Intermediate Phase (Grades 4-6), much emphasis is placed on the history of the province, the district and local area. In this regard the concepts "heritage and identity" as such are also specified in the NCS for Grade 5 learners for the first time. Heritage furthermore also appears in the study that deals with the early South African societies and the role and influence that African societies had on South Africa. In this phase the learners are also encouraged to construct a school or community archive and to complete a project that is based on oral history.²³

In the Senior Phase (Grades 7-9), heritage is, amongst others, reflected in the early hominid discoveries in South Africa, the development of man in Southern Africa and rock art as a communication medium of the hunter-

19 C Jooste, Plaaslike geskiedenis as 'n genre vir sekondêre Geskiedenisonderrig met verwysing na spesifieke bronnemateriaal beskikbaar in Laudium, *Yesterday and Today*, May 2007, pp. 206-208.

20 DJJ Coetzee, Plaaslike geskiedenis: Wat is dit en waarom is die aanbieding daarvan in skole wenslik?, *Die Unie*, 84(2), Augustus 1987, p. 34.

21 Van Wijk, L. Developments in heritage education in Europe: EUROCLIO'S enquiries compared, *International Journal of Historical Teaching, Learning and Reform*, 5(2), July 2005, p. 1.

22 Department of Education (DoE), *Revised National Curriculum Statement Grades R-9 (Schools)*, policy, *Social Sciences* (Pretoria, Department of Education, 2002), pp. 10-11.

23 DoE, *Revised National Curriculum Statement Grades R-9 (Schools)*, policy, *Social Sciences*, pp. 37-40.

gatherers. Other themes in the NCS that address heritage in some or other way are: The Dutch settlement, the Indian Ocean slave trade, slavery at the Cape, the conflict between the different races at the eastern and northern border of the Cape, the influence of industrialisation and British colonialism on South Africa, apartheid and the human rights struggle.²⁴

For Grades 10-12, heritage as theme is taken a step further in that it is set as a fourth learning outcome in the NCS. In the assessment standards of the Grade 12 “heritage” learning outcome, reference is even made to “grave sites” as a heritage memorial. Learners in this Further Education and Training (FET) Band are further compelled to do a heritage investigation during each of these three grades. Together with six other tasks, the heritage investigation forms part and parcel of the learner’s continuous and formative formal programme of assessment, which will contribute 25% of the learner’s total end-of-the-year mark for History. Through this heritage investigation, the learners will engage in critical and reflexive thinking about problem-solving issues, ideologies and debates around heritage, public representations of the past and the conservation and appreciation of local and national heritage. The ways in which the past is memorialised in archaeology, oral history and different knowledge systems, and how it contributes to an understanding of heritage, will also be explored.²⁵

Besides the fact that, in the assessment prescripts, History teachers are compelled to complete a heritage task with the Grade 10-12 learners, it would seem that heritage as theme does not receive the attention it ought to deserve in all the other grades. There are several reasons for this. One of the reasons is that learners cannot always afford it financially to undertake a trip to heritage sites. In some instances teachers also find it difficult to make sufficient time available to plan and execute excursions to heritage sites in an already overstretched curriculum. At many schools it is the poor quality or the total absence of proper source material that prevents teachers from teaching heritage effectively in the classroom. The distinctive ethnical cultures of the learners also make it difficult for some teachers to disclose sound understanding and knowledge of everyone’s heritage in class.²⁶ In order to teach heritage properly,

24 DoE, *Revised National Curriculum Statement Grades R-9 (Schools), policy, Social Sciences*, pp. 59-62; Also compare J Deacon, Heritage and African history, S Jeppie (ed.), *Toward new histories for South Africa. On the place of the past in our present* (Landsdowne, Juta Gariep, 2004), pp. 121-125.

25 DoE, *National Curriculum Statement Grades 10-12 (general), History* (Pretoria, Department of Education, 2003), pp. 14, 22-23; DoE, *National Curriculum Statement Grades 10-12 (general), Subject assessment guidelines, History* (Pretoria, Department of Education, 2007), p. 26.

26 The South African Society for History Teaching (SASHT), “Introductory statement for call for conference papers on the theme Heritage in the history curriculum: The how to of yours, mine and ours in a still divided

it requires of teachers to have a reflective, critical, sensitive and imaginative disposition.²⁷ This disposition is often curbed because teachers do not always dispose of proper training in the methodologies suitable to teach heritage. In this regard, a few Grade 10 History teachers expressed a wish during a survey in 2006 that they would like to receive more training in *oral history, to teach heritage and assessment, heritage assignments and heritage site visiting*.²⁸

The value of local cemeteries as heritage sites

The value of researching local cemeteries is that it reveals the public face of the people of a community or local area. Gravestones can reveal an abundance of information on earlier inhabitants who played a role in a specific community or particular area. Important personal information of the deceased can be seen on gravestones, such as names and surnames, dates of birth and death, the reason of death, the trade and occupation and country of birth. Other data that gravestones further reveal is infant and child mortality rates, the size of families, the effects of epidemics and the impact of war, the name of the stonemason, the types of stone used in the head and footstones, the nature of the epitaph, the types and styles of the carving and lettering and the motifs used for the tombstone design. These are all valuable primary and tangible source evidence that supports the learning and teaching process by adding on more information to the written word in textbooks and the teachers' oral explanations in class.²⁹

The combination of the concrete outside world and the inside of a classroom leads to a more personal experience with the learning material. Learners will not only gain an awareness of the actual texture, size, shape and weight of the gravestones, but the information on the head and footstones will also help them to a better understanding of the past. Research in local cemeteries creates numerous opportunities for group and enquiry-based activities where learners will gain knowledge on how to collect and classify their own research information, how to handle absences in data and negotiate contradictions. In this process they will acquire and demonstrate valuable historical skills when

community environment." Held on 24 and 25 September at the Golden Gate Highlands National Park in the Free State Province, 2010 (available at <http://www.sashtw.org.za/>, as accessed on 20 Sep. 2010).

27 MLS Sørensen & J Carman, "Introduction. Making the means transparent: Reasons and reflections", MLS Sørensen & J Carman (eds.), *Heritage Studies: Methods and Approaches* (London, Routledge, 2009), pp. 3-10.

28 PG Warnich, "Uitkomsgebaseerde assessering van Geskiedenis in Graad 10", (Potchefstroom NWU, PhD., 2008), pp. 440, 445.

29 WB Stephens, *Teaching local history* (Manchester, Manchester University Press, 1977), p. 153; RL Stevens, Homespun: *Teaching local history in grades 6-12* (Portsmouth, Heinemann), pp. 12-15.

analysing, interpreting, synthesising and evaluating the relevant data.³⁰ All these skills will in the end significantly broaden the learners understanding of history as a discipline and allow them to see themselves as apprentice historians.³¹

The value of “doing” heritage in local cemeteries helps learners to become more aware of the contribution that each culture group made in the inception and development of their community. This awareness helps learners to develop a more inclusive and common sense of belonging with regard to the people in his/her particular community or local area. By realising the contribution that each culture group made to the community, it will further enable learners to evaluate the wider issues and affairs of the country’s history with more knowledge and deeper insight.³²

The value of local cemeteries as heritage sites furthermore lies in the fact that it exposes learners to history’s interrelationship with oral history and other subject disciplines such as geology, geography, archaeology, genealogy and tourism.³³ An interdisciplinary teaching and learning approach has, amongst others, the advantage that it can answer complex research questions by offering solutions that are not usually within the scope of one subject discipline. Other advantages are that it addresses broad issues, which in turn can give rise to new and wider perspectives that can be opened on a particular historical event.³⁴

The planning and preparation for a visit to a local cemetery

Administrative and logistical

As for any excursion, thorough planning and preparation for a visit to a local cemetery determine the success thereof. In the first place there are certain administrative and logistical arrangements that must be made. This can concern matters such as:

- obtaining the necessary permission from the principal and the cemetery authorities (some cemetery grounds are closed for day visitors);

30 J Mathews, K Moodley, W Rheeder & M Wilkinson, *Discovery History: A pupil-centred approach to History method* (Cape Town, Maskew Millar Longman, 1992), pp. 88-91; H. Ludlow, Using local history to apprentice undergraduate students into the practices of the historian, *South African Historical Journal*, 57, 2007, p. 208.

31 H Ludlow, Using local history to apprentice undergraduate students into the practices of the historian, *South African Historical Journal*, 57, 2007, p. 202.

32 Compare WB Stephens, *Teaching local history* (Manchester, Manchester University Press, 1977), p. 139.

33 Compare WB Stephens, *Teaching local history*, p. 138.

34 ES van Eeden, *Didactical guidelines for teaching history in a changing South Africa*, p. 184.

- the composition of an accurate register of all the learners that will partake in the visit;
- the duration of the visit for the information of the parents and colleagues;
- date and time of departure and arrival;
- clearance from parents on the ethical aspects when cemeteries are visited;
- the signing of indemnity forms by the parents;
- appropriate provision and support for learners with special needs;
- contact numbers for the school and parents to contact in case of emergency;
- the appropriate stationary and other equipment (including a first aid kit); and
- enough staff to accompany the learners during the visit.³⁵

With regard to the last point above, the teacher in charge of the excursion can consider arranging the visit at that time of the year when his/her school is visited by student teachers. Some of these students can take over the teacher's classes at school while some of the others can act as facilitators during the excursion.

Teacher-learner

It is important that the visit to a cemetery is not just seen as a pleasure trip where no "work" will be done. Therefore, well planned structured activities are essential, which must be designed by the teacher and the learners before the time. These activities must entail more than merely the perfunctory observation by the learners, and the teacher giving a lecture-style presentation.³⁶ The planned activities must rather pursue an interactive and learner-centred approach of the "do" of heritage where the teacher acts as facilitator of the learning action.

As a first step in the planning and preparation, it is essential that the teacher should make certain of the history of the particular region in which the local community sorts. This knowledge will not only provide the teacher with a total picture of the most important events, it will also enable him/her to distinguish what was peculiar or unique to the particular community and

35 DoE, *Revised National Curriculum Statement Grades R-9 (Schools), Teacher's guide for development of learning programmes Social Sciences* (Pretoria, Department of Education, 2003), pp. 32-33; J Mathews, K Moodley, W Rheeder & M Wilkinson, *Discovery History: A pupil-centred approach to History method* (Cape Town, Maskew Millar Longman, 1992), pp. 92-93.

36 DoE, *National Curriculum Statement Grades R-9 (Schools), Teacher's guide for development of learning programmes, Social Sciences*, p. 33.

which events are shared with other communities on national level.³⁷ As point of departure, this knowledge can then be used to orientate the learners prior to the visit in respect of the place and role that cemeteries play in the history of their community in the further disclosure or support of the already existing historical facts.

A second step in die teacher-learner planning and preparation is to formulate clear learning outcomes and assessment standards that need to be attained with the visit to the local cemetery. Once the teacher has decided who the assessment agent(s)³⁸ is going to be, attention must also be paid to the design of the assessment criteria in order to assess the learning product. With the aid of the teacher the learners can also become co-involved in the design and writing of these assessment criteria, which will be focused on the attainment of the formulated learning outcomes. Where learners are actively involved in their own assessment, learning is normally more effective. It also improves motivation and leads to higher academic performance.³⁹

In the following example (See Table 1) the learning outcomes and assessment standards for Grade 5 learners are stated as contained in the NCS. Grade 5 constitutes part of the Intermediate Phase (Grades 4-6) where teachers are encouraged to, amongst others, place more emphasis on “the history of a local area” so that the connection or relation between “heritage and identity” can be clearly established.⁴⁰

37 WB Stephens, *Teaching local history*, pp. 34-35.

38 Assessment agents refer to those who are responsible for carrying out the assessment. Assessment agents who stand in the midst of the learning and teaching chain of events are the learner, the peer/friend, the group and the parents. See PG Warnich, “Uitkomsgebaseerde assessering van Geskiedenis in Graad 10”, (Potchefstroom NWU, PhD, 2008), pp. 136-145.

39 PG Warnich, “The planning of Outcomes-Based Assessment in South African schools”, L Meyer, K Lombard, P Warnich & C Wolhuter, *Outcomes-Bases assessment for South African teachers*, p. 105.

40 DoE, *Revised National Curriculum Statement Grades R-9 (Schools), policy, Social Sciences*, pp. 38-39.

Table 1: Proposed learning outcomes and assessment standards for Grade 5 learners' visit to a local cemetery.⁴¹

LEARNING OUTCOMES (LOs)	ASSESSMENT STANDARDS (ASs)
Learning Outcome 1: Historical Enquiry	1.2 Can the learner record and categorise information from a variety of sources (work with sources)?
	1.3 Can the learner continue to use information from sources to answer questions about people, events, objects and places in the past (answer the question)?
	1.4 Can the learner communicate knowledge and understanding in a variety of ways, including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; use technology where available and appropriate [communicate the answer]?
Learning Outcome 2: Historical knowledge and understanding	2.1 Can the learner use dates and terms relating to the passing of time (eg, decade, century) and arrange them in order [chronology and time]?
	2.2 Can the learner give reasons for and explain the results of events that have changed the ways that people live in a given context [cause and effect]?
	2.3 Can the learner identify similarities and differences between ways of life in different places at different times [similarity and difference]?
Learning Outcome 3: Historical interpretation	3.1 Can the learner recognise that there can be more than one version of an historical event (eg, that there can be two accounts of the same story) [source interpretation]?
	3.2 Can the learner identify and select items of the past which represent an aspect of the past of the local area being studied to contribute to a class display or school museum [representation of the past]?

A possible methodology

As mentioned earlier, some of the reasons why teachers are not very keen on undertaking excursions to heritage sites are, amongst others, the amount of time spent on the administrative and logistical planning and preparation thereof as well as the financial implications that it brings about. Concerning the aforementioned, the paragraphs above indicate that in reality a visit to a cemetery does not require that much input. (See: “The planning and preparation for a visit to a local cemetery”.)

A lack of financial resources should also not stand in the way of a visit to a cemetery. Instead of the learners reporting to school at the beginning of the school day, it can be arranged that all the learners meet at the particular

41 DoE, *Revised National Curriculum Statement Grades R-9 (Schools), policy, Social Sciences*, pp. 43, 45, 47.

cemetery. This arrangement will ensure sufficient time for the teacher and the learners to do the planned activities. Where practically possible and if time permits, an additional cemetery close by can also be visited; one that is older or which represents another culture group. At the end of the school day the learners can then be dismissed from the site instead of the school premises. When the site visit is arranged in this manner, it will limit financial expenses to the minimum and will also be the least disruptive where the school timetable is concerned.

With the administrative and logistical arrangements that will not require too much time and effort, a next step for the teacher is to develop a particular method that will make it possible for the learners to research the information on the local cemetery. A method that could be followed is to design a cemetery worksheet. Both the teacher and the learners can be instrumental in the development and composition of this worksheet. Groups consisting of four learners each can then complete the worksheet after each group has been allocated a particular section of the cemetery. To make sure that time is not unnecessarily wasted during the visit, it is essential that the teacher, and where possible also the other staff that will act as facilitators, visit the particular cemetery before the time to demarcate each group's area. Before the excursion takes place, it is also important that the teacher should discuss the worksheet with the learners and facilitators so that everyone knows exactly what is expected of them during each activity.

When the worksheet for a visit to a cemetery is being designed, it should make provision for:

- Activities that are aimed at the attainment of the formulated learning outcomes;
- a systematic and clear layout with a high degree of technical care;
- a variety of activities that takes into consideration the level of development of the particular learners;
- open and close ended questions that will allow the learners to develop different historical skills;
- activities that make provision for the integration of the different subject disciplines;
- the assessment instrument together with the assessment criteria that are going to be applied;
- an opportunity for reflection for the learners at the end of the visit; and

- follow-up activities.⁴²

The following is an example of what a worksheet for Grade 5 learners can look like for a visit to a cemetery.⁴³ It can be adapted by the teacher, depending on the age and level of development of the learners.

42 Compare DoE, *Revised National Curriculum Statement Grades R-9 (Schools), Teacher's guide for development of learning programmes, Social Sciences*, p. 33; WB Stephens, *Teaching local history*, p. 142.

43 RL Stevens, *Homespun: Teaching local history in grades 6-12* (Portsmouth, Heinemann, 2001), pp. 18-21; P Hughes, *Local History* (Warwickshire, Scholastic Ltd, 1997), pp. 122-123; WL Rheeder, 'The cemetery as a resource in the study of local history', *Educamus*, 37(8), October 1991, pp. 31-32; DJJ Coetzee, 'Plaaslike geskiedenis: Wat is dit en waarom is die aanbieding daarvan in skole wenslik?', *Die Unie*, 84(2), Augustus 1987, p. 113; FD Metcalf & MT Downey, *Using local history in the classroom* (Nashville, The American Association for state and local history, 1982), pp. 114-117, 255-262; J van Biljon (ed.), *Local History, N.E.D. Bulletin*, 39, 1984, pp. 23-27.

Worksheet: A heritage visit to a local cemetery

Our group consists of the following learners:

1.
2.
3.
4.

A. General information regarding the cemetery that is being visited

1. What is the name of the cemetery that is being visited?
.....
2. How many graves are in the area that has been allocated to your group?
.....
3. Which gravestone is the oldest and which is the most recent one?
.....

B. People buried in the cemetery

1. How many gravestones bear the same surname?
.....
2. Can your group identify family plots?
.....

3. If so, explain how you would go about identifying family plots.

.....

4. Where available, write down information from gravestones that reveal the cause of death.

.....

5. Look at gravestones with men's names and those with women's names on it. Why does your group think the gravestones of women in some instances say: "Cecilia, wife of (her husband's name)"? What might this tell you about the role and status of men and women over time?

.....

.....

6. Calculate the average age of death for each decade. Make use of the following table (chart) to help you with the calculations.

.....

.....

DECADE					
AGE	NUMBER OF FEMALES	NUMBER OF MALES	AGE	NUMBER OF FEMALES	NUMBER OF MALES
0-6			51-55		
6-10			56-60		
11-15			61-65		
16-20			66-70		

21-25			71-75		
26-30			76-80		
31-35			81-85		
36-40			85-90		
41-45			91-95		
46-50			96-100		

7. Now use the information that you have written down on the chart and answer the following questions:

7.1 From the age of 21, who died the most over the decades? Give possible reasons for your answer.

.....

7.2 At what age did most people die? Give a possible reason for this.

.....

7.3 Has the number of children who died when they were under the age of five changed over the decades? If so, what might a reason be for this?

.....

C. Residents from other countries

1. Complete the following table that deals with residents from other countries that are buried in this cemetery.

FULL NAME OF INDIVIDUAL	COUNTRY OF DESCENT

2. Which country did most of these people come from? Why might this be so?

.....

D. Materials used to build gravestones

TYPE OF STONE	NUMBER OF GRAVESTONES
Granite	
Marble	
Limestone	
Concrete	
Metal	
Wood	
Bricks	
Other	







1. Which materials for gravestones were used most and least? Can you think of a possible reason why some types of stone were use more often than others?

.....

.....

E. Symbols of death

The following are examples of a few symbols that appear on gravestones:

SYMBOLS USED FOR DEATH		
	Hourglass	
	Flowers	
	Wings	
	Weeping willow	
	Cross	
	Bible	

- Make a ✓ every time you see one of these symbols on the gravestones. In the spaces at the bottom of the chart, draw the other death symbols that you encounter but which do not appear on this list.

- Which symbol is used most? What might the reason be for this?

.....

F. Epitaphs

1. What does your group think an epitaph is?

.....

2. Find an epitaph that you feel discloses most about the character of the deceased.

.....

3. Locate four gravestones representing different centuries. How did the use and what is said on epitaphs change over the centuries?

.....

4. Write down the wording of two epitaphs that depicts humour and religious belief respectively.

.....

G. Symbolism and inscriptions

1. Look at the different exterior shapes of the gravestones. Choose any three shapes and say what you think each one symbolises (eg, a gravestone in the shape of a cross represents the traditional Christian symbol).

.....

.....

2. Give any two reasons why the type of lettering on the tombstones differs from time to time.

.....
.....

H. Reflection

1. What did your group enjoy most and also least during your visit to the cemetery? Give a reason for your answer each time.

.....
.....

The follow-up period

After the visit to a cemetery it is essential to do follow-up work. It contributes to a reinforcement and consolidation of the skills, ideas and information that were acquired during the visit.⁴⁴ It is possible to divide or classify the follow-up period in three stages, namely the immediate, intermediate and long-term stage. Immediate follow up can be done while the learners are still at the cemetery or even the next day in the classroom. During this stage the learners should be encouraged to discuss with their classmates what they have experienced and seek answers to the problems they might have encountered. The teacher must also show interest in the learners' reactions by summarising the main findings of the different groups and at the same time also rectifying any misunderstandings that might exist.⁴⁵ In this stage it is also important that the assessment criteria, which were designed by the teacher and learners prior to the excursion, now, be applied by the learners to assess each other in order to establish whether the formulated learning outcomes were attained. When groups assess each other, it has, amongst others, the advantage that it develops the learner's ability to function in a group where emphasis is placed on interpersonal and communicative skills. Reflective learning also occurs during group assessment and learners also adopt a more critical disposition towards their own learning. They accept more responsibility for their own learning by looking for ways to improve the learning efforts. This all contributes to them becoming lifelong learners.⁴⁶

For the intermediate stage, the follow-up process can entail the composition of a class record of what the various groups have discovered. An opportunity can also be created for creative self-expression were learners can put together a general display of graphs, photographs and sketches accompanied by written texts, which will contribute to a total picture of the heritage visit. As a further motivation to produce high quality work, these efforts can be exhibited at a place in the school for all the learners to see.

44 DoE, *Revised National Curriculum Statement Grades R-9 (Schools), Teacher's guide for development of learning programmes, Social Sciences*, p. 33.

45 J Mathews, K Moodley, W Rheeder & M Wilkinson, *Discovery History: A pupil-centred approach to History method* (Cape Town, Maskew Millar Longman, 1992), pp. 93-95; WB Stephens, *Teaching local history*, pp. 155-157.

46 GP van Rheede van Oudtshoorn & D Hay, Group work in higher education: A mismanaged evil or a potential good?, *South African Journal of Higher Education*, 18(2), 2004, p. 131; S Chappuis & RJ Stiggins, Classroom assessment for learning, *Educational Leadership*, 60(1), September 2002, pp. 40-43; W Cheng & M Warren, Making a difference: Using peers to assess individual student's contributions to a group project, *Teaching in Higher Education*, 5(2), April 2000, p. 252.

In the long-term stage the follow-up work can consist of further follow-up research projects, which will arise from the information already gathered and through which new knowledge will be generated.⁴⁷ Table 2 is an example of a scoring rubric that the groups can use as an assessment instrument to assess each other during the immediate and intermediate follow-up stages.

Table 2: An assessment rubric for Grade 5 learners for the use of group assessment after the visit to the cemetery

CRITERIA	LEVEL 4 8-10 MARKS	LEVEL 3 6-7 MARKS	LEVEL 2 4-5 MARKS	LEVEL 1 0-3 MARKS	
LO 1: The ability to use enquiry skills to investigate the past and present					
AS 1.2 Recording and categorising information from a variety of sources (Questions: A2, B1, B2, B6, B7.1-B7.3, C1, D1, E1, E2, F4) [For the use of the immediate follow-up stage]	Able to record and categorise information from the source above the expected level	Able to record and categorise information from the source	Partially able to record and categorise information from the source	Attempts to record and categorise information from the source, but not yet able to do it	
AS 1.3 Continues to use information from sources to answer questions about people, events, objects and places in the past (Questions: A2, B1, B2, B4, B6, B7.2, B7.3, C1, E1, E2, F1, F2, G1, G2) [For the use of the immediate follow-up stage]	Able to, above the expected level, continuously use information from the source about people, events, objects and places	Able to continuously use information from the source about people, events, objects and places	Partially able to continuously use information from the source about people, events, objects and places	Attempts to continuously use information from the source about people, events, objects and places, but not yet able to do it	

⁴⁷ J Mathews, K Moodley, W Rheeder & M Wilkinson, *Discovery History: A pupil-centred approach to History method*, p. 94; WB Stephens, *Teaching local history* (Manchester, Manchester University Press, 1977), pp. 155-157.

<p>AS 1.4 Communicates knowledge and understanding in a variety of ways, including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses technology where available and appropriate (Questions: B3, B5, B7.1-B7.3, C1, C2, D1, E1, E2, F1, F3, G1, G2, H1) [For the use of the immediate follow-up stage]</p>	<p>Able to, above the expected level, communicate knowledge and understanding in a variety of ways. It includes the presentation of historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses technology where available and appropriate</p>	<p>Able to communicate knowledge and understanding in a variety of ways. It includes the presentation of historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses technology where available and appropriate</p>	<p>Partially able to communicate knowledge and understanding in a variety of ways. It includes the presentation of historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses technology where available and appropriate</p>	<p>Attempts to communicate knowledge and understanding in a variety of ways. It includes the presentation of historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses technology where available and appropriate</p>	
<p>LO 2: The ability to show historical knowledge and understanding</p>					
<p>AS 2.1 Using dates and terms relating to the passing of time (eg, decade, century) and arranges them in order (Questions: A3, A7.1, B7.2, F3, G2) [For the use of the immediate follow-up stage]</p>	<p>Able to, above the expected level, use dates and terms relating to the passing of time (eg, decade, century) and arrange them in order</p>	<p>Able to use dates and terms relating to the passing of time (eg, decade, century) and arrange them in order</p>	<p>Partially able to use dates and terms relating to the passing of time (eg, decade, century) and arrange them in order</p>	<p>Not able to use dates and terms relating to the passing of time (e.g. decade, century) and arrange them in order</p>	
<p>AS 2.2 Giving reasons for and explains the results of events that have changed the ways that people live in a given context (Questions: B4, B7.1-B7.3) [For the use of the immediate follow up stage]</p>	<p>Able to, above the expected level, give reasons for and explain the results of events that have changed the ways that people live in a given context</p>	<p>Able to give reasons for and explain the results of events that have changed the ways that people live in a given context</p>	<p>Partially able to give reasons for and explain the results of events that have changed the ways that people live in a given context</p>	<p>Attempts to give reasons for and explain the results of events that have changed the ways that people live in a given context, but not yet able to do it</p>	

AS 2.3 Identifying similarities and differences between ways of life in different places at different times (Questions: E1, F4, G1, G2) [For the use of the immediate follow-up stage]	Able to, above the expected level, indicate similarities and differences between ways of life in different places at different times	Able to indicate similarities and differences between ways of life in different places at different times	Partially able to indicate similarities and differences between ways of life in different places at different times	Attempts to indicate similarities and differences between ways of life in different places at different times, but not yet able to do it	
LO 3: The ability to interpret aspects of history					
AS 3.1 Recognises that there can be more than one version of an historical account (Questions: B5, B6, B7.1-B7.3, C2, D1, E2, F2, F3., G1) [For the use of the immediate follow-up stage]	Able to, above the expected level, recognise that there can be more than one version of an historical account	Able to recognise that there can be more than one version of an historical account	Partially able to recognise that there can be more than one version of an historical account	Not able to recognise that there can be more than one version of an historical account	
AS 3.2 Identifies and selects items of the past which represent an aspect of the past of the local area being studied to contribute to a class display or school museum [For the use of the display activity in the intermediate follow-up stage]	Able to, above the expected level, identify and select items of the past which represent an aspect of the past of the local area being studied to contribute to a class display	Able to identify and select items of the past which represent an aspect of the past of the local area being studied to contribute to a class display	Partially able to identify and select items of the past which represent an aspect of the past of the local area being studied to contribute to a class display	Not able to recognise and select items of the past which represent an aspect of the past of the local area being studied to contribute to a class display	
TOTAL					80

Conclusion

The value of a visit to a heritage site like a local cemetery cannot be overstated. A well planned trip with proper instruction prior to the occurrence, followed by a methodology where learners are actively busy “to do” heritage, offer them insights and perspectives, which is not possible in the traditional setting of a classroom. By doing heritage, learners work like the historian because information is gathered, sifted or screened, arranged and interpreted.

When locally rooted, “heritage grows from the bottom up”.⁴⁸ It helps learners to remake their past by broadening and deepening their understanding not only of their own heritage, but also of that of other distinctive ethnical cultures. Research evidence proves that people first identify almost solely with their own heritage before identifying on a much larger scale with a broader multi heritage.⁴⁹

By mutual understanding and by giving recognition to other culture groups’ contributions, heritage becomes more inclusive and socially responsible. It helps to construct a shared past that in the end will contribute to a sense of pride that will eventually cherish the ideal of a common South African heritage and identity. Only then heritage will no longer be abused as a vehicle to strengthen the position of a dominant community or ruling party.⁵⁰

48 J Deacon, “Heritage and African history”, S Jeppie (ed.), *Toward new histories for South Africa. On the place of the past in our present* (Landsdowne, Juta Gariep, 2004), p. 120.

49 T Copeland, “Heritage and education: A European perspective” (Keynote speech at the Nostra Forum, the Hague, 1 October 2004), p. 21 (available at http://www.europanostra.org/UPLOADS/FILS/forum_heritage_education_proceedings.pdf, as accessed on 10 June 2010).

50 J Deacon, “Heritage and African history”, S Jeppie (ed.), *Toward new histories for South Africa. On the place of the past in our present*, p. 119.

SETTING UP A SCHOOL MUSEUM

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Abstract

The creation of a school museum offers an opportunity for a school and its broader community to celebrate the institution's no doubt unique history and heritage, and to offer an "open book to the world" of its history, contribution to society and its character. Whilst professional museum planners might be employed to take on the task of managing the overall project and tackling the rather daunting list of "To Do's", their services are expensive, and might cause a school's Governing Body to balk at the anticipated costs. In this article, Pietermaritzburg teacher, Matthew Marwick, summarises the journey undertaken by the members of the Museum Planning Committee at Maritzburg College, as they upgrade the school's existing museum, which currently is primarily made up of ad hoc displays of photos and memorabilia, in the build-up to the school's 150th celebrations in 2013. In the article, he points out some of the difficulties already experienced during this venture (which is ongoing), and offers practical advice to educators who might be considering a similar undertaking.

Keywords: School museum; Heritage preservation; Museum planning; Maritzburg College; School History research.

Introduction

The school at which I am employed, namely Maritzburg College, is celebrating its 150th birthday in 2013. One of the many components of what will be a busy year will be the opening of a new school museum, the planning for which commenced in 2009. I am a member of that small planning committee, as well as the school's Archives Committee, which oversees all such heritage-related matters at the school.

The purpose of this paper is not to be a deeply researched academic treatise on museum planning – far more weighty tomes dealing with this subject can be ordered on www.amazon.com – but rather a brief practical guide to school

museum planning that attempts to share with fellow school heritage buffs the challenges faced by their brethren in Maritzburg. Thus, it may be regarded as an informal – because not all of the steps need to be followed, and the order can vary from school to school – and rather generic roadmap for the setting up of a school museum, from conception to delivery.

Image 1: Maritzburg College in 1888, shortly after the school moved to its current estate overlooking College Road.



Source: Clark House 1888 (Maritzburg College Archives)

The heritage “set-up” at Maritzburg College

The first museum at Maritzburg College was set up in honour of the school’s 125th celebrations in 1988 by Mr Simon Haw, with assistance from the boys of his Special History Project. But with Mr Haw’s departure from the school in 1989, it was unfortunately allowed to gradually fall into disrepair, and its ageing boards and displays were over time replaced with *ad hoc* displays, loose photographs, miscellanea etc, which collectively do not do justice (we on the Museum Planning Committee submit) to a grand old school. Importantly, too, the school’s old archives, which had flourished at the time of Mr Haw’s writing of the school’s definitive history in that momentous year, had at best stuttered along in the decades that followed. Very few of the old photographs and irreplaceable documents had been properly preserved or scanned into digital format, and they had, sadly, been rather brutally man-handled during their various moves over the subsequent years.

Arising from an appreciation that the school’s 150th celebrations would attract the attention, support and indeed attendance of many of its 15 000 living Old Boys – who, generally, are a loyal bunch of fellows – there emerged

a realisation at Maritzburg College by 2008 that a new museum needed to be set up, and that, ideally, it should be completed by the start of the celebratory year, 2013. Thus, and after some deliberation, the Maritzburg College Museum Planning Committee was duly formed at the end of 2009.

Fortunately, the school already has a long-established Archives Committee, which for more than two decades has at its quarterly meetings pondered various archives- or heritage-related issues. The chairman of the committee is the Headmaster, and the committee has for more than a year now accepted the need for a new museum. At the start of 2010, a part-time archivist was appointed on the recommendation of the committee by the school, and she has already commenced the exhausting task of recording and preserving the school's old photos and documents, and, importantly for the purposes of this address, driving the process of establishing a new school museum at Maritzburg College. She is an enthusiastic, precise retired former Director of a local municipal museum and is well-connected in the KZN Midlands museum community.

What follows in due course is a brief summary of the process followed by the Archives Committee at Maritzburg College in setting up its own Museum Planning Committee and starting the laborious process of establishing a new museum, which, it is hoped, will be formally opened on the school's 150th birthday on 2 March 2013.

Image 2: Ageing boards and displays were over time replaced with ad hoc displays, loose photographs, miscellanea etc.



Source: M Marwick, 2010 (Maritzburg College archival display)

Why set up a school museum?

Before we move on to the practical aspects of this address, let us first pause and consider why a school might wish to go to the invariably considerable expense and time of setting up a school museum. In this regard, I would suggest that a school museum might have any of a number of purposes, including –

- Providing simply a celebration of a school's history and heritage, which in many cases are unique, special, and much-treasured by its alumni.
- Providing an “open book to the world” not just of the history of the school, but its contribution to society and its character; in fact, its very soul.
- Providing a vital asset in the all-important, these days, marketing of the school within the broader community. In addition to the considerations already mentioned, I would argue.

The planning steps

The following is a summary (with one or two additions) of the planning steps followed since January 2010 by the Maritzburg College Museum Planning Committee. The steps have been amended slightly, so as to be of greater relevance to a school that might be starting the entire process from scratch:

Preliminary Steps

- Familiarity: As the originator of your school's museum project, you will be required to read some of the literature available on the Internet, purchase one or two books, if need be, and speak to experts in your area. You might obtain a copy of *Starting Right: A Basic Guide to Museum Planning* published by the American Association for State and Local History. Perhaps there is a local museum, whose curator might be able to advise you about starting up a museum, themes that you might consider, and, vitally, the costs involved? Familiarise yourself fully too with the archival material at your disposal at the school, so as to get an idea of the extent of the task before you. This will give you an idea, too, of the time and therefore expense required to complete your project.
- The overall concept/idea: What type of display or museum do you envisage? What is the broad concept or “idea” that you want to address? Is it going to deal with the entire history of the school or will it be a mere slice (like the ‘History of Sport’, of a boarding House or of the Headmasters/Headmistresses)?

- Obtain the initial support, in principle, and perhaps over tea in the staffroom even, of the key individuals at your school. For example, you may want to bounce a few ideas past your headmaster or your bursar, to ensure that the project – with further support – is feasible. A key initial question will no doubt be where might you house your new museum – will a building have to be built or is there existing space available? Of course, the issue of cost is a vital and potentially project-breaking one.
- Form a steering committee: Consult with experts in your area, perhaps ask them to join your committee; approach motivated people within your school community – past and present staff, alumni, people with a shared passion for the history of the school, even capable pupils (like Mr Haw did in 1987-8) – whom you think will be able to assist. However, the steering committee should not, in my view, exceed six people. Ensure that formal minutes of its meetings are taken.

Business matters

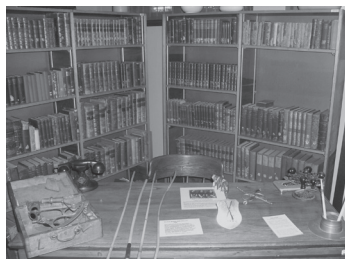
Within your committee, and over its initial first few months, you will need to deliberate on many issues, weigh up many options, and carry out a number of tasks, which will include the following:

- *Draw up* a mission statement for your museum. This should serve as a clearly articulated blueprint to help you plan a museum and decide what will be in the collection:
 - What is the likely name of your museum?
 - What is the central purpose of your museum?
 - Who is your target market? Who are your potential and/or likely visitors?
For example, a museum that is geared in the main towards the pupils themselves will probably require more multi-media and colourful features than one geared towards a school's grey-haired alumni.
- *Carry out web searches* for the details of local museum professionals, and consult them, even if it is only initially over the telephone or via e-mail. You need to get a – at this stage – vague idea of what options are before you, what themes might appeal to you, the probable extent – and thus cost – of your particular project etc.
- *Visit* other museums and, especially, school museums in your area. Take note of what you like and don't like, and ask as many questions as possible of the curator and staff.
- *Carry out an initial audit* of your existing *historical records* and artefacts:¹

¹ A professional archivist may be vital for this job.

- What artefacts do you already have?
- What artefacts can you obtain over the next few months and years?
- How are you going to obtain them? Are you going to rely on donors, and how active are you going to be in your pursuit of them?
- *Start* considering the future “look and feel” of your museum:
 - Traditional: dark wood, low lighting, luxurious, like the Grey College museum, which oozes class and gravitas.
 - Modern: chrome, glass, vibrant, well-lit.
 - Ethnic: rural scenes, traditional artefacts.
 - Home-grown and simple: a museum created by the school itself, using staff expertise and pupil labour, scanned photos etc. The rather low-key but nonetheless effective museum at Kearsney College, visited by our Planning Committee in May 2010, showed how successful such an approach might be.
 - A combination of any of the above.
- Thereafter, *brainstorm* within your committee about the museum’s possible displays,² like (in our case) –
 - What space do we have available for our new museum and how are we going to use it?
 - Are we going to hang larger objects from the rafters?
 - How can we best use our existing collection of valuable Victorian books and memorabilia (including family photographs, moth-eaten rugby jerseys and ominous-looking bent old canes) – by recreating a classroom, a hostel dormitory, the headmaster’s office etc?

Image 3: Also canes in a display of the head master’s office!



Source: M Marwick, 2010 (Maritzburg College archival display)

² Although you will rely on the views of the professionals whom you will eventually contract to do the job, you still nevertheless should formulate some idea of what you and your school community might want. For example, a survey of staff, past pupils etc at a traditional all-boys’ school might reveal that a club-like atmosphere is an appropriate ‘look and feel’ for a school museum. This would need to be conveyed to planners, who do at times like to be rather revolutionary in their designs.

- How can we integrate and use our upstairs space?
- What colours do we want to use on the walls and display divisions? (Perhaps you are 'restricted', like we are, to a degree by your school's own colours?)
- Are we going to install multi-media features, like TVs, touch-screens etc.³
- *Decide* on the likely *themes* for your museum, for example (once again, in our case):
 - The school's 15 Headmasters, in order;
 - Academics and Culture;
 - Sport;
 - Alumni;
 - A space for additional alternating displays? In the case of Maritzburg College, we have an annual need for displays on such diverse events and occasions as the Duzi Canoe Race (January), Founders' Day (March), Old Collegians' Reunion Day (around June), the Old Boys' Induction Ceremony (October) and Remembrance Day, and a display on, say, corporal punishment at the school would no doubt be fascinating for pupils past and present.

Image 4: A question to consider: Are we going to hang larger objects from the rafters?



Source: M Marwick, 2010 (Maritzburg College archival display)

³ But beware – these do tend to cause the costs of a museum project to balloon!

- Compose various written *museum policies* (for example, those relating to collections and donations, access to the museum, the storage and use of photographs, fund-raising etc);
- Request that professional museum planners *submit their formal written proposals* relating to the design, layout, construction, visitor flows, architectural requirements, display cases and exhibits, lighting and carpeting, maintenance etc of your museum project, the ultimate responsibility for which will eventually rest upon the tender winner, who will be the project manager. Your budgetary constraints will probably limit how far and wide you cast the net for possible contractors. In our case, we have contacted two local museum contractors, as well as a Pretoria-based organisation that has in the last few years set up a number of attractive school museums. We felt that we could not approach the planners of such notable museums as the Apartheid, Lilliesleaf Farm (Rivonia) and Hector Petersen Museums.
- You might also wish to consider the ancillary services offered by some museum planners, which can be wide-ranging and extend far beyond mere displays, colour-schemes and the use of multi-media, and include –
 - the care of various school archives collections;
 - the registration and storage of archival material;
 - future exhibitions;
 - the long-term conservation and future renovation of your archives;
 - part-time staffing;
 - financial management;
 - the marketing of your museum (including signage, liaison with the local media, and the alignment of your museum with the local Provincial Museum Services);
 - prospects for the future expansion of your museum; and
 - fund-raising.
- Adjudicate and consider the various proposals submitted by the museum planners, and *make your all-important selection*.
- Draft a *final budget* and, if necessary, business plan for your museum project: You will now need to determine the anticipated total costs of your museum project, so that you can thereafter formally approach the “key individuals” already mentioned, to assess the availability within your school of financial resources for the project over the next couple of years. Costs that you will need to include in your budget are the following:

- the estimated costs already submitted by the museum planners above;
- location rent, purchase or construction;
- utilities, staff (possibly part-time), and insurance; and
- advertising, licenses and memberships.

You will then also have a better idea of the money that the museum will in the future need to generate, considering school and/or government funding, private donations and possible ticket income. In this regard, perhaps you have a wealthy alumnus who has an historical leaning and might be prepared to assist his/her old school? Perhaps you will have to gather together the costs of the project from school fees over the next few years?⁴ Perhaps you have a Past Scholars' Association that might also help?⁵ A new museum may cost anywhere from R1 000, for a rather simple collection of photographs, to R500 000 and more.

- Your final task will then be to *convince your headmaster/headmistress*, Chairman of the school's Governing Body and bursar that the setting up of a school museum is a much-needed project that should most certainly proceed.
- Thereafter, and only after that formidable hurdle has been overcome, can *the project manager be appointed* and finally commence his/her work! (In our particular example, this is to only take place in early 2011, once the gruelling collation task of the archivist – see below – has progressed somewhat.)
- Given that the work of the project manager is heavily dependent on the archival material available, one of your first tasks will be to collate and *organise your archival material*. The size and thus likely cost of this task will depend on factors like the size and age of your school, whether you have an existing collection and/or archivist, the ability and efficiency of the school to call for additional historical artefacts, documents etc. For example, how organised and up-to-date is the database maintained by your Past Pupils' Organisation? Ideally, your school will have over some years already begun collecting matters of historical interest, which can then provide the core of your museum's future displays. Of course, a call could then immediately be made to the entire school community – incorporating present and past pupils, staff, parents etc – for the submission of anecdotes, memorabilia, miscellanea etc.

⁴ It is likely that Maritzburg College will in this manner fund the majority of the costs of its museum project.

⁵ The Secretary of our Old Boys' Association is a very keen supporter of the museum project, and simply added an "Old Boys' Museum Appeal" to the annual subscriptions' invoice. This, and other alumni-related appeals, has in the last 18 months brought in about R150 000 of unexpected contributions.

- Thus, one of your early tasks may be to *hire paid assistants*, from a perhaps part-time archivist⁶ to the professional museum planners themselves.

Conclusion

As is apparent from the above, the setting up of a school museum is a time-consuming, often rather laborious process, which might earn its originator the allegation that he/she is wasting the precious resources of the school. However, in our experience at Maritzburg College there exists a lasting appreciation in many quarters of the school's broader community for the benefits of having a professionally-set up school museum, of which everyone upon its completion can be proud. After all, it is often a school's character and heritage that set it apart from its competitors, and are unifying sources of pride for its pupils, staff, parents and alumni.

⁶ In the case of Maritzburg College, this was of immediate importance, given the extent of the school's rather jumbled archives.

‘THE POWER OF POWER’: POWER STATIONS AS INDUSTRIAL HERITAGE AND THEIR PLACE IN HISTORY AND HERITAGE EDUCATION

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I learnt during all those years to love Johannesburg even though it was a mining camp. It was in Johannesburg that I found my most precious friends. It was in Johannesburg that the foundation of passive resistance was laid in September 1906. Johannesburg therefore had the holiest of all the holy associations that Mrs. Gandhi and I will carry back to India. (Mahatma Gandhi on his feelings about leaving Johannesburg in 1914)¹

Abstract

This article focuses on the Electrical Precinct in Newtown as an example of industrial heritage in the centre of Johannesburg. The author makes the case that industrial heritage has been neglected in terms of what is deemed to be culturally significant. Yet industrial landscapes provide a direct connection with a ‘cultural’ experience common to all city dwellers. The author demonstrates how the heritage tourism company, Cultural Encounters, used field trips/visits to Newtown with learners from Grades 8-12, over the period 2003- 2009, to grapple with the requirements of the Social Sciences and History curricula. She argues that this approach to industrial heritage could provide a radical new approach to the 2010 Curriculum Assessment Policy Statement (CAPS), including the Grade 10 heritage assignment.

Keywords: Newtown; Electricity; Johannesburg; Power station; Electric workshop; Anglo Gold Ashanti; Industrial heritage; South African Heritage Resources Act; History; Cultural significance; Curriculum; Education.

¹ Plaque on the statue of Gandhi in Gandhi Square in the Johannesburg CBD.

Introduction: The Power of place and the meaning of cultural significance²

A physical place or a space of heritage significance provides an immediate story or stories that build on our appreciation of our common and diverse histories and cultures. It can also provide a unique window onto local, national and international facets of South African history. Nothing can replace actually 'being there' and encountering the textures of place.

However, there has been a consistent undervaluing of Johannesburg's *industrial architecture and heritage*, to the point of malicious neglect. Indeed, in general, the rapidly diminishing markers of our mining and industrial heritage have been regarded as ugly, intruding on refurbished urban landscapes which aim to be aesthetically pleasing to visitors. Industrial heritage should be seen as having cultural value and significance, particularly for a city like Johannesburg. According to the National Heritage Resources Act (NHRA) of 1999 the measures of cultural significance are: aesthetic, architectural, historical, scientific, social, spiritual, linguistic or technological value or significance. At least five of these measures relate to industrial buildings, depending on how beautiful you think the buildings are! (See Appendix A: Important Definitions from The National Heritage Resources Act of 1999)

The conservation of industrial heritage is certainly not only about buildings. Oral histories (which often reclaim invisible/neglected voices) provide an incredibly important dimension to such work. According to the NHR Act, the *association* of a person or particular community or communities with a place is a measure of cultural significance. It is also not only about individual buildings. The Act recognises heritage significance resides in the whole (the precinct), its landscape, as well as the parts (the buildings). The idea of a heritage precinct or area adds to how we understand and work with heritage.

Working with industrial heritage allows us to foreground the many categories that the SAHR Act provides of what constitutes 'cultural' significance, and how it can be assessed. It allows us to highlight how narrowly the term 'cultural' has been interpreted, even by presenters at the conference for which this paper was prepared. This narrow approach is characterised by the notion of unchanging separate cultural groups, each with their own essentialised history and cultural practices. The history of industrialisation and urbanisation, viewed through the lens its physical remains, shows how people (not only

2 Summarised from H Prins and S Krige, Heritage Impact Assessment for Newtown Electrical Precinct, (Unpublished, February 2005). Available from the author.

Black people) had to adapt one of the many aspects of their identities, their culture, to urban living.

Such heritage opens up the issue of the 'cultural' significance of the changing technologies, as well their impact on the work that people had to do, and the quality of the lives they led. Here there is also much scope for cooperation with the Science departments in schools!

This article provides a case study of one historical and cultural precinct in the greater Johannesburg area – Newtown. Newtown contains substantial physical remains of industrial buildings connected with the supply of electricity and other services to Johannesburg. It is subject to major urban renewal initiatives which have required substantial historical investigation in preparation for statements of cultural significance, and conservation management plans.

This article outlines the history of the Newtown precinct and its power stations, and the people who worked and lived there; explores the 'first' and 'second lives' of historic industrial precincts in the context of urban renewal; considers the role of industrial heritage in heritage studies, particularly in the Intermediate and FET History curriculum. I will draw on my own experience with learners in this regard.

Research into this precinct has made me reconsider standard historical narratives and approaches. I found that I was involved in a process of revisiting histories of the city of Johannesburg and its people in a local, national and international context. Thus heritage can make us reconsider our historical research perspectives too.

Heritage tours courtesy of Cultural Encounters

From 2002 to 2009 I was fortunate to run a historical and cultural tourism company with a colleague, Elizabeth van Vuuren. *Cultural Encounters* focused on urban tours in Johannesburg and Pretoria. We had many local and international clients, including US and UK study groups, and local schools. The only difference between school groups and other groups was that the school groups were not there of their own free will. Much of my research, including wonderful visual sources, became part of our tour handouts and itineraries, and a rewarding synergy emerged. Unfortunately, contrary to popular perception, tourism companies do not make money unless they offer the Big Five (perhaps with Robben Island thrown in) and we had to close down our company in late 2008. But we had a lot of fun – our biggest group

was a 300 strong international cadre of young (16-24) debaters. We managed to get them fed and around Soweto in one afternoon, with help of six buses and 12 cell phones!

The Jozi Jive

From early on Elizabeth and I developed a basic template for a day-long tour of Johannesburg, called the *Jozi Jive*. It consisted of stopping at points of interest from the Johannesburg CBD to Soweto. These included Main Street Mining Mall in the CBD, Newtown and Fordsburg, Sophiatown, Orlando East and West in Soweto, including the Hector Peterson Museum and the Mandela House Museum. The price included the hire of a bus, drinks and snacks, lunch and museum entrance fees. This did not leave much to pay ourselves! A major premise on which we worked and which appeared on all our handouts, was:

We do not take tours of SOWETO as if it exists separately from Johannesburg. It is part of Johannesburg and Johannesburg is part of it. SOWETO is much older than the policy of Apartheid, which the National Party put in place in 1948.

We prepared a comprehensive handout concerning each place that we visited, which we updated on a regular basis. We provided laminated photographs and maps to supplement the handouts. We kept these and used them on many different occasions. We also compiled a CD of tracks of South African music related to the tour. A commentary on each track appeared at the back of each handout as well as further recommendations and where to purchase the music. Music is an international language, which often bridges more barriers than any language difficulties. It is also a great icebreaker and a way of winding down after an exhausting day. We insisted on buses that had basic audiovisual facilities like a CD player and a microphone, though we had our own microphones as well. We trained young tour guides to accompany us, and ensured that they were certificated. We subcontracted transport to an ex Wits Sociology student who ran a fleet of small to medium buses. This was part of our equity and capacity building.

The tours could be adapted to whatever length suited the client. Thus one of our most popular tours was a half day walking tour – the City Beat Tour - which covered Main Street Mining Mall in the CBD, and the Electrical and Market Precincts in Newtown. In terms of schools, we adapted the Jozi Jive to a theme which we called the Apartheid City Tour. This took learners

and teachers on an extended walk around Fordsburg and Sophiatown, and on to Soweto, where we visited the Mandela House Museum and Hector Peterson Museum, Kliptown and Regina Mundi church, with lunch at a Soweto restaurant (NOT a shebeen). We worked with educators *before the tour* to develop appropriate materials for the particular Grade or Grades. All our tours were adapted to meet the needs of Grades 8-12.

We made extensive use of maps and aerial photographs (dating from the 1930s onwards) in orientating the learners and educators to what historic places looked like over time. As I stated in my introduction, visiting the actual place or space which has historic and Heritage significance, and interacting with the physical remains is profoundly educative. It is important that educators and learners are aware of the layered nature of a Heritage place, which, as a result, could mean different things to different people. In terms of oral histories, the museums offer a wide variety of recordings, audio and visual, but sound spillage is a problem. We were also privileged to have people on our tours who had actually been involved in the events ranging from the forced removals in Sophiatown and Fordsburg to the 1976 student uprising. According to both visitors (a more appropriate term than tourist) and learners this aspect was far more engaging than the plethora of sounds which plague many museums. Favourite places? The Mandela House Museum and hot chocolate at Nabitha restaurant both in Vilakazi Street.

Working with captive visitors- the learners -- is twice as much work as working with visitors who are present voluntarily. We found that it was important to take *educators* on a tour in beforehand, in order that they were able to make connections and consider the most appropriate kind of tour and material. We believed that our tours covered significant portions of the learning areas in a fashion which brought them to life, and actually saved time in terms of an overloaded curriculum. Most educators spend their time on tours dealing with delinquent children, and finding they have very little time to pay attention to what might interest them.

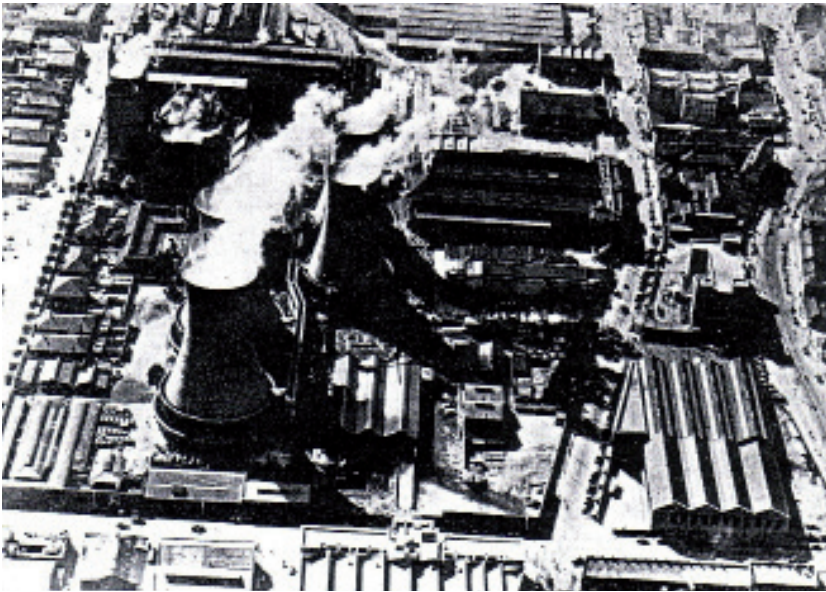
In the next section of this article I will deal with both the history of the Electrical Precinct in Newtown and its industrial components as if I was guiding a tour for educators, as preparation for a tour involving Grades 10-12 learners. At the start each educator would be given a handout with text and laminated photographs and diagrams about the history of the area. These include an early map of Newtown, aerial photos of Newtown and the Electrical Precinct over time (from 1937 - 2010) photographs of the internal

and external aspects of all three power stations. The text would be very similar to the information provided below. While the photographs, plans and maps will be used during the tour, the text can be read later as preparation for a learners' tour.

Newtown City Beat Tour: A Splendid time is guaranteed for all³

Initial orientation for the tour takes place in Mary Fitzgerald Square, using a blown up 2010 aerial view of Newtown. The Market (North of the Square) and Electrical (South) Precincts are identified. A 1937 aerial view provides an interesting contrast to the present, which we will explore later. I then turn to the history of Newtown from the late 19th century, using one of the early maps of Johannesburg as an accompaniment.

Image 1: Aerial view of Electrical Precinct, 1937



Source: Annual Report of the General Manager of the Electricity Department July 1936 to June 1937

3 The source of most of the material in this article comes from original archival research by the author, unless otherwise indicated. A wonderful source of the history and heritage of Johannesburg is its official website: www.joburg.org.za.

A brief history of early Newtown

After the discovery of gold in 1886, thousands of people of all races came to look for work in Johannesburg. Many found work outside the labour-hungry mines. Very early, an area not far from the mines was occupied by people of all races who provided services for the ever expanding city. Initially, unemployed Afrikaners were given permission to manufacture bricks from clay along the Fordsburg Spruit. So began the Brickfields – home to thousands of unskilled workers of all races who could find no other work. A number of independent transport riders and cab drivers also settled in the area. So too did the Amawasha, groups of Zulu men, who had captured the market for washing the laundry of the city. By early 1896, Brickfields was home to about 7000 people.

An area called Burghersdorp developed into a residential area for poor whites. It lay between the Brickfields, and Fordsburg, 'Kafir Location' and 'Coolie Location'. The latter 'Location' had been established in 1887 by Paul Kruger for people of Indian origin. As more and more people moved to Johannesburg, Burghersdorp and Coolie and Kafir Location residents began renting out backyard shacks and the area soon became multicultural and multiracial.

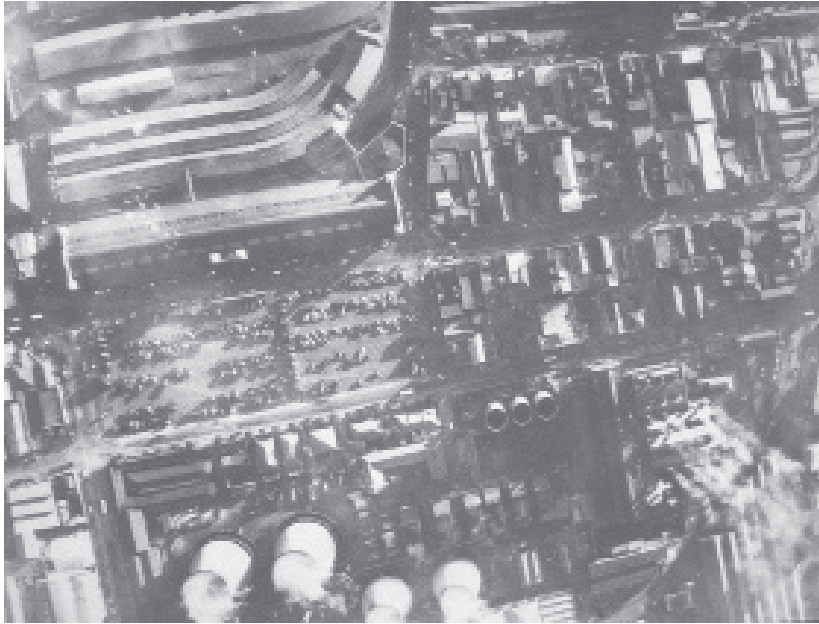
After the Anglo-Boer War, in 1902, the new British administration under Lord Alfred Milner set about creating order, formal racial segregation and infrastructure to support the mines and industrial growth in Johannesburg. The valuable land in what was to be called Newtown, next to the railway marshalling yard, was earmarked for industrial development.

In 1904, as part of clearing the mixed area around Newtown and creating an orderly and space around the new Market on the north side of a market square, the Transvaal Government declared that there was bubonic plague in 'Coolie Location'. The Coolie Location was burned to the ground, after which the government ordered the removal of some 3, 552 Indian, Cape Malay and African men, women and children. They were moved to a camp on Klipspruit farm, portion No. 318, close to the newly constructed railway line and the Johannesburg Potchefstroom Road. This forced removal marked the beginning of Soweto.⁴

⁴ E Brink, *Old Town, Newtown* (Museum Africa, 1999).

Our tour group will then move to the Electrical Precinct South of the Mary Fitzgerald Square. Two of the three power station buildings remain, and the imprint of the cooling towers demolished in 1985. These can better be seen from the M1.

Image 2: Aerial View of Newtown, 1956



Source: E. Brink, *Old Town, Newtown* (Museum Africa, 1999)

The Electrical Precinct

For the following 90 years, Newtown was an industrial area, home to the first three major power stations supplying the city of Johannesburg with electricity. From 1886, the city was voracious in its demand for power, but gas was the main source for the city. After the Anglo-Boer War, Lord Milner and the city fathers made the supply of electricity a priority for Johannesburg. The city had to become a reliable supplier of goods and services to the mining industry. In order to support mechanized transport in the form of trams, in 1906, the city commissioned a power station on the President Street boundary, fitted with gas driven turbines. Today this building houses the Sci-Bono Discovery Centre, or 'Electric Workshop'. The gas turbines functioned

intermittently. Explosions and gas leaks forced the closure in 1907, while the corrupt contractors fled. The building became a substation and then workshop – hence the name the 'Electric Workshop'. Between 1906 and 1907, tram sheds were built on the south east corner of the Electrical Precinct for the housing and servicing of the new electric trams.⁵ In 1996 the new Reserve Bank building was built on the tram shed site.

After the many problems with the first power station, a second power station was hastily built in 1907. It was on the site where the SAB World of Beer Museum is situated.⁶ This Second President Street Power Station, powered by less menacing steam turbines, supplied the adolescent city until 1927.

Industrialisation and mechanisation after the First World War meant that the station could hardly keep up with demand. In March 1922 angry white strikers, including those working in the power station, added to an often chaotic situation when they attacked the station and shut it down. Johannesburg was without electricity for nearly a week. The Annual Report of the General Manager of the Gas and Electricity Supply Department commented on the effect of the strike on the power station:

Power Station employees drew the fires, shut down the station and declared a strike. Power could not be generated that night and the whole Municipal area was plunged in darkness.⁷

Thus, in the hope of stabilising the demand for power supply, the City built the Jeppe Street Power Station, which emerged in stages between 1927 and 1934.⁸

Tours of the Electric Workshop/Sci-Bono Centre and the Jeppe Street Power station/ Anglo-Gold Ashanti Headquarters are possible, depending on time.
- *author*

However, demand for power did not abate and the Jeppe Street Power station was soon eclipsed by Orlando Power Station, in Soweto, begun in 1939. After functioning in tandem with Orlando and Kelvin Power Stations, the JPS was closed in 1961. But that was not the end of the saga. In 1967 gas aero-jet turbines, driven by two Rolls Royce engines, were installed. They functioned

5 J Shorten, *The Johannesburg Saga*, (Cape and Transvaal Printers, 1970); 'The City Electricity Department', pp. 599-602.

6 J Shorten, *The Johannesburg Saga*; 'The City Electricity Department', pp. 599-602.

7 The Annual Report of the General Manager of the Gas and Electricity Supply Department, July 1921 to June 1922. See also Renfrew Christie, *Electricity, Industry and Class in South Africa* (State University of New York Press, Albany NY, 1984), Chapter 4: War, Strikes and Mechanisation, 1914-1923.

8 *Report on the New Power Station of the Gas and Electric Supply Department*. (Municipal Council of Johannesburg, April 9, 1925).

in emergencies as standby turbines.

What about the workers (and the bosses?)

On the north boundary of the Electrical Precinct, there is a fully preserved Municipal Workers' Compound and a set shiftmen's and managers' cottages and domestic workers' quarters. These buildings were grouped together, refurbished and declared a National Monument in 1995. As was noted by the National Monuments Council⁹ at the time:

The buildings on the Newtown Power Station [sic] are a compact illustration of the distinctive nature of the South African Working class as a whole. The workers' houses fronting on Jeppe Street, occupied by white craftsmen and their families, serve as a foil to the domestic workers' shacks (which housed single servants in the backyards of the houses) as well as the compound provided by the Johannesburg Electricity Department, for their black male labourers.

The title 'craftsmen' is somewhat misleading in the context of the Electrical Precinct. These were 'shiftmen' ranging from artisans to highly skilled men, in the intense demands of the crucible of the coal hoppers, boiler houses, turbine halls. They worked both day and night shifts. The so-called workers' houses did not house workers only, but managers too.¹⁰

Black worker accommodation

This municipal compound is one of the last remaining fully preserved examples of compounds which were in use all over the Witwatersrand, and is symbolic of the migrant labour system in general. Thus, its importance as both a physical and representative heritage resource cannot be overstated. It has local, regional and national significance, and broader African significance.

The Newtown compound is based on the model of the mining compounds. It is a U-shaped single storey building with a south-facing courtyard providing accommodation for 312 workers. Compound accommodation consisted of seven dormitories of about 652 square foot each. There was one on each wing and the rest occupied the length of the building. Workers in the Newtown compound slept side by side in concrete bunks with toilets and urinals at each end. The bunks were double story with nine workers per level.

9 This was replaced by the South African Heritage Resource Authority in 1999.

10 Author's own research in City Power Archives and photographs obtained from the Museum Africa.

White accommodation

North of the compound, abutting Jeppe Street is a row of houses. There are three 'Shiftmen's cottages – all semi-detached and single storey. Next door is a Manager's house. In 1928 the City bought these structures, which had belonged to the 'Sanitary Department', to demolish stables next to these three existing cottages and to build two double storey houses for the 'Power Station Superintendent and the 'Assistant Superintendent'. The construction of the Jeppe Street Power Station in 1927 meant that new accommodation was needed urgently. It was essential to have skilled staff living on the premises to attend to the problems arising as a result of the Jeppe Street Power Station running day and night, with attendant faults and breakdowns.¹¹

We visit the Black workers' compound which is now a museum. It is dedicated to foregrounding stories and lives of the thousands of nameless migrant workers who built and serviced Johannesburg and elsewhere. The white workers' and managers' cottages can be observed only from the outside. Aerial photographs are provided as well. - *author*

The decline of Newtown 1980-2000

From the early 1980s, Newtown was crumbling, mostly because of the City Council's indecision about the area and its inability to come up with a viable plan for its future. In the adjacent Central Business District the flight of businesses to Sandton had begun and the degradation the inner-city was becoming a reality.

During this period, the Electrical Precinct became a storage depot. The workers' compound and by now iconic cooling towers were both used as storage facilities. By the mid 1980s, it became apparent that the city had some vague intentions for the reinvention of Newtown. These was symbolised by the demolition of these cooling towers in 1985. The city had proclaimed them structurally unsound. However, a number of initiatives came to nothing.¹²

By the 1990s, the Electric Workshop and JPS had fallen into decay. A large number of homeless people moved into the Station. The compound stood

11 Annual Report of the General Manager of the Electricity Department, July 1927-June 1928

12 SAHRA Archives, Northwards, "Minutes of Meeting No 2 on Turbine Square with the National Monuments Committee (sic) (NMC) on 24 July 1991" and "Minutes of Meeting held at the National Monuments Council on Turbine Square, August (date obscured) 1991, 15:00".

neglected. Only the Market Theatre, Museum Africa and Kippiess Jazz Bar held the line against the complete degradation of the area.

In 2000, the City Council and Gauteng Province moved to rescue Newtown by investing millions of rands re-inventing it as a 'Cultural Precinct', building on the achievements of the Market Theatre, Museum Africa and other small cultural groups. This initiative meant new lives for the buildings in the Precinct. But there was a long road ahead.

The first and second lives of objects, places and spaces

The museum authority Barbara Kirshenblatt-Gimblett argues that heritage resources have two lives: a 'first life' where they performed particular set functions; and a 'second life' where they no longer perform their original function, but, as heritage resources, perform a different set of functions.¹³ Heritage practitioners straddle the divide between these lives. They are in the business of giving a 'second life', to buildings for example, which both recalls their first life as sensitively as possible, and adapts it to the demands of the second life. These demands may enhance, adapt or perhaps compromise the buildings. The accepted term for giving heritage structures and precinct second lives is '*adaptive re-use*'. The National Heritage Resources Act has guidelines for how this should take place. (See Appendix A)

The second (and rather fragile) Life of the workers' library and museum

The black workers compound and the cottages were given a second life when the structures were beautifully adapted to housing a 'Workers' Library' and Museum, which honoured the thousands of migrant workers as well as providing library resources to the trade unions. At the time the WLM was opened in 1995, Labour Minister Tito Mboweni declared that the project was 'an important act of historical recovery', and pointed to the neglect of the history of manual workers in South Africa's history.

The Workers' Library and Museum and White housing complex [WLM] still constitute the only declared National Monuments in Newtown. The Newtown precinct was declared a protected heritage area by SAHRA only in June 2005, in response to major plans for urban renewal under the auspices of the Johannesburg Development Agency. These included the construction

13 *Destination Culture: Tourism, Museums, and Heritage* (Berkeley: University of California Press, 1998).

of a multi-storey luxury hotel immediately south of the WLM, in the centre of the Electrical Precinct. This development would not only have dwarfed the compound and cottages, but would have threatened the integrity of the heritage precinct as a whole.

The integration of heritage places and spaces with urban renewal is an uneven process. There is much debate about how an area in which heritage significance resides in the whole (the precinct) as well as the parts (the buildings), may be conserved and re-used sensitively by a set of separate developers. The Heritage Resources Act of 1999 and the South African Heritage Resource Agency (SAHRA) itself in recent rulings favour a conservation approach that works with heritage precincts. The stakes are very high with multi-million rand deals involved.

What is preserved in a precinct relates to what is seen as immediately 'sexy' i.e. politically current in terms of heritage spaces. In Newtown, the Electric Workshop was converted into an interactive Science Centre, the Sci-Bono Centre. While the building is almost perfectly preserved, almost no reference is made to its historic function (in spite of its obvious relevance) or to the rest of the precinct. A bi-plane hangs oddly in mid-air from one of the cranes which lifted giant turbines for repair, its original fabric and function ignored. At the time of this conversion, the Jeppe Street Power Station continued to stand empty, except for the homeless people. All its machinery had been stripped.

Mary Fitzgerald Square was paved and set up as an entertainment area at huge expense, with much of the money coming from European funders. While millions of rands have been pumped into Constitution Hill and Kliptown, Museum Africa, part of the original Newtown Market Building, continues to languish with minimal funding for maintenance and exhibitions. Adjacent to the Square, the Workers Library and White Housing complex, in spite of its National Monument status credentials and legacy has also languished until recently, bedevilled by neglect and vandalism. In the last 10 years, the WLM complex has had a very chequered second life, as its champions have battled to both preserve the past and meet the educational and political needs of workers into the millennium and beyond.¹⁴ In spite of its proximity to the expensively revamped Mary Fitzgerald Square and Sci Bono Discovery Centre, it was, until recently, seriously at risk as a structure. But there is some good news.

¹⁴ See A Coombes, *History after apartheid*, (Wits University Press, 2004), pp. 200-201.

A third life for the WLM

The WLM complex has [again] 'been restored and reopened as a museum focusing on the lives of the migrant labourers who flocked to the city of gold.'¹⁵ However, the City has not acknowledged the neglect of a City treasure over so many years. A recent article reports on the second refurbishment as if little had happened in 1995.

According to Eric Itzkin, the Deputy Director of Immoveable Heritage in the City, the Newtown Workers' Compound was declared a national monument in 1996 (sic). That same year, it was restored by conservation architects Alan Lipman and Henry Paine. In 2008, Paine returned to the site, and once again set about restoring the compound.

The new museum is worth an extended visit, and is ideal for learners from Grade 4 onwards. Here are some of the highlights:

Walls in the first room in the exhibition are lined with photographs of former residents, giving a brief history of their lives. Video clips are shown throughout the room, of the recollections and experiences of these people about their time at the compound. Items on display include brooms, blankets, bottles and passes - that hated symbol of apartheid oppression that had to be carried by each worker. The exhibition, focusing on the years from the early 1900s to the 1970s, reveals the hardships faced by migrant workers as well as their cultures.

Sections of the compound are now used as meeting rooms and there is a small library with books related to labour history and socialist theory. The museum is housed in the restored west wing, while the east wing is a temporary space for exhibitions and community gatherings.

Besides the museum, a new addition to the compound was also unveiled at the launch - a Visitors' Centre, built in front of the courtyard linking the museum with Newtown Park. This new building is flat-roofed, *so as not to compete with the historic buildings of the old compound*. At the same time, it provides a modern entry point to the museum. (my emphasis).

Going for Gold: The second life of Jeppe power station

In 2008 Anglo-Gold Ashanti completed its conversion of the Jeppe Power Station into its international Head Office. Almost all the power station was preserved and integrated into a modern design. The company worked carefully with the historical and heritage report, changing significant aspects of its design to accommodate public concerns about conservation of

15 Naidoo J Worker's Museum Opens. Available at: www.joburg.org.za/index.php?ophan=content&task=view=1912Intemid=203, as accessed on 2 September 2010.

industrial and electrical heritage. The result demonstrates how the beauty of industrial buildings may be enhanced in giving a building a second life. After researching the history of the power station and the Electrical Precinct, I was commissioned to write a book on the conversion. Bobby Godsell, the CEO of Anglo-Gold Ashanti, who spearheaded the conversion of the JPS, told me how his previous offices had looked over Newtown and how he became inspired:

Located in Diagonal Street, I became a fan of Newtown. I liked the vibe, I liked Diagonal Street, I liked the retail, and I liked the cultural district. But a cultural district cannot survive alone, it needs a commercial anchors. And the building (the JPS) was the best and obvious place to be.¹⁶

To em“power” the educator: Industrial heritage in the History Curriculum

Put on your thinking CAPS: Heritage in the History Curriculum (See Appendix B)

In the Department of Basic Education’s Curriculum Assessment Policy Statement (CAPS) of September 2010, Heritage as a concept for study appears explicitly in Point 8 of the specific aims of the Intermediate, Senior and Further Education and Training History Curriculum. However Heritage sites or objects (resources in general) can provide educators and learners with material which meets the aims of Points 1-7. History and heritage are natural bedfellows.

A major opportunity to demonstrate this is in the Grade 10 Heritage assignment, which is extremely open-ended. This means there is no excuse not to include industrial heritage under the general rubric of Heritage. I gather this project has been moved from the Grade 12 portfolio, and I’m not sure what impact this will have on how seriously educators and learners take the process. I have helped a number of Grade 12 youngsters develop their Heritage projects on industrial heritage in various urban areas and with great success.

However, the guidelines for the project are too vague, especially at Grade 10 level and need to be more clearly scaffolded so that youngsters can make the most of opportunity given to them. I hope that the Heritage definitions from the Heritage Act in Appendix A helpful to educators in this regard. They need to be recast in much simpler language to be of help to both educators

¹⁶ Personal interview, B Godsell, May 2008.

and learners. These things should never be left to lawyers!

Conclusion

It is hoped that this article will inspire educators to rethink both the way they approach the teaching of late 19th, 20th and 21st century history, by incorporating and integrating processes of South Africa's industrial and post industrial development into the narratives required by the curriculum. I hope they can find ways to link this up with teaching the multifaceted aspects of heritage. How to do this? Abandon your preconceptions about culture and heritage, expand your idea of what a field trip is and use the rich resources of landscapes peppered with buildings, containing not only the remains of machinery but the invisible lives and loves of those who have gone before us.

To end I will share my favourite quote from the Italian writer and novelist Italo Calvino:

The city ... does not tell its past, but contains it like the lines of a hand, written in the corners of the streets, the gratings of the windows, the banisters of the steps ... every segment marked in turn with scratches, indentations, scrolls... Cities are invisible stories and stories are invisible cities.

APPENDIX A

Indicate who developed Appendix A and Appendix B. Indicate underneath or as footnotes*

IMPORTANT DEFINITIONS FROM THE NATIONAL HERITAGE RESOURCES ACT of 1999

- i. **“Cultural Significance”** means aesthetic, architectural, historical, scientific, social, spiritual, linguistic or technological value or significance.
- ii. **“Heritage resource”** means any place or object of cultural significance.
- iii. **“National Estate”** means the national estate as defined in **Section 3**.
Section 3.1 states *“For the purposes of this Act, those heritage resources of South Africa which are of cultural significance or other special value for the present community and for future generations must be considered part of the national estate and fall within the sphere of operations of heritage resources authorities.”*

The National Estate may inter alia include: (**See Section 3.2 of the NHRA**)

- Places, buildings, structures and equipment of cultural significance;
- Places which oral traditions are attached or which are associated with living heritage’;
- Historical settlements and townscapes;
- Landscapes and natural features of cultural significance;
- Objects of scientific or technological interest.

Section 3(3) states: Without limiting the generality of subsections (1) and (2), a place or object is to be considered part of the estate if it has either cultural significance or other special value because of:

- Its importance in the community, or pattern of South Africa’s history;
- Its possession of uncommon, rare or endangered aspects of South Africa’s natural or cultural heritage;
- Its potential to yield information that will contribute to an understanding of South Africa’s natural or cultural heritage;
- Its importance in demonstrating the principal characteristics of a particular class of South Africa’s natural or cultural places or objects;
- Its importance in exhibiting particular aesthetic characteristics valued by a community or cultural group;
- Its importance in demonstrating a high degree of creative or technical

* Extracts from the National Heritage Resources Act.

achievement at a particular period;

- Its strong or special association with a particular community or cultural group for social, cultural or spiritual reasons;
- Its strong or special association with the life or work of a person, group or organisation of importance in the history of South Africa; and
- Sites of significance relating to the history of slavery in South Africa.

SECTION 7.1 (C)

‘Heritage resources assessment criteria , consistent with the criteria set out in section 3(3), ... must be used by a heritage resources authority or a local authority to assess the **intrinsic, comparative and contextual** significance of a heritage resource and the **relative benefits and costs** of its protection, so that the appropriate level of **grading of** the resource and the consequent responsibility for **management** may be allocated in terms Section 8’.

Section 5 General Principles for Heritage Resource Management

This Section requires that “All authorities, bodies and persons performing functions...must recognise principles asserting the:

- Lasting value of heritage;
- The moral responsibilities of succeeding generations to manage heritage resources in the interest of all South Africans;
- The capacity of heritage resources to promote reconciliation;
- The need to avoid using heritage for sectarian or political gain;
- The need to develop skills capacity;
- The values of heritage as a means to encourage ongoing education;
- The importance of laws, procedures and administrative practices;
- The value of heritage resources as an important part of the history and beliefs of communities;
- The importance of integrating heritage conservation in urban and rural planning.

This **Section lists** what must be dealt with in the identification, assessment and management of the heritage resources of South Africa. These are listed below:

- i. Take account of all relevant cultural values and indigenous knowledge systems;
- ii. Take account of material or cultural heritage value and involve the least possible alteration or loss of it;
- iii. Promote the use and enjoyment of and access to heritage resources, in a way consistent with their cultural significance and conservation needs;
- iv. Contribute to social and economic development;
- v. Safeguard the options of present and future generations; and
- vi. Be fully researched, documented and recorded.

**APPENDIX B: CURRICULUM AND ASSESSMENT POLICY²
STATEMENT: SEPTEMBER 2010** *

<http://www.education.gov.za/CAPS/FINAL%20SOCIAL%20SCIENCES%20Sept4.pdf>

<http://www.education.gov.za/CAPS/history/HISTORY.pdf>

Specific aims of History for the Intermediate, Senior and FET Phases

History is a process of historical enquiry. A rigorous process of enquiry enables learners to:

- understand the range of sources of information available to study the past;
- extract and interpret information from different sources;
- evaluate the usefulness of sources, checking for reliability, stereotyping and subjectivity;
- recognise that there is often more than one perspective of historical events;
- explain why there are different interpretations of historical events and how people react to these interpretations;
- participate in constructive and focused debate through the careful evaluation of historical evidence;
- organise evidence to substantiate an argument when creating an original, coherent and balanced piece of historical writing;
- engage critically with issues of heritage and public representations of the past and with conservation.

* A direct quote from the CAP statement, 4 September 2010, as accessed on 4 September 2010.

FET HERITAGE ASSIGNMENT GRADE 10

RECOMMENDED TEXTS/RESOURCES

Heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history, family history

Website:

<http://heritage.thetimes.co.za/>

www.facinghistory.org

What is heritage?

Heritage is a word that has different uses. One use of the word emphasises our heritage as human beings. It concerns human origins in Africa. Another use of the word concerns the ways in which people remember the past: at heritage sites; in museums; through the construction of monuments and memorials; and in families and communities (oral history). Some suggest that heritage is everything that is handed down to us from the past.

The content detail is not specified in order to provide the choice of studying local, regional or national examples of heritage.

This assignment should include a research component in order to teach research skills in Grade 10.

What is meant by heritage and public representations

Memory and oral histories as heritage

The importance of the conservation of heritage sites, monuments and memorials

Debates around heritage issues and the ways in which the past is represented, for example at heritage sites, in museums, monuments and memorials and in families and communities

The ways in which memorials are constructed in different knowledge systems for example monuments, ritual sites including grave sites

African origins of humankind as world heritage

Concepts: heritage, conservation, ideologies, heritage, oral history.

TRANS-EUROPEAN CONVERGENCES IN NATIONAL TEXTBOOKS FOR HISTORY EDUCATION? AN APPROACH TO THE COMPARISON OF IMAGE SOURCES IN SCHOOLBOOKS

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Abstract

According to findings of textbook analyses since 2004 all across Europe, students encounter a group of about 15 historical paintings and historical photographs in their history textbooks which are shown more often than average. This article will introduce this corpus and analyse those popular pictures according to historical-didactical standards. The questions of implicit historical theories as well as the proportion of national history and European education thereby seem to be especially important.

Keywords: Iconic sources; Visual literacy in history teaching; History textbook research; International comparison of textbook developments; Historical consciousness; Transnational historical culture.

Introduction

This article, which deals with historical image sources in the sense of “images from the past”, focuses on the image inventory, which on average is most commonly reproduced in current history textbooks of the majority of member states of the Council of Europe. The interest in supranational trends in the illustration of national history books therefore applies to the particular type

¹ S Popp, Prof. Dr., chair for history didactics at the University of Augsburg (2006); chairperson of the German Society for History Didactics (2007) and board member of the International Society for History Didactics (2004); co-publisher and responsible editor of the international journal „jahrbuch – yearbook – annales“ of the International Society for History Didactics. Main areas of research: “Visual literacy“ and internationally comparative analysis of image inventories in textbooks; transformation of national-historical curricula and institutions (museums) with European and world-historical perspectives; internationally comparative study of popular scientific history magazines; attitudes of teachers towards history instruction in primary education.

of historical portrayals that mostly are nationally authorised, pedagogically motivated, didactically conceived and always aimed at civic education. All over Europe, they still offer the adolescents primarily a national and not a transnational-European interpretation of history.

At the outset of the analyses (Compare Popp 2004), the results of which are delineated and commented here, surveys on the image preferences within the newly designed textbooks of the Central-, East- and South-East-European countries were available. After the Cold War, these countries had to make basic changes to the conception of history education, and, to the greatest extent without support by a corresponding science of history, create new narratives that – with a grain of salt – could meet the historically related requirements of the respective country (Compare, Woolf 2004:62 f). Since before 1989 the illustration of these schoolbooks mostly was extremely sparse, one had to perform a rapid “iconic turn”.

However, in order to correctly estimate the emerging trends in the choice of image sources, the survey was extended to all Council of Europe member states whose current textbooks were accessible in the Georg-Eckert-Institute library. A trans-European, relatively clear-cut corpus of around 15 historical paintings and photographs became evident, which appeared significantly more often than all other image sources. This transnational convergence in the iconic field, a didactically highly relevant sector of the textbook cultures, continues until today. This trend deserves attention, especially because it has not been induced “top down” but has grown, uncontrolled, “bottom up”, i.e. on the level of the individual national textbooks, which is why it has initially going unnoticed.

The following elucidations to the “images from the past”, which we encounter most frequently in today’s European textbooks, are to be seen against the background of how the relationship between national and European history in the current European schoolbooks has developed since 1989. This development shall therefore first be outlined with a few observations.

“Europe of Nations” in European history instruction

It is self-evident that nowhere in Europe the history curricula and textbooks are limited to cover only the immediate national history but in addition they always present Europe-related and global-historical contents. Consequently, they touch upon topics that go beyond the national history in the narrower

sense. For instance, the national narrative of “how we became who we are” is routinely being embedded in a quasi-genetic connection of ancestry, which goes back to the Greek and Roman ancient world, and hence develops a historical depth of field that imparts a considerable plus in historical legitimation and prestige to the sometimes very young national histories. Across Europe, the curricula and textbooks follow more or less the following pattern. Starting from the Greek democracy and the Roman Empire there is a long line via the Migration Period, Charlemagne, the rise of the European cities and states during the Middle Ages and the early modern period, as well as via Reformation, the discovery of America, European expansion and Absolutism to the “modern era”, i.e. to the French Revolution and the declaration of human rights, to Industrialisation and “nation building” alongside demands for democratic and social participation, to colonialism and imperialism, as well as to the dictatorships in the modern mass societies, the world wars and the crimes against humanity of the 20th century. 1945 is when, in a way, the past ends: According to the textbooks, the European present is based on a radical new beginning, which after 1945, against the background of the terrible lessons of the recent past, has successfully directed the signs of history towards democracy, liberalism, tolerance, peace, prosperity and, last but not least, European integration, so that the “free West” could, at the end of the 20th century, triumph over the ideological enemy, the communist system.

Even though across Europe this basically convergent “master narrative” presents many supranational topics “from Plato to NATO”, altogether there is still no homogeneous whole but rather a heterogeneous patchwork. On the one hand, this is the result of the common contents always being portrayed according to the particular national perspective. In a European comparison this can not only lead to divergent but also to controversial readings.² The differentness of the national perspectives is not only limited to the mentioned common themes but also includes the fundamental “re-writing of European history” which set in everywhere after 1989.

For one thing, the differentness of the national cultures of history and teaching contributes to the aforementioned heterogeneity. An illustrative example is the Franco-German history book regarding the gender-historic

2 A European comparative study on the current depiction of the First World War in the European textbooks could recently show that that even “difference lines” (Differenzlinien) become visible here which reach back directly to the bogeyman stereotypes during the First World War. Compare EU project “Regards croisés” <http://www.europe14-18.eu/preview_site/langues.html> (12.02.2010); for the comparative study on textbook iconography Compare (Müller&Wagner, 2010).

access,³ which the German history didactics consider very important, whereas the universalistic understanding of history according to the French “*modèle républicain*” – which in this case has prevailed unilaterally – ignores that approach to the greatest extent.

As the example shows there is still a predominant “Europe of nations” in history textbooks: The history curricula are centred around the respective national histories and present non-national topics either from a national perspective or as narratively isolated digressions. In this respect the historical-political identification that is offered by the history books of this age of dynamised globalisation and world-wide migrations do not differ considerably from the interpretations that were typical of the history education introduced in the 19th century in the course of “nation building”.

At the same time it is not unlikely that in the foreseeable future the national frame of reference in history education will continue to be relevant for the construction of collective identities. For one thing, “European integration” means by far less a replacement or dissolution of nation states than their transformation and mediatisation in the context of fundamentally changed macroregional contexts. Furthermore, the historic sciences, the central specialist reference disciplines for history didactics and history education, will, due to the language of the historical sources and the relevance of the nationally organised archives and libraries, still place their main focus on national history. After all, nation and nation state will stay alive in the citizens’ daily experience as primordial categories for as long as the national state plays a role in securing the livelihood of its citizens and no pan-European lingua franca has yet been established, which would allow a genuinely experienced communication community to develop.

A further contribution to the persistence of the notion of “Europe of nations” in history instruction is that so far there is no concept for the Europeanisation of history education and historical identities that could reach the necessary momentum on the national level. The cultural-political strategy of the EU aims primarily at the implementation of a unifying “European master narrative”, as if the processes of European integration at the beginning of the 21st century were mostly comparable with the “nation building” of the 19th century (Compare critical statement concerning this e.g. Baringhorst 2004; Popp 2007). It still remains unclear though what “European history” could or should be.

3 Compare both of the two already published volumes of the “*Deutsch-französisches Geschichtsbuch*” (Franco-German history book) (Geiss et al., 2006, 2008).

A different concept is supported especially by parts of the German history didactics. It does not assume a new European “metanarrative” but diversity and complexity of the existing historical identities in Europe. It is postulated that history lessons should highlight the national “master narratives” that circulate around school and in public as a social construct⁴ and that they should enable the youths to critically analyse and judge the governmental and societal use of history (See Rösen 2002, Schönemann 2002, Pingel 1993; Borries 1993). Instead of a “Europeanisation” of history education in terms of a “top down” dictated assimilation and levelling of the contents, a dialog between national cultures of history (-teaching) is favoured. This dialog creates mutual acknowledgement, and at the same time encourages the insight that, no matter if it is experienced primarily as a regional, national or macroregional one, historically grown identity always consists of a tightly woven network of sub- and supranational or -regional historical “affiliations”. According to this concept the “Europeanisation” of history education would primarily develop from a multilaterally comparative inter- and transnational change of perspective. It would primarily strive – against the backdrop of Europe’s peaceless past – to qualify adolescents for a tolerant and peaceful coexistence.⁵

While the first of the two concepts tends to historically “naturalise” the history of European integration in a way that is necessary if a new “master narrative” is to be established, the second one predominantly aims to “liquify” essentialistic concepts of national or European history by means of dialog and comparison. And this provides the motivation for not only presenting and historically-didactically commenting on the corpus of the most frequently reproduced images, but also for querying said corpus, in view of the Europeanisation of history education, to find out if and to what extent it represents a manifestation and repository of a new “master narrative” in the manner of the old “nation building”. There is at least a possibility that the corpus of the preferred “images from the past” might develop into a crystallisation point for a new collective image memory in European youths, starting from the national historical cultures and rising above them. Therefore, the following explanations not only address the selection of the most widespread images but especially the question of the aspects of nation, Europe and a democratic historical culture.

⁴ This also was the main intention of the EU project “Regards croisés” (Anm. 3).

⁵ Compare on the importance of the idea of peace, which on the whole does not get a lot of attention in the current history, e.g. (Schulz-Hageleit, 2004:202-214).

Empirical approximation to the most popular image sources in current European history textbooks

Already during the first analysis of the image sources (Compare Popp 2004)⁶ in the current history textbooks of 27 EU member states and further member states of the Council of Europe, a surprisingly distinct trend began to show, which continues to this day. It reveals that about 15 image documents from the past are reproduced in an above-average frequency in national history textbooks across Europe. Hereby – and this was checked – the question of image copyrights possibly already being available to the publisher does not play a significant role. Neither is the didactic purpose in the main focus: The images of preference by no means represent especially suitable examples of image sources for the purpose of didactics. Rather everything suggests that the class book designers all around Europe unisonously ascribe an outstanding historical symbolic power to these images and consider them particularly suitable for collective identity formation.

The works concerned are the following, in chronological order of the depicted events:⁷

- “Declaration of Independence” by John Trumbull (1756-1843) [Capitol version: 1826, O/C, Washington];
- “Tennis Court Oath” [20. Juni 1789] by Jacques-Louis David (1748-1825) [1791, wash pen-and-ink drawing, Château de Versailles];⁸
- “The Third of May 1808” by Francisco Goya (1746-1828) [1810, O/C, Madrid];
- “The Congress of Vienna“ [1815] by Jean-Baptiste Isabey (1767-1855; model) and Jean Godefroy (1771-1839; engraver) [1819, copperplate engraving];
- “The Massacre at Chios” [1822] by Eugène Delacroix (1798-1863) [1823/24, O/C, 417 x 354 cm, Paris] or “Greece on the Ruins of Missolonghi” [1826] by the same artist [approx. 1826, O/C, Bordeaux];
- “Liberty Leading the People” [28. July 1830] by Eugène Delacroix (1798-1863) [1830, O/C, Paris];

6 The surveys were not limited on the EU member states but strove to cover the initial 42 as well as the five new member states of the Council of Europe. A few of them, however, like for example Andorra, Armenia, Azerbaijan, Georgia, could not be factored in yet.

7 Compare certain respective articles in the following works: Gerhard Paul (ed.), *Das Jahrhundert der Bilder. 1900 bis 1949*, Göttingen 2009 and Gerhard Paul (ed.), *Das Jahrhundert der Bilder. 1949 bis heute*, Göttingen 2008. – on the individual works on “canonical“ images also Compare (Popp&Wobring, 2010 (i.E.)).

8 Sometimes, though decreasingly often, the coloured oil painting, which was created by Jean Pierre Marie Jazet (1788–1871) [1823, Öl/Lw, 265 x 345 cm, Paris], is shown in schoolbooks and mistakenly ascribed to David.

- “The Proclamation of the German Empire at Versailles” [18 January 1871] by Anton Alexander von Werner (1843-1915) [the so-called “Friedrichsruh version” is preferred: 1885, O/C, Friedrichsruh];
- “Congress of Berlin” by Anton Alexander von Werner (1843-1915) [1881, O/C, Berlin];
- “The Signing of Peace in the Hall of Mirrors, Versailles” [28 June 1919] by William Orpen (1878-1931) [1920, O/C, London];⁹
- “Lenin speaking to Red Army recruits” [20 May 1920] (photograph)¹⁰ *or* “Lenin in the Bolshevik headquarters in October 1917” by Wladimir A. Serow (1910-1968) [end of the 1940s, O/C, Moskau];
- “Guernica” [Bombing of the town of Guernica on 26 April 1937] by Pablo Picasso (1881-1973) [1937 (commissioned work for the Spanish pavilion at the world exhibition in Paris), O/C, Madrid];
- “Yalta Conference, 4–11 February 1945”, photograph [seated, from left to right: Churchill, Roosevelt, Stalin; different versions];
- “Raising a flag over the Reichstag” [2 May 1945] by Jewgeni Chaldej (Fotografie), [different versions; partly retouched];
- “Fall of the Berlin Wall, opening on the night of 9 November 1989”, photograph, [different versions].

It should be noted that in the method of counting the rates of occurrence, paintings and etchings were counted as singular works,¹¹ photographic documents, however, since in most cases they are taken from photo series with many similar shots, are counted according to the depicted scenes. This results, among other things, in the iconography of very prominent schoolbook topics such as the Napoleonic rule or the “Third Reich” not being represented in the identified top group due to the large variety of image contents available for these important events. The reason why other schoolbook-“icons” that are very well known in Germany are absent from the corpus is, however, that they are, on average, by far less present in the other European textbooks than in German history books. This applies, for instance, to the Alexander-mosaic,

⁹ The photographs of the act of signing, which in the past were seen exclusively, are rarely to be seen today.

¹⁰ Most schoolbooks show the retouched version, in which Trotzki (in the right-hand part of the picture, next to the lectern) is missing.

¹¹ The following works clearly are borderline cases: (a) David’s „Tennis Court Oath“: In this case, the wash pen-and-ink drawing and the oil painting created in 1828 by Jazet were added together. (b) Delacroix’ „Chios“ and „Missolonghi“: They were added together because both pictures, as variants, always perform exactly the same function (illustration of the Greek War of Independence). (c) Congress of Versailles: The painting and the photograph added together because the schoolbooks almost without exception showed either the photo or the painting. (d) The “Lenin speaking“-topic: Here, painting and photograph show the same subject alternatively.

the Augustus-statue, medieval portrayals of emperors, or even the picture of the small boy in the ghetto of Warsaw from the “Stroop-Report”. Regional-specific distributions can be observed when looking at the two Delacroix-paintings thematising the Greek struggle for freedom or Anton von Werner’s “Congress of Berlin”: These works are still underrepresented in German schoolbooks, while they are featured a lot in Central- East- and Southeast-European schoolbooks.

The indisputable top position in the herein presented group is taken by another work of Delacroix: “La Liberté guidant le peuple” (1830) is most frequently used in the current textbooks. The popularity of this painting lies partly in its aesthetics that matches today’s viewing habits quite well. More importantly, however, after 1989, people have started to present this work in the course of a secondary semiotisation as an icon of the “victory of the Western-liberal freedom” over the Soviet dictatorship, to be “read” “mythically” – as defined by Roland Barthes, i.e. detached from knowledge about the concretely portrayed event – and have started to communicate it as a symbol for the concept of a “fight for liberal freedom”. This created ideal conditions for the confounding of a European horizon of interpretation with traditional national-historical contents. After all, mythical or real struggles for freedom or liberation in the past are classic ingredients for national histories, and across Europe citizens consider liberal freedom for the most typical of all European values.

As a final remark it shall be noted that only one textbook in Europe shows all the above-mentioned images. The book is called “Illustrated History of Europe”] (Compare Delouche 1998),¹² which, to be sure, has not been introduced in any country as regular teaching material. However – as we know from corresponding interviews – after 1989 it served a great many schoolbook authors from post-communist countries as a catalogue for when they had to choose entirely new inventories of image sources. For this they used this work as a reference since they could assume that it would reliably represent the iconic status quo of the western European understanding of history.

12 The German title of the book is “Das europäische Geschichtsbuch”. 14 Authors from 13 European countries were involved in creating this collaborative work, which has been translated into all European languages.

Thematic emphases in the corpus of the most popular image sources

In the following, the images which – at least according to possibility – more European youths will get to see than ever before, are viewed as a corpus, which is examined to find out which corner marks of European history are emphasised and which connections between the national and the European level become visible.

First of all it is to be stated that solely topics from the field of political history are represented. These do not date back further than the two great political revolutions at the end of the 18th century – the American (1776) and the French Revolution (1789) – which have laid the foundation for today's political system of values. Moreover it is to be ascertained that two political thematic threads dominate the corpus, which tie national and European history tightly together. For one thing, there is the theme of “political revolutions”: These are, in addition to the already mentioned ones, the French Revolution of 1830, the Socialist Revolution of 1917 and finally the so-called “Peaceful Revolution” of 1989. Another strongly represented thematic thread is – as expected – the one of “European conceptions of order”: This shows in the pictures of the conferences of 1815 (Congress of Vienna), 1876 (Congress of Berlin), 1919 (Versailles Conference), 1945 (Yalta Conference) as well as – though only indirectly related – in the pictures of the fall of the Berlin Wall. Nevertheless they also stand for a political reorganisation of Europe.

Fortunately, the corpus does not paint an idealistic, rosy picture of the modern European history but by all means illustrates the fateful combination of the “promise of participation and the readiness to use violence” (Dieter Langewiesche) in the process of “nation building”. The perverseness of political ideals and the destructiveness of ideologically-motivated state-inflicted violence, military violence and revolutionary violence are already hinted at in the Goya work and the “Liberté”; it is even more clearly palpable in Picasso's “Guernica” and also in the view on a Berlin destroyed by Allied bombs in the Chaldej-photographs.

The depiction of the sabre-swinging, acclaiming Prussian-German sword aristocracy in Anton von Werner's painting of the foundation of the German Reich, ranks among the most popular pictures in European schoolbooks only second to the “Liberté”. What is conducive to its popularity is the fact that in most cases it acts as a symbolic leitmotif that predicts the two world wars in that it associatively projects the “aggressive” German “nation building” as the centre of peacelessness of the European powers. In turn, its popularity

allows for Orpen's portrayal of the signing of piece in Versailles to be part of the top group because the former is quoted in the latter in a very obvious way. The Irish war and conference painter in British service effectively created a "counter-image" in order to give his own message a trenchant expression (Compare Popp 2010). By showing only the self-referential refractions of empty mirrors instead of enthusiastically acclaiming Prussian-German military officers, he could incisively stage the massive extent of the moral bankruptcy of the European value and world system. Also, in conjunction with the image of the foundation of the German Reich, the images of the fall of the Berlin Wall, with their reference to a second German "nation building" as a "peaceful revolution" with a civil attitude and democratic spirit, appear as the successful overcoming of the "old" European history's path of grave mistakes and painful aberrations.

Two more aspects seem to be worth mentioning. Firstly, the corpus excellently illustrates the visual practice of "gendering the nation-state" during the 19th century: The coexistence of, on the one hand, the impressive feminine allegories for glorifying national pride and demand for freedom, their patriotic fighting spirit and valourous defeats, and on the other hand the exclusively masculine ensemble of figures on conference and convention images reveals a deep divide between the social rank of the real women and the symbolic function of the "imagined womanhood" (Silvia Bovenschen).

Secondly it is worth taking a look at the Ottoman Empire: That the representatives of the Ottoman Porte do not appear in the depiction of the "Congress of Vienna" session is of importance against the backdrop that in 1814/15 the Islamic power was – under the sign of the "Holy Alliance" – deliberately excluded from the consultations about the rearrangement of Europe, even though the Ottoman Empire ruled over large parts of Southeastern Europe. The official painting of the "Congress of Berlin" 60 years later, however, shows different constellations: Ottoman ambassadors are now present on the conference and in the picture, one of the pictured representatives even being from Prussian descent. This account invokes in today's understanding of history not only the importance of the "oriental question" for the history of the European system of states until 1914, but also the role of the Ottoman Empire as an ally of the German Empire during the First World War. It thus calls up two aspects that are hardly mentioned anymore in the current schoolbook narratives. A far more dramatic staging of the Ottoman Empire, however, can be witnessed in connection with the Greek

War of Independence (1821–1830) – in the associative space of the topoi “oriental despotism” and “Asian cruelty”. And it seems remarkable that our “gallery hall” of images shows the violent suppression of national libertarian efforts in the 19th century by exclusively using the examples of revolutionary France (Compare Goya) and the Ottoman Empire (Compare Delacroix), while the other countless “perpetrators” remain unmentioned. A main reason for this is, among other things, the randomness with which other cases of comparable use of violence do not experience a comparably attractive and high-ranking pictorial representation and therefore have not found their way into the European image memory. This contingency of the aesthetic presence of artistically designed subjects shapes the corpus enormously, and conversely one can only speculate how the remembrance of the bombing of Guernica would turn out to be, had it not been for the world-famous Picasso-painting.

To summarise then: The corpus of the most commonly reproduced image sources in Europe can be characterised by saying that there is a pronounced political-historical access which is centred around a liberally characterised, Western version of European history, and which makes European integration primarily appear as an overcoming of both nationalism and socialism.

The images of 1989, that show civil, democratic and peaceful citizens, stand at the vanishing point of several thematic lines and allow a quasi-teleological conception of history to develop, which make the European integration appear as a way to a given destination and as a successful ending to a lengthy learning process. Thus we have a narrative in front of us which – maybe partly comparable to the well-known concept of the “House of European History” (Compare Sachverständigenausschuss 2008) – constructs the European history primarily as a linear narrative in order to show the European improvements and success stories concerning integration – and which is quite far removed from the outlined historical-didactical ideas.

The dominance of political-historical access corresponds with the absence of artworks that would give the fundamental social, economic and technical transformation and modernisation processes in the 19th and 20th Century the appropriate credit and status. This deficit reflects the conventions of contemporary academic painting that are valid for the art form of history paintings. These conventions are closely related to the “great individual” of historiography but not to the idea of interpreting the “great” political-historical “events” in the context of industrialisation, technisation and demographical dynamics, of colonialism and imperialism, of capitalism, “social issues”,

globalisation and world economy. It is obvious that here, migrations, cultural transfer and minorities, if at all, are discussed only marginally and “genre-like”. With this, however, the majority of the images that are particularly popular in the current history textbooks, deviates significantly from the democratic understanding of history which the Council of Europe and the EU demand for history education: Instead of presenting “history” to the adolescents as a look “from below” to the “great individuals up there”, a democratic understanding of history is required, which puts “society” as well as societal and mental structures into the main focus. The democratic understanding of history does not proceed narratively in a unilateral way but also permits a hard-headed, illuminating analysis.

In this context it is by no means inconsequential that in the top-corpus “illusionistic” image types like history paintings and photographs are predominant, which rather hide questions of basic presentability of “history” than raise them. What is missing are prominent testimonies of a modern and postmodern aesthetic argument over historical topics. Testimonies for which it is natural to critically question traditional conceptions of a “definite”, and also “tellable” history. Different from history paintings and traditional photographs, these unfortunately absent image sources would not only reflect modern historical-theoretical thinking but also the complexity of the historical experiences in Europe.

Conclusion

Since we have to assume that the group of those most popular images in European textbooks – for the herein presented reasons – will exist for quite some time more or less in its current arrangement and will continue to have its didactic effect, it should be emphasised that it is very important for teachers to know if a picture in the textbook is part of this “canonical” group or not. Because only then can they use the respective image in the national history education to construct the European link in a dialogic approach and to discuss for example the diversity of historical experiences and interpretations, which, all across Europe, are being linked to the same facts that are represented in the textbook by a common image. If the corpus of the most prominent image sources is utilised that way, it can very well give a strong impetus to exploring the differentness of historic experiences in different historical cultures and therefore advance the European dimension in the sense of an effort to promote mutual understanding and acknowledgement. It would surely be

a productive cooperation project to analyse the South African and European image inventories used in schoolbooks for selected topics before and after the political change at the end of the 20th Century.

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THE PORTFOLIO AS AN AUTHENTIC ASSESSMENT TOOL FOR LEARNING: IS IT SERVING ITS PURPOSE?

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Abstract

This article focuses on the utilisation of the learner portfolio in the learning area Social Sciences as an alternative, authentic assessment tool to demonstrate the performance, progress and growth of learners in relation to the expected learning outcomes. The purpose of the portfolio, namely to promote learning, is not disputed, but the question is whether this assessment tool is really being used to its best advantage, and if not, why not. An attempt is made in this article to shed light on the apparent under-utilisation of learner portfolios. Although the use of portfolios is widely commended, the purpose of this assessment tool is not being realised in practice. This begs the question: why use a portfolio if it is not optimally utilised?

Keywords: Portfolio; Authentic assessment; Curriculum; Social Sciences; Outcomes Based Education (OBE); Western Cape.

Introduction

Since 1994 the South African society has been characterised by significant changes. Le Grange and Reddy (1999:1) rightly claim that the changes have also affected the field of education and training. According to Reddy (2004:32) the political and social changes in South Africa have had a great impact on education, not only with regard to changes in curriculum, but also in terms of the reformation of assessment as a practice. In 1998, with the implementation of the new curriculum (known as Curriculum 2005), and later with the Revised National Curriculum Statement in 2004 that follows an outcomes-based approach, new demands were made on teachers. These demands, which are very closely linked to the successful implementation of the new, revised curriculum, include an increased involvement of teachers with regard to assessment practices.

Various authors, such as Gronlund (1998:2) and Reddy (2004:37), were of the opinion that transformation was necessary in assessment practice. That required a paradigm shift from the 'traditional' assessment to more alternative approaches to the assessment of learning. According to Gronlund (1998:2) a strong reaction had arisen to the exceptionally high emphasis on traditional pen and paper tests and examinations of the past.

Traditional assessment, which is linked to summative assessment ('assessment of learning'), is inadequate for the taking of decisions, particularly those that apply to learner progress and growth. Valeri-Gold, Olson and Deming (1992:298 – 299) maintain that this is why teachers should develop a broader understanding of the concept – an understanding that learner growth cannot be measured by written tests only. Since tests focus on memory, information and behaviour (Van der Horst & McDonald, 1997:188), they do not reflect learners' actual knowledge and abilities (Black, 1993:28). This is why critics were appealing for the practice of assessment to be supplemented by other forms of assessment in order to gain a more holistic picture of the individual learner's learning. In accordance with this view, Reddy (2004:37) pointed out that policy documents indicate that there should be a move away from traditional assessment practices towards a more authentic approach to assessment.

Authentic assessment is closely linked to the realities of the learner's field of experience. Gronlund (1998:2) explains that it has to do with tasks from daily life, such as solving problems that exist in the world. In authentic assessment, it is very closely linked to formative assessment ('assessment for learning') and the learner is seen as an active partner in the assessment process. Through learners' involvement with the assessment process in which opportunities are given for self- and peer group assessment, they are encouraged to reflect in order to take the responsibility for their own learning. Therefore, because authentic assessment is a more qualitative and valid alternative to traditional pen and paper testing, it provides a more comprehensive picture of the learner's performance, growth and progress. Journals, practical work, exhibitions, discussions, interviews and portfolios are some of the tools that could possibly be utilised in authentic assessment. A portfolio could therefore be only one of the many possible means used to gather data or evidence for authentic assessment.

In using portfolios as one of the alternative ways to assess a learner's achievements, progress and growth and thus to promote learning the question

arises: does it truly comply with this ideal or has it simply become a technistic process whereby information is merely gathered, kept in a file and then supposedly demonstrates the learning that has taken place?

This article focuses on an enquiry into this aspect, specifically with regard to the learning area Social Sciences (the Intermediary Phase). Disturbing findings were made on the present role of portfolios in the promotion of learning. The position of the portfolio within the assessment process is briefly explained in the next section.

Literature review

Assessment as a concept in outcomes-based education (OBE)

Much has already been written about assessment and for the purpose of this article only a few relevant aspects are briefly mentioned as part of the contextualisation. These aspects are: the place of continuous assessment in teaching and learning, the possible role players, and a few forms of assessment. Assessment will always be included in certain policy aspects since an education department would want to ensure that the aims of the policy are attained in this way. The literature review is therefore intended to highlight the context in which the portfolio features as an assessment tool.

Assessment – and more specifically continuous assessment (CASS) – is an important assessment strategy in outcomes-based education. CASS is a process through which valid and reliable information on a learner's performance, measured against clearly defined criteria, is gathered on a continuous basis in different contexts by using various methods, tools and techniques (Western Cape Education Department, 2003:7). Since continuous assessment is a core aspect of teaching and learning, the point of departure is that assessment must be for learning; in other words the assessment process must contribute to the advancement of learning. Therefore a clear connection exists between teaching and learning and assessment. In order to integrate these two aspects the planning for assessment needs to coincide with that of teaching (Gronlund, 1998:4). Locatelli (1998:87-88) supports this view by arguing that assessment can only be understood or developed together with supporting curriculum and teaching. In the same vein Van der Horst and McDonald (1997:167) contend that assessment is not something teachers should think of when they reach the end of a unit or a lesson; it must form an integral part of all planning and preparation – that is, of the teaching and learning activities.

Assessment can be carried out at different stages of the learning process and in different forms, such as initial assessment, summative assessment, formative assessment, diagnostic assessment, norm-directed assessment and criterion-directed assessment. Although assessment can be used for different purposes such as grading, diagnosis, teaching and certification, the ultimate purpose of assessment is to determine the quality of the learning that has taken place by establishing to what extent the learning outcomes have been achieved.

There are various closely related key role players and factors that determine the success of assessment. Siebörger (1998:11) claims that assessment has very little value if the learner who is being assessed has no trust in the assessor (whether it is the teacher, the learner him- or herself or the peer group) and the assessment methods (whether formal or informal). For this reason all assessment must conform to the criteria of fairness, validity and reliability (Western Cape Education Department, 2003:5). Kotze (2004:54) contends that teachers should not be the only assessment agents in the classroom, but that the learners themselves and their peer groups should be included. These latter forms of assessment are known as self-assessment and peer assessment respectively.

It is within this context that portfolios are applied as assessment tools and where it is decided whether this method is successful or not.

The learner portfolio as an authentic assessment tool

Various definitions of the learner portfolio are to be found in the relevant literature (Paulson, Paulson & Meyer, 1991:60; Siebörger, 1998:48; Du Toit & Vandeyar, 2004:121). According to Paulson et al. (1991:60) a learner portfolio is a purposeful, structured collection of the learner's work that displays learners' attempts at learning, their progress and their performance in one or more areas. The collection must include the following, among other things: involvement of the learner in the selection of content, the criteria for selection, the criteria for value judgement, and evidence of learner reflection.

Some definitions of portfolio assessment are relatively simple, while others are more complex. Valeri-Gold et al. (1992:298) define portfolio assessment as formative assessment in which learners become "active learners and questioning thinkers". Other authors such as Harlin and Phelps (1992:203, in Gillespie, Ford, Gillespie & Leavell, 1996:482) describe portfolio assessment as a multidimensional system that provides teachers with a complete view of a

learner's abilities and literacy development. According to Herman and Zuniga (2003:123-139) portfolio assessment can be regarded as the examining of learner-selected examples of work that are related to the outcomes that are assessed, and that address the learners' progress towards attaining academic goals, and their learning efficacy.

Ideal learner portfolios therefore contain evidence of learners' growth and the learning that has occurred. The process of keeping a portfolio ought to be a continuing one in which evidence is provided of how the learner has progressed with regard to outcomes. Portfolios can be used for various purposes. They serve as a basis for discussion between teacher and learner, as well as between teacher and parent, and parent and parent. Portfolios can also be used, among other things, to demonstrate to parents what is being done in the school, for self-reflection, evaluation and grading, as a culminating activity that consolidates all aspects of the learning area, for promotion to the next grade, and to support the next grade's teacher when it comes to planning for individual learners' needs.

It is clear that portfolio assessment, as a form of authentic assessment, holds many more benefits for both learners and teachers than the traditional testing of learners' learning. The most important advantage of portfolio assessment is that it allows learners to participate actively with their teachers in the evaluation process. This gives them the opportunity to reflect on their progress and growth in order to accept co-responsibility for their learning. As independent and self-reliant learners they can therefore develop a stronger self-concept and a more positive attitude to learning. The information that is generated by portfolios can be useful to the teacher in many respects. For example, the data from the portfolios may provide a teacher with a more meaningful and holistic picture of a learner's growth – something that could in turn provide a basis for future decision making.

The way in which portfolios are managed influences the measure of success that is achieved in the implementation process. Learners ought to play a meaningful role in determining the content of the portfolio, but teachers and members of the learners' peer group can also be allowed to participate in deliberations on relevant matters. By allowing learners to be actively involved in choosing examples of the work they want to keep in their portfolios (Gronlund, 1998:159) – bearing in mind specific, relevant guidelines – they are effectively motivated to take another look at their efforts. Since reflections (written commentaries that accompany the examples of the work)

are a core component of effective portfolio assessment, the learner portfolio should contain evidence of learners' self-assessment. Du Toit and Vandeyar (2004:125) point out that the reflective commentary focuses on "what was gained in the process; what steps were accomplished; what could be changed in the future; and what the next steps in the process will be". Gillespie et al. (1996:48) argue that portfolio assessment cannot exist without the element of learner self-reflection. If it is lacking, the portfolio is no more than a notebook filled with meaningless pages.

What should be included in a portfolio? According to Le Grange and Reddy (1999:23) a learner may have a portfolio for each individual learning area, or the learner may build up a combined portfolio for different learning areas. Portfolios that contain a purposeful collection of examples of learners' work can take on different forms. This evidence of learners' assessment tasks can be kept in a file, a binder, an envelope or some or other container. What is important is that the content of the portfolio should be presented logically and systematically (Du Toit & Vandeyar, 2004:129). The results of the learners' work that has been compiled in the portfolio over time may, for example, include the following: written assignments and pen and paper tests, sketches, photographs, graphs and drawings. It may also contain information on assessed tasks that cannot be stored in the portfolio, such as models, artworks, practical work and oral presentations. Besides sufficient and varied examples of assignments, the learner portfolio can include a cover page, a contents list and a declaration by the learner. Clearly, a portfolio could be made up of various kinds of evidence, but the mere presence of such material does not necessarily imply that learning has taken place.

The value of evaluating a portfolio must be strongly emphasised, since it is during this process that the nature and scope of the learning that has taken place can be determined. In order to assess the learner portfolio as a complete document, predetermined criteria that are summed up in a checklist, matrix or rubric can be used. The defined criteria are based on the kind of evidence that is included in the portfolio, the degree to which or the level at which the demonstrated performance, progress and growth have taken place, and the expected learning outcomes (Van der Horst & McDonald, 1997:197). The National Protocol on Assessment for Schools in the General and Further Education and Training Band prescribes codes and percentages that are awarded for each performance level (Department of Education, 2005:9). Feedback to learners is an important component in the assessment of the learner portfolio.

The feedback entails more than merely a mark, code or percentage – the assessor(s) (teacher or learners) should give proper, constructive feedback in the form of written commentary on the final outcome of the content of the learner portfolio. The feedback should highlight the strengths or weaknesses of each learner's performance, progress and growth so that it may reinforce the learning experience (Kemp & Toperoff, 1998:8).

In the light of the foregoing it is clear that as far as the literature is concerned, there are certain positive or optimistic views of what a portfolio is or ought to be. Essentially, it is supposed to act as an authentic assessment tool, not only to assess but also to promote learning; the portfolio itself must promote learning. The question is however whether this does indeed happen. An enquiry was conducted to determine the extent to which these optimistic views of the role and value of portfolios in the South African context are in fact realised. In the following section the process of portfolio assessment is explained against the background of an enquiry into the previously mentioned aspects.

Research problem

In some other countries, particularly the United States of America, portfolio assessment became an educational buzzword in the 1990s (Valeri-Gold et al., 1992:298). Relevant research, such as the Hudson Valley Portfolio Assessment Project (Martin-Kniep, 1998) and the Portfolio Project (Underwood, 1999), showed that the learner portfolio can be used for more than just providing evidence of learners' learning; it can also present a holistic picture of how they are performing. Research results have shown that the learner portfolio can be utilised as an alternative assessment tool to inform individuals of their real level of competence in one or more learning areas in the course of a particular period.

Although various authors such as Martin-Kniep (1998), Siebörger (1998:98), Le Grange and Reddy (1999:23) and Du Toit and Vandeyar (2004:122-141) mention that a learner portfolio is a valuable assessment tool, relatively little research has been done on this subject in South Africa. The following questions arise: To what extent does the learner portfolio actually demonstrate the performance, progress and growth of the learner, in relation to the learning outcomes? Is the portfolio truly an assessment tool that assesses learning or is it merely a collection of tasks and assignments that does not really promote learning?

It is against this background that the following research question directed an enquiry that was undertaken in the Social Sciences in 2006 within a certain context:

To what extent is the learner portfolio applied in Social Sciences as an assessment tool to demonstrate the performance, progress and growth of the learner in relation to the expected learning outcomes?

Aim of the enquiry

Arising from the central research question, the research project was launched in a few schools in the Western Cape with the aim of identifying the perceptions of teachers of Social Sciences (Intermediate Phase of the General Education and Training Band) with regard to the role of portfolios. A further aim was to determine the role of portfolios in promoting learning and to establish how and whether the use of portfolios contributes to learning outcomes being reached.

Research methodology

In an attempt to answer the research question a qualitative research study was undertaken within the interpretative research paradigm. This particular research paradigm was chosen because the research was aimed at providing an in-depth description of the perceptions of teachers who are involved in teaching in the learning area Social Sciences in the Intermediary Phase, as well as of their understanding of the use of portfolios as an assessment tool.

According to Mertens (1998:159) qualitative research entails an interpretative, naturalistic approach to the phenomenon that is being investigated. In Babbie and Mouton's (2001:178) view it means that the qualitative researcher prefers to enquire into human actions as they occur in natural environments. Therefore, qualitative research focuses on examining the phenomenon in the real world.

In this research project qualitative data were obtained through interviews with teachers in the Intermediate Phase, and by analysing learner portfolios. Qualitative data were supplemented by data gathered by means of questionnaires. The sample is an important mechanism by which to increase the reliability of the research. Both De Vos, Strydom, Fouché and Delpont (2005:203-208) and Denscombe (2003:12-13) refer to different ways of

selecting a sample as well as the cases for that particular sample. In the case of probability sampling the researcher would have an awareness or understanding that the selected cases could possibly be representative of people or events from the whole population. Sometimes researchers might find it difficult or undesirable to make use of probability sampling as a technique; for instance it might not be feasible to include a large number of examples or there might not be sufficient information on the population. In such circumstances it may be necessary to make use of non-probability sampling because the circumstances dictate such an approach (Denscombe 2003:15). For the purpose of this enquiry it was decided to make use of non-probability sampling.

Participants were therefore purposefully selected (purposive sampling) and not instinctively, while convenience was also a criterion in the selection of participants (convenience sampling). In the case of non-probability sampling, there is no certainty that the selected cases will in fact be representative.

For the purpose of the research project, individual, semi-structured interviews were held with the identified teachers. The interviewer made use of an interview guide consisting of two sections, namely Section A: Knowledge of assessment (10 questions) and Section B: Knowledge of the learner portfolio (11 questions).

Based on the essential characteristics of a learner portfolio as set out in Section A: Structure of the portfolio (which consisted of the first five questions) and Section B: Content of the learner portfolio (which consisted of nine questions), learner portfolios in this research were analysed and interpreted.

The questionnaire, which comprised a combination of closed and open-ended questions as posed to the respondents, was divided into the following categories: Section A: Introduction (a brief overview of the aim of the enquiry); Section B: Demographic aspects (7 questions); Section C: Knowledge of assessment and the learner portfolio (14 questions).

As mentioned above, the researcher chose to make use of a purposive sampling strategy in selecting the participants. A few typical cases (Durrheim 1999:37) that had sufficient information and were also representative of the population about which the researcher wanted to draw conclusions were selected. In order to ensure internal consistency and coherent logic in the research strategy, the researcher selected four schools in the Western Cape province of South Africa to participate in the research project.

Results and discussion

For the purpose of this article only the results of Section B (Questions 13-21) of the interviews, the results of Section C (Questions 11-21) of the questionnaire, and the results of Section B (Questions 6-14) of the portfolio analysis are discussed.

Biographical information of the respondents

Approximately 70% of the respondents were above the age of 35 years. With regard to experience as school-based teachers the teaching experience of the groups varied between 50% with 21-30 years, 20% with 11-20 years, and 30% with 1-10 years. These are very important facts because they show that the respondents were relatively experienced teachers who were capable of giving informed opinions. The data show that the majority of the respondents were female (70%) and Afrikaans-speaking (80%) and that they held a position at Post level 1 (70%). Of the respondents, who were all involved in teaching in the learning area Social Sciences, approximately 60% had completed a formal four-year qualification.

Perceptions and points of view with regard to knowledge of the learner

What is a learner portfolio?

To the question, “What do you understand a learner portfolio to be?” not one of the respondents could provide an appropriate description as is found in the literature. In the literature (see par. 2.2.1) a learner portfolio is described as a purposeful, structured collection of the learner’s work that demonstrates the learner’s attempts, progress and performance in one or more areas. The examples quoted below show that the responses were divergent:

- ... all the tasks done by the learner ...;
- ... all the work they did ...;
- ... represents the child’s ability ...;
- ... assignments that have been assessed ...;
- ... results ...;
- ... where the learner kept her or his work ...; and
- ... our lessons must reflect in the child’s work

It appears that the respondents had a superficial knowledge of the nature of a learner portfolio. In the analysis of all the target schools' learner portfolios the respondents' superficial knowledge of a learner portfolio was confirmed. It is apparent that all the target schools' learner portfolios were simply proof of the learners' work and that the contents of the learner portfolios were not logically and systematically presented to provide evidence of the learners' development. It is cause for concern that teachers at the target schools seemingly did not manage the learner portfolios in such a manner that it was a structured collection of the learners' work showing their real learning, growth and development. In this enquiry it appeared as if the portfolio was not being used to its best advantage.

Does the portfolio contain a variety of examples of tasks?

Regarding the question whether the learner portfolio contains a variety of examples of assignments/tasks, it appeared as if not one of the target schools' portfolios contained an adequate variety of examples of assignments. According to the literature (as explained earlier), products of the learners' work over a period of time, as contained in the portfolio, could include the following: written assignments and pen and paper tests, sketches, photos, graphs and drawings. It may also contain information on assessed tasks that cannot be kept in the portfolio, such as models, artworks, practical work and oral presentations. This enquiry revealed that there was not sufficient variety.

What is the purpose of a learner portfolio?

The respondents appeared to find difficulty in answering the question, "In your opinion, what should the purpose be of the learner portfolio?" As indicated earlier, the literature indicates that portfolios can be used for different purposes, among others as a basis for discussion, for self-reflection by the learners, for assessment and grading, to demonstrate to parents what is being done in the school, for promotion to the next grade, or to assist the teacher in planning for individual learners' needs. The following examples of the respondents' divergent responses indicate their uncertainty about the true purpose of the learner portfolio:

... can show progression ...;

... whether the learner needs more time in the grade ...;

- ... to identify shortcomings ...;
- ... to see how the child progresses ...;
- ... to help the learner with problems ...;
- ... multifunctional team inspection ...;
- ... to check the progress of the learner ...; and
- ... to give evidence about the work done by the learner

Who determines the selection of the content?

The responses to the question, “Who determines the selection of the content of the learner portfolio?” also varied:

- ... the educator ...;
- ... the teachers and the learners together ...;
- ... class teacher and learner ...;
- ... the teacher and the learner ...;
- ... the learner with guidance from the teacher ...;
- ... the learner and the educator ...; and
- ... the learner him/herself

Only the last response appears to be in accordance with the trends mentioned in the literature, and it indicates that the other respondents have limited knowledge of who ought to determine the selection of the content of the learner portfolio. According to the literature learners ought to play a significant role in determining the content of the portfolio, but teachers and members of the learners’ peer group may also be allowed to provide inputs. Learners ought to have the opportunity to explain in writing why certain assignments are placed in the portfolio. None of the learner portfolios of the target schools included evidence of learner involvement in the selection of the content, or demonstrated that the learners have a share in determining the content of the portfolio. It is clear that the learners of the target schools were not actively involved in the selection of content of the learner portfolio.

Who determines the criteria for the selection of the content?

The respondents' answers to the question, "Who determines the criteria for the selection of the content of the learner portfolio?" show that there was not really any certainty about who determines the criteria for the selection of the content of the learner portfolio, especially if it is compared to the description found in the literature. It is assumed that learners will participate in the identification of criteria, but in this enquiry it was found to be lacking. The literature mentions that the learners ought to assist in drawing up the guidelines for what should be kept in the portfolio. The following responses of some of the respondents in this enquiry suggest that their knowledge regarding the criteria for the selection of what should be kept in the learner portfolio was inadequate and that learner participation was not considered.

- ... the teacher ...;
- ... the teacher ...;
- ... the educator and Teacher Support Teams (TST) ...;
- ... head of the phase in co-operation with teachers ...; and
- ... the education department

None of the respondents could give an acceptable response to the question on which resources or tools are used to assess the learner portfolio. The majority of the respondents demonstrated only a basic knowledge of the resources that are used to assess the learner portfolio, as is obvious from the following quotations:

- ... the criteria ...;
- ... the matrix ...;
- ... a checklist ...; and
- ... an assessment list

One of the other respondents' inadequate knowledge is demonstrated by her view:

- ... I suppose basically only the teacher

In the literature that was mentioned earlier, it is stated that predetermined criteria can be used in the assessment of the learner portfolio to measure the learning outcomes that have been encapsulated in a checklist, matrix or rubric.

Learner involvement

In the analysis of the portfolios not one of the target schools' learner portfolios could provide any evidence of learner involvement in assessing the evidence of the learners' work. (The researcher analysed the learner portfolios.) It was clear that this situation was not in accordance with what is stated in the literature, namely that learners ought to be part of the decision-making process in assessing the portfolios. According to the literature the assessment of individual examples of work should include both teacher assessment and learner assessment (self- and peer assessment). It was obvious that the learners were not involved in assessing the documentary evidence of their work.

Teacher feedback

The respondents seemingly had problems in answering the question, "To what extent is there evidence of teacher feedback in the learner portfolio?" None of the respondents could explain what teacher feedback entails, especially when compared to the assertion in the literature that teacher feedback ought to be more than a mark, code or percentage. Written and constructive teacher feedback should highlight the strengths and weaknesses of the learners' performance, progress and growth so that it can lead to a deepening of the learning experience. All the respondents appeared to be confused about what is meant by teacher feedback, as is shown by the following quotations:

Each task has an assessment tool ...;

... an assessment tool included in the portfolio ...;

... graded enquiries, assignments and other assessment tools ...;

... the assessment criteria ... reports and graded tasks ...; and

Results ... the learner's work that is in his/her portfolio must be in accordance with my file.

From the analysis of the learner portfolios it was apparent that none of the target schools' learner portfolios provided any evidence of teacher feedback as it is described in the literature. Comments such as "Good", "Excellent" and "Well done" in the learner portfolios of two of the target schools were the only form of teacher feedback. Therefore no real, descriptive or comprehensive feedback existed. The schools' learner portfolios clearly did not include adequate evidence of teacher feedback.

Learner reflection

In the case of the question, “To what extent does the learner portfolio contain evidence of learner self-reflection?” none of the respondents could provide an acceptable response regarding the extent to which the learner portfolio provides evidence of self-reflection. Responses such as “I don’t know”, “Report and tests”, “None to minimal”, and “Little” indicate that there was no real certainty about the nature of learner self-reflection. From the analysis of the learner portfolios it appeared that none of the learner portfolios of the participating schools contained any evidence of learner self-reflection. This indicated that the knowledge of what learner self-reflection entails was inadequate, especially when compared to what is mentioned in the literature. From the literature it is clear that written reflections are commentaries that accompany the examples of the learners’ work, in which the learners explain what has changed in the course of time or what still needs to be done or achieved. The reflective commentary will give an indication of the quality of the content of the portfolio, and explain the learner’s progress in achieving the learning outcomes. In view of the research question (see 3) it can be said that this issue is a cause for concern since it may be an indication that the learning outcomes were not being realised.

Portfolios and learner growth

All the respondents apparently encountered problems in answering the question on the extent to which the learner portfolio demonstrated the learners’ performance, progress and growth over a period of time. The respondents’ responses show that they were uncertain about the extent to which the learner portfolio demonstrated the learners’ performance, progress and growth:

... my work is drawn up in such a way that it progresses from easier work to more difficult work ...;

... depending of course whether the teacher possibly worked according to it ...;

... because work from each learning area is placed in a file throughout the year ...;

... the learner’s results throughout the term ...; and

... only the best items

From the analysis of the learner portfolios it appeared that the learner portfolios of the target schools did not demonstrate the learners' performance, progress and growth. The learner portfolios presented only the final products of the learners' work. This conclusion is based on the fact that evidence with regard to content did not reflect the total learning process. This, together with the responses of the respondents, is not at all in accordance with what is prescribed in the literature. In the literature it is stated that the learner portfolio demonstrates the performance, progress and growth of the learner when the portfolio includes examples of both unsatisfactory and satisfactory work. This means that the portfolio would contain evidence of learners' struggles, failure, success and change. As mentioned in the previous paragraph, this state of affairs indicates that this issue is cause for concern, since it is an indication that the learning outcomes were not being realised at the schools in question.

Portfolios and the achievement of outcomes

The respondents could not provide definite answers to the question, "To what extent do you utilise the learner portfolio as an assessment tool to determine whether or not the expected learning outcomes have been reached?" From the responses it appeared as if all the respondents found the idea of the learner portfolio as an assessment tool to be altogether foreign:

... to give a supplementary exercise and then to assess again to see if they fare better this time ...;

With each assignment I write which learning outcomes are reached ...;

Compile a list of the marks ...;

There must be recorded work ...;

In the teacher portfolio you must indicate which learning outcomes have been reached ...;

Assignments are of such a nature that each one tests a specific learning outcome ...; and

Compare the targeted learning outcomes and activity

The responses consistently show that the respondents were uncertain about how to apply the learner portfolio as an assessment tool to establish whether expected learning outcomes have been reached. This implies that the respondents were unable to determine by means of the learner portfolio whether the learning outcomes had been reached.

Findings and conclusions

Arising from the enquiry, the following findings were made:

The responding teachers who participated in this enquiry did not have in-depth knowledge regarding the learner portfolio. The learner portfolios in question were not purposeful, structured collections of evidence of the learners' growth and development, and they did not contain a variety of examples of assignments. Respondents were not sure of the purpose of the portfolio and how it should be assessed.

Learners in the Intermediary Phase of the schools that participated in this enquiry were not sufficiently involved in the deliberations concerning the management of the learner portfolio. They were not adequately involved in determining the content and the criteria for selecting the content of the learner portfolio, nor were they involved in determining the criteria for evaluation, or in the evaluation of examples of assignments that were placed in the learner portfolios. Moreover, the learner portfolios demonstrated no learner self-reflection, which ought to be a core component of effective portfolio assessment.

The learner portfolios contained no evidence of descriptive and comprehensive teacher feedback. Feedback is a vital aspect of the portfolio as an authentic assessment tool; if it is lacking, the quality of the learning process is impaired and the portfolio is no longer a proper learning tool. Furthermore, the learner portfolios in the participating schools were simply display portfolios in which only the best, final products of the learners' work was exhibited. The learner portfolios did not demonstrate the learners' performance, progress and growth over a period of time, and therefore did not reflect the learners' total learning process.

The teachers who participated in the enquiry appeared to have relatively little experience in utilising the learner portfolio as an assessment tool. The learner portfolios of the target schools in this specific enquiry were therefore not being purposefully applied as assessment tools to demonstrate the performance, progress and growth of the learners in relation to the expected learning outcomes. It is clear that the learner portfolio was not being properly utilised as an assessment tool.

Learner portfolios that were analysed showed no evidence that the set learning outcomes were being realised. The schools that participated in this enquiry had not succeeded in realising the aims of the learner portfolios. The

researchers are aware that the findings of this enquiry cannot be generalised to all schools and that these findings are not applicable to all schools. However, it is of great concern that such a situation existed at all.

Educational implications

The implication of the aforementioned is that a more in-depth enquiry should take place with regard to the learner portfolio as an assessment tool. There should be a move towards a more authentic approach to assessment. It became clear from the enquiry that the learner portfolio as an assessment tool is indeed being used in the South African education system. However, the apparent doubt as to whether it serves its purpose as an authentic tool is a cause for concern. The learner portfolio, as a more qualitative and valid alternative to traditional pen and paper testing, can undoubtedly provide a more comprehensive and holistic picture of learners' performance, progress and growth.

Recommendations for further research

Arising from the above-mentioned findings and conclusions, the following recommendations are made:

- Since only four schools participated in the enquiry, the perceptions and points of view of teachers with regard to the utilisation of the learner portfolio as an assessment tool in a wider group of schools could not be taken into account. For this reason the findings cannot be generalised to a greater population and it is recommended that a similar enquiry be done among a wider group of schools to extend external validity.
- An empirical enquiry on learner involvement in the management of the learner portfolio is further recommended.

Conclusion

The utilisation of the learner portfolio as an alternative, authentic assessment tool in the South African education system is necessary to monitor learner growth and development in order to optimise learning. The portfolio has vast possibilities to help develop learner potential, but it must be used correctly to succeed in this goal. Traditional pen and paper testing and examinations are not adequate for decision making in this regard – particularly not in terms of

learner progress and growth. Learner portfolios can be used in conjunction with the previously mentioned forms of assessment to gain a more holistic picture of learners' growth and learning processes. Only then will learner portfolios contribute towards realising the true purpose of assessment, namely the optimal development of learner potential.

Various questions subsequently arise: Is not perhaps true that, given the vast emphasis on portfolios, the workload that this form of assessment places on learners and teachers alike, the cost involved and the validity of the results gained through portfolios, the usage of portfolios be revisited? How valid and trustworthy are the results that are derived from learner portfolios? Is this form of assessment a true reflection of the learners' learning process? The enquiry has shown – as far as the target group of this specific investigation is concerned – that the learner portfolio is not being used to its full advantage and therefore does not serve as an authentic assessment tool to promote learning.

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HANDS-ON ARTICLES

WHAT'S IN A MONUMENT? – THE IMPORTANCE OF CONTEXT

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Introduction

One of the heritage assessment standards in Grade 11 calls for learners to be able to analyse public representations such as monuments and museums. In this paper I analyse the way in which the Natal Volunteers' Monument commemorating Natal colonists who died fighting in the South African War (1899 – 1902) presents in a very concrete form a particular interpretation of the war and of those who died fighting in it on the side of Great Britain. It is a striking example of the way in which monuments and museums are not neutral and require a critical approach on the part of not only learners but also the general public.

To provide a context for the Natal Volunteers' monument I should mention that this is just one of a number of colonial monuments and statues which grace the centre of Pietermaritzburg, the capital city of KwaZulu-Natal and until 1910 the capital of the Colony of Natal. These monuments include the statues of Queen Victoria and Sir Theophilus Shepstone and war memorials to those colonials who died in the Langalibalele Rebellion of 1873 and the Anglo-Zulu War of 1879.

I posit that most monuments and statues tend to blend into the background and are seldom even noticed much less interrogated by the citizenry busily going about their daily rounds. I suggest that some of the questions one could ask of a monument are:

- What is it commemorating?
- Whose perspective is being put across?

- How is this being done?
- What does it show us about society at the time?
 - Elites – Who was in charge? Who had the power?
 - *Weltanschauung* – What does the monument show us about such things as the values and attitudes of the people – more especially the establishment – at the time the monument was being planned/unveiled? This would extend to the symbolism used in the monument, which would tend to show the beliefs and cultural symbols of the people at the time.

Researching the Monument

In order to research the monument, I first read up on it in a useful little book entitled *Historic Pietermaritzburg* by Steve Camp, published by Shuter and Shooter in 2001. This gave the date of the unveiling as February 1907. Using this as a reference point, I next consulted the relevant issues of both *The Natal Witness* and *The Times of Natal*. These old newspaper proved extremely useful in that they contained not only a full account of who was responsible for the design and execution of the monument, including the sculptor, but explained the symbolism of the various panels on the monument. Further, they gave a detailed account of the unveiling ceremony, including the full text of the speech of the Natal governor Sir Henry McCallum.

Analysis of the monument

I will now turn to a more detailed analysis of the Natal Volunteer's monument. The monument stands in a walled garden opposite the Pietermaritzburg City Hall. Image 1 (on page 3), gives an idea of the overall appearance of the monument.

The monument is fairly conventional in its form. For our purposes, the four bronze panels decorating the faces of the monument and to a lesser extent the figure on the top are the most important elements. The sculptor was George Wade, a London sculptor who was a protégé of Sir Joseph Boehm, the sculptor whose statue of Queen Victoria provided the model for the Pietermaritzburg statue, which is to be found a few hundred metres from the monument. Wade started life as a barrister and only became a sculptor at the age of 35. Another well-known public work produced by the artist is the statue of the Cameron Highlander in Inverness, Scotland.

It will shortly become clear from my analysis of the panels that Wade operated within the paradigm of high imperialism, which could see no wrong in the mighty British empire and those who served its ends.

Image 1: Natal Volunteer's monument



Source: S Haw, 2010

The first panel which will be examined in more detail is that facing the City Hall. A close-up of this panel follows:

Image 2:



Source: S Haw, 2010

In this first panel, Britannia (female figure symbolising Great Britain) is seen reading the Boer ultimatum (not present any more). The figure to her left with the imploring look and her hand on Britannia's shoulder is the colony of Natal, begging the great mother to come to her rescue from the Boer "warmongers". The other female figures represent the colonies of Canada, Australia and New Zealand, who rallied to the cause. The black supplicant in the servile crouching position on the left is a telling indication of the racial attitudes prevalent at that time.

It is difficult to imagine a clearer indication of the way a monument can graphically offer a biased interpretation of an event. The monument unambiguously interprets the war as having been caused by the Boers through their ultimatum, thereby absolving the British Imperium of all blame.

The next panel we will look at reinforces the message of Britain's imperial grandeur and her moral stature. It shows St George the patron saint of England slaying the dragon – a clear analogy with Great Britain taking on and defeating the Boer "dragon".

Image 3:



Source: S Haw, 2010

The next panel turns to consider those who had died fighting in the war. The recumbent figure is the dying hero. The female figure represents the watcher. The upper part of the panel shows heavenly figures waiting to welcome the dear departed to his glorious rest. The image ties in well with the whole narrative of worthy sacrifice, which was dealt such a profound blow during the senseless carnage of the First World War. It echoes in sculpture the well-known phrase “*dulce et decorum est pro patria mori*” (It is sweet and fitting to die for the fatherland).

Image 4:



Source: S Haw, 2010

The next and final of the four panels shows the blind figure of justice holding aloft the scales (missing at this stage) and with her sword at hand. The figure to the left and slightly behind justice is Mercy. Mercy is balancing the scales with her left hand and guiding the sword of justice back into its sheath with her right.

Image 5:



Source: S Haw, 2010

Finally the figure on the top of the monument shows the angel of peace sheathing her sword.

Image 6:



Source: S Haw, 2010

The narrative of the monument therefore is that the Boers caused the South African War by sending the ultimatum and invading British territory and that Britain and its supporters hold the moral high ground. Anyone who has studied the war would recognise the point of view being presented here as at best highly simplistic and at worst as a flagrant disregard for the truth, but he or she needs to remember that our present perspective is informed by over one hundred years of hindsight.

The paradox of the unveiling

The extreme irony of this monument was that the ultra-partisan, jingoistic interpretation of events inherent in the imagery of the monument had already become something of an embarrassment by the time the monument was unveiled in 1907. By that time, the new British government which had been ushered in by a landslide victory in 1906 was headed by Sir Arthur Campbell-Bannerman, the leader of the Liberal Party who had described the tactics used by the British during the guerrilla phase as “methods of barbarism”. Perhaps more importantly various domestic pressures, including an expensive and unnecessary war against poll tax rebels (the Bambatha Uprising of 1906) (For an accessible account of the rebellion readers should refer to *Remembering the rebellion: the Zulu uprising of 1906* by Jeff Guy, published by University of KwaZulu-Natal Press 2006) had inclined a large constituency from both sides of the conflict towards a union between the two defeated republics and the two crown colonies, which three years later was to find fruition in the Union of South Africa.

As a result the governor of Natal, Sir Henry McCallum, in delivering his speech at the unveiling of the monument on Saturday February 16, 1907 spends the first part praising those who have died for their sacrifice in a noble war and the second part trying to reinterpret the monument in a way which will make it a symbol of unity rather than division between the two white races – a very difficult thing to do with this particular monument and one at which he does not really succeed.

Conclusion

It is important for teachers to make learners aware of the way in which monuments reflect a version of the past, current among the power elites at the

time the monument was erected.

It always surprised me that the monument to those who died at the Battle of Ulundi in 1879, contains a plaque to the brave warriors who died defending the old order. It certainly seems to show a generosity of spirit which is not apparent in the interpretation presented by the monument we have just examined. However, I discovered later that the monument, a domed mausoleum, was constructed long after the war had been fought.

GETTING YOUR HANDS DIRTY

– HISTORY FIELDWORK

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Introduction

Much emphasis has been placed in the recent past on the need for education to relate to the real world. But how does one do this in History, which is about the past. One of the fields where I believe this is still possible is in the area of heritage. Heritage is what survives in the present and raises obvious questions of preservation and interpretation for living generations. I believe strongly that it is in this field that it is possible to engage learners in an active and dynamic relationship with the past.

The project I will be describing in this paper is one I initiated while I was teaching at Maritzburg College in the 1980s. It may be that a project of this nature would be very difficult to replicate at the current time, as the project was extra-curricular in nature and involved work on sites which were a great distance from the school, involving expensive and time-consuming travel. This said I believe many of the basic ideas behind the project are possible to replicate provided one aims at a more modest outcome. Furthermore I believe that the range of skills that a project like this engages makes it of enormous value in the general education of learners. Some of the skills which I found emerging from this project went far beyond the normal skill set of the historian of collecting, evaluating and interpreting data and included model making, mapping, tree identification as well as inter-personal skills such as working in teams.

The way in which the idea for what I called the Special History Project first germinated was in many respects unusual. I had been reading up in the *Times History of the War in South Africa* on Louis Botha's Second Invasion of Natal and decided to visit the battlefields of this September 1901 conflict

in December 1982. It was on the top of Italeni Mountain, where a British graveyard had been vandalised, that I came up with the idea of involving the boys of Maritzburg College, the school where I taught for fourteen years, in the restoration of the Itala and Fort Prospect battlefields. The success of this venture led on to other similar ventures. I must confess I was driven by the enjoyment that both the boys and I experienced rather than any formal desire to research different learning modalities.

The Special History Project operated at its highest intensity between 1983 and 1987. I will now turn to a brief account of the individual projects tackled by the Special History Project.

Individual projects by the Special History Project

Itala Post and Fort Prospect

As I have already mentioned in the introduction, the original idea of setting up a school project aimed at on-site restoration of a heritage site came to me as the result of a visit to the two battlefields of Itala Post and Fort Prospect in the Babanango area of KwaZulu-Natal in 1982. At the time of my visit, both sites were in a state of extreme neglect and were unmarked and uncelebrated.

The battles were part of Louis Botha's so-called Second Invasion of Natal and both occurred on September 25, 1901, when Botha sent out forces commanded by his brother Chris Botha and brother-in-law Cherry Emmet to attack British defensive positions.

The work itself started in 1983 and involved the following aspects:

- Restoration work, primarily to the grave enclosures, which were overgrown and required re-fencing. In the case of the grave enclosure on the summit of Italeni all the metal crosses were missing and these were replaced using surplus crosses obtained from Ladysmith;
- Production of a booklet giving details of the two battles for local distribution;
- Erection of signposts to the two sites.

In the case of this project, it is gratifying to note that all aims were successfully achieved.

Wynne Hill and Intombi

Wynne Hill was the site of one of Sir Redvers Buller's attempts to break through to Ladysmith, while Intombi was the site of the neutral hospital established about five kilometres from the centre of Ladysmith. Both sites were dealt with over a single weekend in 1983. In both cases the work involved the restoration of graves. In the case of Wynne Hill it consisted of the de-rusting and painting of metal grave markers, while Intombi also involved the repair of marble crosses that had been vandalised and the clearing of the entire cemetery.

Hlobane

The Battle of Hlobane took place in March 1879 and was part of the Anglo-Zulu War. Hlobane is a large, flat-topped hill about 20 kilometres east of Vryheid in KwaZulu-Natal. The battle developed from the British decision to launch a surprise attack on the AbaQulusi people, who were allies of the Zulus. Owing to the stiff resistance put up by the AbaQulusi and the unexpected appearance of a large Zulu impi, the battle turned into a flight for the British forces, with the action at the Devil's Pass at the western end of Hlobane particularly famous as the place where Sir Redvers Buller (commander of the British forces during the early stages of the South African War 1899 – 1902) won his Victoria Cross (VC).

During an initial reconnaissance with two colleagues, I discovered that a cross erected in memory of two members of Sir Evelyn Wood's staff, Ronald Campbell and Llewellyn Lloyd had been dug up and was in a poor state of repair and a monument to Piet Uys, who had been killed at the Devil's Pass was missing completely. As part of the restoration process, the cross was loaded up in our vehicle and taken back to the school for restoration work.

Based on what we had discovered we set ourselves the following aims:

- Restoration of the Campbell and Lloyd cross;
- Re-erection of the cross and clearing of grave enclosure;
- Creation and installation of a monument to Piet Uys at the Devil's Pass;
- Construction of a model for display at some suitable site.

Once again all our aims were achieved.

Wonder and Ngotshe gold mines

Work on these two gold mines that were situated close to the Pongola River in incredibly rugged country in what is now the Ithala Nature Reserve commenced in 1985 and continued through to 1987. Of the two mines, the older is the Wonder Mine (1909 to 1939), while the Ngotshe Mine operated from 1946 to 1971. Because of its more recent establishment and operation both the owner of the Ngotshe mine and its manager were still alive at the time of the project and were able to provide valuable insight into the working of the mine. Both mines were what are called adit mines, in other words they accessed the reef which has been folded into a near vertical position by means of horizontal passages cut into the hillside.

Needless to say without the co-operation of the Natal Parks Board, this project would have been quite impossible for a number of reasons, not least because the Wonder Mine was only accessible with four-wheel-drive vehicles.

Project aims

The aims of the Special History Project tended to develop in stages over the three years that the project was in operation. Briefly they were:

- Survey the mines
- Research the mines leading to the production of a brochure;
- Clear trails through the bush to all the key areas at the mines;
- Research and if necessary paint machinery and equipment;
- Develop a walking trail to the mines. This would identify good examples of the many indigenous trees along the trail and would also have some interpretative material on early iron mining by the indigenous people as the trail started where there were clear indications of early mining in the banded ironstone strata.

The massive scale of this project made it impossible for us to say that we had achieved all our objectives to the same extent as the earlier projects. Nevertheless, the park continued to make use of the material we had developed and to take tourists to the mines for many years after the project had come to an end.

The establishment of a core of enthusiastic “history workers” meant that I was able to deploy the Special History Project to assist in creating the school

museum for the school's 125th anniversary in 1988. We also created a model of the defences of the Platrand outside Ladysmith as part of another minor project.

Conclusion

In conclusion it is worth noting at least some of the many positive spin-offs from the work of the Special History Project.

- It provided a wonderful sense of engagement. Learners became really involved with the past;
- It explored and developed a huge range of skills in participants. These included practical skills as diverse as fixing engines, carrying out surveys, making models, fencing grave enclosures and clearing trails, as well as the more academic skills such as research and the production of brochures;
- Although it was not restricted to learners studying History, it did wonders for popularising the school's history department, which was recognised for its dynamism;
- Some useful product was left behind at least for a few years.

Although, as I mentioned earlier in this paper, the project in the form described would be difficult to replicate, there is no doubt that there are opportunities for heritage work along these lines in the local environments in which many schools find themselves.

BOOK REVIEWS

The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering
(2nd edition, Verso, New York, 2003. ISBN:1-85984-488-X, 150 pp)

Norman G Finkelstein

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The Holocaust Industry was hailed as the most controversial and provocative book of the year when initially published in 2000. Finkelstein provides insight into issues regarding the Holocaust, which most authors would shy away from and asks all the hard hitting questions. He seems to be an overseas version of South Africa's Carte Blanche team; he is not afraid to ask all the uncomfortable questions and presents the evidence to support his findings through his extensive research and impeccable references.

Finkelstein, a political science lecturer at the DePaul University in Chicago, attempts to provide a platform of information regarding The Holocaust which seems to have been swept under the carpet from the public. This second edition of *The Holocaust Industry* is a short 150 page read which documents the shocking cover-up of the blackmail of Swiss banks among other things. While the scandalous Swiss banks saga is the feature of this book, Finkelstein also deals with how the Holocaust has been capitalised, as a tool for political support.

The Holocaust Industry comprises of three, well sourced and documented chapters. The first, "Capitalising The Holocaust", takes a closer look at how powerful and useful the memory of The Holocaust can be as part of political ideologies and propaganda particularly in the United States. Finkelstein carefully unpacks the role each of the various Jewish organisations play in capitalising The Holocaust and in doing so, exploiting Jewish suffering to benefit their modus operandi.

The second chapter, “Hoaxers, Hucksters and History”, explores authors of prize-winning books and memoirs on The Holocaust. Authors who profess to be survivors of this historical event but, who turn out to be nothing more than fame seeking frauds. Finkelstein’s painstaking attention to detail and referencing ensures that while his writing may be polemic, what he produces as facts cannot be easily disputed.

The final chapter, “The Double Shakedown”, investigates the Swiss Banks ordeal. Finkelstein uncovers the disgraceful extortion of Swiss Banks by Jewish organisations in the United States, the World Jewish Congress (WJC) to name but one. While some may question Finkelstein’s firm and critical stance on these organisations, once it is revealed what was done with the monies extorted, one becomes very suspicious of whose interests these organisations have at heart.

The Holocaust Industry is extremely thought provoking and the notions Finkelstein poses should be considered. The memory of The Holocaust is a powerful tool that can be used for instance, to gain political support for an alliance with Israel and thus benefit the American Jewry who by implication have huge influence in White House affairs. *The Holocaust Industry* illustrates how this has been done in the United States. Finkelstein is an iconoclast who exposes some uncomfortable issues like the Swiss banks scandal, which the wider public should know about.

In light of this, teaching The Holocaust can be a daunting task for any teacher whether an experienced or first year teacher. The nature of the Holocaust is contentious and should thus be approached with great care and caution. The information provided in textbooks is often the only source on this historical event which learners read and use. I need to stress the importance of teachers being well prepared to tackle a contentious issue. Therefore, it is quintessential that further reading needs to be done and that preparing a lesson solely from the information present in textbooks could be detrimental to learners.

As a learner of History myself, I was unaware that this information even existed. Reading Norman Finkelstein’s book, *The Holocaust Industry*, opened me up to asking more questions and not accepting everything at face value; one of the things that all History teachers should instill in their learners.

The Holocaust Industry is not necessarily an easy read and it may be difficult to get into the material at first. The first chapter is heavily referenced and sourced which could be interpreted as a highly academic text. The latter two

chapters are far easier to come to grips with. Once you grasp what Finkelstein is trying to prove with this book, the reader becomes curious about the scandal and drama. The intended audience thus, would be, in my opinion, from a matric (grade 12) level onwards. The language used is not a walk in the park as it is rather academic therefore, grade 12 learners may be the best level to start at. I would recommend that *The Holocaust Industry* is a must read for all History teachers, any tertiary scholar of History as well as anyone who has an interest in the Holocaust.

It is clear to see how *The Holocaust Industry* fits into the field of History teaching and research. Finkelstein is one of the few scholars who have dared challenge the norm of how the Holocaust is viewed. His basic argument that the memories of the Holocaust are being desecrated, should be taken seriously and thus further research needs to occur. It is clear that when *The Holocaust Industry* was first published, Finkelstein hit many a nerve if the very public outcry by elite American Jewry was anything to go by. Included in *The Holocaust Industry* are the reviews written to discredit Finkelstein and by default *The Holocaust Industry*.

Seeing as the Holocaust, as a historical event features prominently in the National Curriculum Statement, Finkelstein's book offers a different view. I am not suggesting that the content of *The Holocaust Industry* be taught however, it should definitely be read by teachers, especially, as background reading. Nonetheless, Finkelstein's argument would make for an interesting debate as to what should be believed when it comes to the Holocaust and the industry that has seemingly been created.

Rabble Rouser for Peace
(Random House, 2006. ISBN 9781844135714)

John Allen

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This authorized biography of Desmond Tutu will make a valuable addition to any history educator's library. It is an engaging read which provides a number of sources on events in South Africa suitable for use in Gr11 and Gr 12 lessons and examination papers. While the writer does give a detailed account of the role played by Tutu in the Anglican Church and the SACC, he also deals with the historical context in which these events took place. As I read the book, I found myself jotting down page numbers of useful sources on topics as varied as forced removals from Sophiatown and African nationalism. The chapter of the Truth and Reconciliation Commission has a wealth of primary material.

John Allen has included many poignant stories of the Tutu family which learners will enjoy. For example, when Desmond and Leah Tutu were in Trafalgar Square, London, they were "intoxicated" that "a police officer did not come across and ask for your pass." At the age of four, Mpho Tutu described herself as a "non-white European."

As a journalist and Tutu's press secretary for 13 years, John Allen has ably explored contemporary South African history and given a warm and thought-provoking picture of one of the truly great men of our time.

The Yesterday&Today Journal for History Teaching in South Africa and abroad

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- ation must accompany all contributions. Authors also have to enclose their telephone and fax numbers, email addresses and postal addresses.
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The footnote method for references and the Harvard method is accepted in articles for *Yesterday & Today*.

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

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

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

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.

To:

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

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

Examples of a reference from a book

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

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

[Please note the reference variety to page numbers used]

Example of a shortened version of a reference from a book

From:

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

To:

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

Example of a reference from a chapter in a book

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

Shortened version:

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

Example of a reference from an unpublished dissertation/thesis

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

Examples of a reference from a newspaper

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

or

Zululand Times, 19 July 1923.

Archival references:

- **Interview(s)**

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

- **Example of interview reference**

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

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

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

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

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

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

National archiving (NA), Pretoria, Department of Education (DE), Vol.10, Refer-

ence 8/1/3/452: Letter, K Lewis (Director General) / P Dlamini (Teacher, Springs College), 12 June 1960.

[Please note: after one reference to the National Archives or Source Group, It can be abbreviated to e.g. NA or DE]

A source accessed on the Internet

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

A source from conference proceedings

First reference to the source:

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

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

Shortened version:

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

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

GENERAL:

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The Harvard method

(Compiled for the Y&T by Prof S Schoeman, Unisa)

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• Books:

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• 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.

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