

A history of the South African Society for History Teaching in decades of educational transformation, 1986 -2007¹

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Samevatting

’n Landswye behoefte om die dalende getal leerders wat Geskiedenis as vak op sekondêre (VOO-fase) en tersiêre (HOO-fase) vlak neem in die spore te stuit, het gelei tot die formele totstandkoming van die South African Society for History Teaching (SASHT) in 1986. ’n Strewe na eenheid onder opvoeders van Geskiedenis sowel as die hantering van vak-georiënteerde behoeftes was prominent. Dié Vereniging het aanvanklik nasionale konferensies net op ’n twejaarlikse basis aangebied. In dié verband het ’n aantal tersiêre inrigtings die verantwoordelikheid aanvaar om konferensies onder SASHT-vaandel te organiseer. Op sy beurt het bydraes by sodanige konferensies die publikasievermoë van die jong *Yesterday and Today/Gister en Vandag* (in 1981 begin) versterk. Ten spyte van hierdie sigbare uitsonderlike ontwikkelinge, was dit deurentyd ’n opdraende stryd om die posisie van Geskiedenis as vak te handhaaf. Merendeels oor soveel ander negatiewe aangeleenthede wat op Geskiedenis as sulks ingewerk het. Onder meer was sommige stemme van mening dat die historiese en materialistiese ingestelheid onder mense ’n invloed is wat negatief op die groei van Geskiedenis as skoolvak ingewerk het. Onsekerheid en nuwe prioriteite onder ’n nuwe politieke bedeling was ook nie bevorderlik vir die stand van Geskiedenis nie. Ou vooroordele en persepsies rakende die “magstrukture” binne die SASHT [voorheen SAVGO in Afrikaans, maar nou net onder die Engelse benaming] en elders, het spanninge verder laat opbou. Inisiatiewe vir die stigting en eenheidverkryging van die SASHT deur spesifiek historiese blanke Afrikaanssprekende akademici was klaarblyklik ook ’n ernstige struikelblok. Hierdie artikel is ’n fokus op die SASHT waarin die volgende inhoud ter sake is: ’n beknopte geskiedenis wat voorafgegaan word deur ’n kernagtige kyk na die onderwysgeskiedenis en historiografiese ontwikkelinge in soverre dit moontlik ’n impak op die SASHT kon gehad het; die struktuur, rol en impak van die SASHT; fasette van uitsluiting en afwesigheid as implikasies vir behorende tot/nie behorende tot die SASHT?; ’n samehorigheidsgevoel, identiteit

¹ The content of this article is partially based on a paper presented at the 50th HASA conference -Jubilee International Conference of the Historical Association of South Africa, 26 June 2006. I am grateful to especially Cynthia Kross, Pieter Kapp, Martin Trümpelmann & several history educators for their critical comments on the concepts drafts of this article. Any shortcoming obviously is for the account of the author.

en terugblik, gevolg deur 'n paar samevattende opmerkings m.b.t. die resente status en toekoms van die SASHT.

History teaching and history teaching associations in South Africa – a contextualisation

History in education

Throughout the more than three-and-a-half centuries of European involvement in South Africa (1652-2007), History has always formed part of the formal school curriculum. After the Great Trek movement from the Eastern Cape, namely that of the Cape of Good Hope and The Republic of Natalia, The South African Republic (ZAR), and the Republic of the Orange Free State (OFS), history instruction also featured local struggles for freedom from an oppressor. In the process patriotism and nationalism spontaneously prevailed in curricula until deep into the twentieth century.

History teaching and an education in History as a science – covering a wide variety of themes in all educational phases – have always been closely connected. In South Africa the teaching of History officially started in 1865 when it was introduced as part of the Cape School Syllabi. Thereafter it was implemented in newly established History departments at tertiary level, of whom the South African College (later University of Cape Town) in 1903 and the Victoria College (later the University of Stellenbosch) in 1904 were the first.²

From the arrival of the first Europeans in 1652 up to 1953, missionaries also provided “formal” education for black people, but, as far as could be ascertained, the missionaries gave no formal instruction in History as a school subject.³

Apart from the theological background within a missionary educational focus, the principles of the Institute for Christian National Education (CNE) can also be recalled, as published in mouthpiece of The Federasie van Afrikaanse Kultuurverenigings (FAK) in 1948. Apparently this policy was:

2 PH Kapp, “Sinvol of sinister? Die Historiese Genootskap van Suid-Afrika, vyftig jaar oud”, voordrag gelewer by die 50e konferensie van die SAHG, Junie 2006, p. 4; ES van Eeden, *Didactical guidelines for teaching History in a changing South Africa* (Keurkopie Uitgewers:Potchefstroom, 1999), pp. 8-11.

3 ES van Eeden, *Didactical guidelines for teaching History in a changing South Africa* (Keurkopie:Potchefstroom, 1999), Chapter 1; ES van Eeden, “Creating a future for History within South Africa’s Curriculum 2005”, *Theory and Research in Social Education*, 28(1), 2000, pp. 85-95.

accepted by all major Afrikaner organisations that had an interest in education.⁴

This adoption of the CNE principles by the FAK resulted in the spontaneous nurturing thereof until the mid-seventies, after which it became a leprous topic.⁵ In the broader South African community, CNE was doomed for future educational purposes, although by 1985 CNE was actively and spontaneously promoted in all spheres of life and education in South Africa.⁶

During the nineteen eighties, some newspaper reports raised concerns about the 'reign-of-terror'-like approach of bodies that was experienced in some schools for blacks where the aim appeared to be to drastically change the existing educational system to People's Education (PE).⁷ The outbreak of violence as a result of the urge for PE was labelled by a newspaper reporter as a political monster,⁸ and as an outlet for frustration among black people because of apartheid in South Africa, as well as sanctions applied against South Africa.⁹ Others reported that Afrikaans as language was the co-carrier of the "struggle"¹⁰ among coloured South Africans which also reached a high mark among blacks in 1976.¹¹ Political and educational frustrations of black people continued as in the past decades, but at the time also inspired debate among Reformed theologians. CNE was inevitably disputed when PE became prominent since 1987.¹²

4 FAK, *C.N.O.-beleid*, Voorwoord. c.1948.

5 See Anon., 'Viljoen verwerp Verwoerd se woorde', *Die Burger*, 3 Mei 1986, p. 1; Anon., 'Bisdom steun sanksies, "People's Education"', *Die Burger*, 13 Oktober 1986, p. 3.

6 Compare ES van Eeden & LM Vermeulen, "Christian National Education (CNE) and People's Education (PE): Historical perspectives and some broad common grounds", *New Contree*, 50, November 2005, pp. 177-205.

7 Compare Anon., 'Azacco, Sosco word beperk', *Die Burger*, 26 October 1988, p. 18; Anon., 'Twee organisasies se bedrywighede word aan bande gelê', *Die Burger*, 26 October 1988, p. 2.

8 See Anon., 'Hoe 'n skaakmat-parlement lyk', *Die Burger*, 13 Jul. 1989, p. 13; Anon., 'Swart skole toe; ouers gedreig', *Die Burger*, 28 March 1990, p. 19.

9 Compare Anon., 'Skole-krisis gewyt aan apartheid en sanksies', *Die Burger*, 4 October 1990, p. 17.

10 It was always believed that the governing National Party forced schools into an educational system where Afrikaans as language was prioritised on an equal footing with English. The negativity against Afrikaans could also be located in the white NP leadership who was accused to be the instigators of apartheid.

11 P Zietsman, 'Struggle Afrikaans', *Die Burger*, 1 November 2003, p. 13.

12 JH Coetzee, 'Christelik-Nasionale onderwys geweeg in die lig van die ekumeniese roeping van die PU vir CHO en die probleme wat anderskleurige Christene daarmee het', *Instituut vir Reformatoriese Studie*, F1, p. 235, Jul. 1987, pp. 1-20; PE was first defined at the National Education Crisis Conferences (NECC) in 1985. Also compare Research on Education in South Africa (RESA), 'Strategies on education and training in South Africa, 1960-1987. The role of corporate capital', Paper 1, Colchester, Essex, October 1988, pp. 7-8; RESA, 'Bantu education as a reformist strategy of the South African state', Paper 2, Cochester, Essex, October 1988, pp. 9-11, pp. 21-22; RESA, 'The struggle against apartheid education: towards People's Education...', pp. 1-13; 15-16; 21-22.

Smangaliso Mkhathshwa defined PE as:¹³

Education which prepares people for total human liberation, and for full participation in social, political or cultural spheres of society, helps people to be creative, to develop a critical mind and to analyse.

Since the end of apartheid in 1994, PE, as part of the new focus on educational development, namely Outcomes-Based Education (OBE), dominated the South African educational scene.¹⁴ The new National Department of Education has undertaken several structural reforms to change the face of education. Despite such reform efforts, the History curriculum for South African schools was said, by 1998, to have been developed by specialists associated with former apartheid departments or by persons contracted by them. Even where specialists did not personally associate or endorse the political dispensation of the day, their broader associations and affiliations with their employer institutions were marked or perceived as apartheid vestiges, and probably labeled or stereotyped them. Nevertheless, a clear drive for the re-interpretation and revitalization of history curricula, has given rise to numerous discussions about curriculum reform and construction and also to various new curriculum structures.¹⁵

Perhaps the most important issue from this broad background in the teaching of History that this article and this part of the discussion aimed to present, was to trace the existence of any History Association before 1986. It also aimed to determine whether such an association primarily focused on a unity of History educators, and a proactive improvement of quality History teaching. Although various minor local efforts might have existed to promote some kind of unity, and various tertiary institutions have organised meetings and conferences for History educators, a formal (nationally inclusive_effort was never recorded up to 1985. Another issue that cannot be ignored in this discussion is a possible politically inspired motive(s) behind academically accepted motives (as e.g. outlined in the SASHT's motives for founding) for founding a history association. However, these possible motives will always

13 Sisulu and Mkhathshwa's speeches as in RESA, 'The struggle against apartheid education: towards People's Education in South Africa', Paper 3, Colchester, Essex, October 1988, p. 20; M.C. Mehl, 'From pariah to intellectual home: the UWC microcosm of People's Education', *University of the Western Cape*, Inaugural address, A(60), 1989, p. 11.

14 Compare Anon., 'Onmoontlike kinders?', *Rapport*, 16 November 2003; J de Klerk & J Rens, 'The role of values in school discipline' *Koers*, 68, 4, 2003, 368-371; S Schoeman, ' "The school with the Bible": From meaningless to meaningful citizenship education in South Africa', *Koers*, 67, 4, 2002, pp. 450-457.

15 ES van Eeden, *Didactical guidelines for teaching History in a changing South Africa* (Keurkopie: Potchefstroom, 1999), Chapter 1; ES van Eeden, "Creating a future for History within South Africa's *Curriculum 2005*", *Theory and Research in Social Education*, 28(1), 2000, pp. 85-95.

be debatable, speculative and one-sided views based on the viewer's academic background, knowledge, personal experience and historiographical associations.¹⁶ Having said this, another motive for founding an association can be the drive of a profession such as the History profession to survive political incorrectness of the past and its effects on things such as student enrolment. In a subsection later on, the origin of the SASHT as well as this association's relatedness with a pioneering effort by the South African Historical Association will be discussed briefly.

Broad historiographic and political trends and history teaching¹⁷

Several trends in history writing, especially after 1948, impacted on the writing and teaching approaches to History as discipline and subject in South Africa. Amongst others there are the *Oxford History of SA* as well as the contested radical/revisionist critiques of the *Oxford History* which followed in the course of the 1970s and 1980s and which indirectly contributed to educational outputs such as L.Callinicos'¹⁸ popular histories (e.g. *God and Workers* and *What is History?*) which were widely used in schools. Some historians and educators regarded these contributions as a direct attack on the way in which History had been used in schools as an ideological vehicle for apartheid. The 1980s and early 1990s also saw a reshuffling and renegotiation over the school History curriculum. In this regard SASHT founder members, Proff. Pieter Kapp and Martin Trümpelmann of the former Rand Afrikaans University (now the University of Johannesburg) played a central role. Not all history educators perceived this involvement as positive or proactive towards moving away from apartheid principles. Conflicts and divisions among different schools of thought were germane to this period. From what is recalled,

16 Compare A Grundlingh, "Politics, principles and problems of profession: Afrikaner historians and their discipline, c. 1920-1965", *Perspectives in Education*, 12(1), 1990, pp. 1-19.

17 Although a brief overview will be provided of the wider political scene in which the founding of the SASHT took place, it is not (and has not been) the intention of the writer to brood on historiographic trends that have influenced/may have influenced people and institutions at the time the SASHT was founded. One reason for the option of a brief historiographic overview is because most historiographic trends since the 1960s may only have influenced the founding and educational activities of the SASHT *per se* indirectly. Perceptions of extensive historiographic influences that might exist are simply speculation and would be impossible to substantiate.

18 It is not hereby asserted that the popular histories of Luli Callinicos' are 'outcomes' of the Oxford History. The latter is seen as representative of the cumulative analysis of the liberal historians and as such was repudiated by the History Workshop to which Callinicos was attached. Her books were written in the framework of the Workshop's 'revisionist' approach to history.

it appears as if these individuals from historically Afrikaans-based institutions were typified as part of the “apartheid problem”.¹⁹

Apart from the complexities revolving around certain schools of historical thought, the turbulent political situation in South Africa as experienced in the seventies continued into the eighties. The 1980s, for example, reflected on outstanding critical features related to apartheid as key focus of reasoning or action among different groups, which eventually contributed towards the emergence of South Africa as democracy in 1994. Among these features the ideological consolidation of the Freedom Charter (Charterists) activists toward a National Front come to mind. Furthermore, the Botha government announced proposals for a more inclusive form of representation. Different interpretations of the way forward, with apartheid among the white privileged voter on the one hand, and black inspired organisations on the other, at times stalemated hopes towards possible future unity. Another addition to this saga around apartheid was the detrimental role of other internal and external forces to change the status quo. Once apartheid was irreversibly destined to change from the 1990s, other crises developed that Government as well as South Africans had to deal with.²⁰ During these turbulent times the SASHT was initiated.

The founding, role and impact of the SASHT in the education of History – a short history

Its foundations

Since the first official strides to ensure a space for teaching History as outlined earlier, it appears as though some practitioners of the subject/discipline have always been willing to function constructively within the security of an academic association, specifically focussed on History development and History issues. In 1913 such an association was formed by the two tertiary institutions mentioned earlier. Unfortunately, ideological differences between the Dutch-Afrikaans and English language groups, exacerbated perhaps by

19 Personal impressions from conference feedback, June 2006, based on comments made by the respondents who attended the session. Also compare K Smith, *The changing past: Trends in South African historical writing* (Johannesburg: Southern, 1988).

20 Based on several sources, amongst others; N Warden, *The making of modern South Africa: Conquest, segregation and apartheid* (Blackwell: Oxford UK & Cambridge USA, 1994), first pages; A van Wyk, “Bakens op die pad van die ou Suid-Afrika”, *Insig*, May 1994, pp. 14-15.

the uncertainties associated with these years as a result of World War I, meant that this well-meant effort was sunk in 1916.²¹

Tensions between political parties during these times eventually resulted in History teaching being declared non-committal during the period 1918-1948 as far as official History syllabi in schools were concerned.²² Nevertheless, this drawback did not affect the production of History publications by academics.²³

During this period the Ministry of Education and a variety of associations were involved in educational activities that also benefited History to a lesser and/or greater extent. Cultivation of the development of History as subject for community purposes (especially ensuring that learners develop a historical consciousness), was a central focus.²⁴

Past ideological differences between the language groups still lingered on by the time the National Party took power in 1948.²⁵ No official national historical association in South Africa existed as an independent voice from the government's educational structures in 1950. Once again, the teaching community felt the need for a historical association most strongly. Perhaps the Department of Education's announcement of the implementation of a new integrated subject, namely Social Studies, also triggered the defence mechanisms of all History practitioners – and perhaps also created another platform for differences in this regard.²⁶

Despite some constraints, the enthusiastic Inspector of Schools during those days, Dr. JJ van Tonder, took the initiative and on 11 February 1956 all his efforts came to fruition when the Historical Association of South Africa (HASA) was founded by 400 people in the City Hall of Pretoria. Although HASA generated excitement among primary- and secondary school History educators, it eventually became the mouthpiece for tertiary History educators/Historians, and was especially dominated for years by concerned white historians from the historically Afrikaans universities as far as its conferences, articles (in its journal *Historia*) and its administrative management were con-

21 PH Kapp, "Sinvol of sinister?...", 50th conference of the SAHG, June 2006, p. 4.

22 ES van Eeden, *Didactical guidelines for teaching History...*, p. 9.

23 Compare PH Kapp, "Sinvol of sinister?...", 50th conference of the SAHG, June 2006, pp. 4-6; H Phillips, "The Van Riebeeck Society's journey: the origins and destination of the Van Riebeeck Society, 1918-2004", *Suid-Afrikaanse Tydskrif vir Kultuurgeskiedenis*, 19/1, June 2005, pp. 65-78.

24 PH Kapp, "Sinvol of sinister?...", 50th conference of the SAHG, June 2006, pp. 6-7.

25 ES van Eeden, *Didactical guidelines for teaching History...*, p. 8.

26 PH Kapp, "Sinvol of sinister?...", 50th conference of the SAHG, June 2006, p. 6.

cerned. Concern among Historians that HASA still had an overwhelming focus on History educators and History teaching issues, resulted in another foundation effort – 1965 –by historians of both official language groups in Bloemfontein. The South African Historical Society (SAHS) was formed by 37 historians of whom 6 were English.²⁷

It was firmly believed that both HASA and the SAHS had a function to fulfil that should complement each other. In practice, however, this “difference” in function was not easy to define, especially if the production of articles and publications of both (not even talking about its membership that reflects similarity) are criteria. Fact is that historians had to establish for themselves to what degree they wanted to be associated with the people they had trained (directly and indirectly) who found themselves in primary and secondary education (nowadays General Education and Training – GET and Further Education and Training – FET). Meanwhile, from 1978²⁸ the History educators were floating desperately between both these History ventures in search of a permanent identity, needing more practical hands-on assistance from professionals in the Higher Education and Training Band. Apart from *Historia Junior*, at least still in operation, other useful History teaching information lay scattered between journals such as *Historia*, *Die Unie*, *Neon*, *Mentor*, *Tydskrif vir Middelbare Onderwys*, *Standpunte*, *Skoolblad*, *Educa*, *Onderwysblad* and *Onderwysbulletin*. Historians and History educators with English as mother tongue published articles related to History teaching in journals such as *Perspectives in Education*, *Education* and *Educational Review*.²⁹

Divided perspectives and perceptions among the practitioners on the school History curriculum did not contribute to set a healthy platform for History activities within a society structure. HASA’s *Historia Junior* journal declined in the seventies.³⁰ Perhaps its primary focus on South African History was a reason, although it has to be acknowledged that the retirement of Dr Van Tonder also had an impact. Perhaps 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.

27 PH Kapp, “Sinvol of sinister?...”, 50th conference of the SAHG, June 2006, pp. 8-15; 19-20.

28 PH Kapp, “Sinvol of sinister?...”, 50th conference of the SAHG, June 2006, pp. 15, 22.

29 Compare A van der Walt & M Cronje, “n Bibliografie van tydskrifartikels oor die teorie van geskiedenis en die vakdidaktiek, 1950-1984”, *Gister en Vandag/Yesterday and Today*, 9, April 1985, pp. 29-35.

30 Compare this sentence with PH Kapp, “Sinvol of sinister?...”, 50th conference of the SAHG, June 2006, pp. 19-20.

As a “last” effort in his professional capacity, Dr Van Tonder approached the former Rand Afrikaans University (RAU) to take responsibility for the production of *Historia Junior*. This never happened, but a counter-initiative resulted from this plea and also probably the sense of a wider need among school History educators from all languages and races. In its first editorial note this new initiative, named *Yesterday and Today*, financially supported by the HASA, reflected concern over History as a declining subject because of the existing need to serve the educational community with creative and useable articles, having no intention to support any official viewpoint.³¹ It is also interesting to note that symposiums and seminars on History teaching, organised by tertiary institutions, took place from time to time outside the ambit of existing history associations or societies.³²

Tertiary academics, also involved in *Yesterday and Today*, 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.³³

In September 1985, *Yesterday and Today* reported as follows:³⁴

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 so-ciety will be a reality in 1986.

With a healthy and growing circulation of approximately 400 members³⁵ of *Yesterday and Today* at hand (which can be regarded as proof of its need in especially primary and secondary education), another conference initiative

31 Editorial, “A team effort”, *Gister en Vandag/Yesterday and Today*, 1(1), April 1981, pp. 1-2.

32 Compare MH Trümpelmann, “Simposium oor kreatiewe onderrig in Geskiedenis”, *Gister en Vandag/Yesterday and Today*, 4, Sept. 1982, pp. 3-4; C Venter, “Soeklig op die probleme met Geskiedenisonderrig”, *Gister en Vandag/Yesterday and Today*, 5, April 1983, p. 7.

33 Compare Anon., “Konferensie, Geskiedenis vakdidaktici, (Unisa, Pretoria, 14 June 1985)”, *Gister en Vandag/Yesterday and Today*, 10, September 1985, pp. 1, 3.

34 Anon., “Verslag: Vergadering oor die opleiding van Geskiedenisonderwysers – Unisa: 14 June 1985”, *Gister en Vandag/Yesterday and Today*, 10, September 1985, p. 4.

35 Interview, Prof. MH Trümpelmann (1st editor of *Yesterday and Today*), 7 June 2006.

by didactics specialists and historians, held in July 1986, finally prepared the ground for the founding of a society for History teachers.³⁶

The groundwork for this society was done by the History Teaching Methodology/Didactics specialists of RAU, Unisa and the Teaching Colleges of Goudstad, Pretoria and Johannesburg. Prof. Kapp of the RAU shared the following memories to further clarify foundational motives from the colleagues of the RAU's-perspective:

Die Vereniging vir Geskiedenisonderrig is gestig om vernuwende idees oor Geskiedenisonderrig, soos dit ook op die Europese vasteland, en nie net in Engeland of die VSA ontwikkel is nie, hier te lande uit te dra. Die Duitse en Vlaamse/Belgiese voorbeelde...het swaar geweeg.

In additional notes in this regard Prof. Kapp stated that the urgency, not to be isolated from renewal trends in the educational methods of History in Europe, has played a dominant role in the founding of the SASHT.³⁷ As a result then of many needs the South African Society for History Teaching/Suid-Afrikaanse Vereniging vir Geskiedenisonderrig was founded at the 1986 conference (Unisa).³⁸ The name of the Society appears to have been used in two ways. Initially, from the date of its founding until at least 1988 when the first conference at US took place, it was referred to as the Society for the Training of History Teachers.³⁹ During the annual meeting of the SASHT executive at US, the name change was accepted.⁴⁰ By the time the 1992 conference took place, the new name of the Society was widely used.⁴¹ This change was apparently made to ensure that the Society's focus was also inclusive of tertiary history educators from the History Didactics/Teaching Methodology and

36 M Trümpelmann, "Memories of the SASHT since 1986", SASHT Newsletter, Oct. 2003, pp. 3-4. In his memoirs, prof. Trümpelmann clearly indicated that "at a 1986 conference the SASHT was established". This 1986 therefore cannot be regarded as the first conference organised by the SASHT.

37 PH Kapp (Memories from Personal Collection), 8 August 2007. In this memory Prof. Kapp refers to international associations with Prof. Jorn Rüsen of the Eckhardt School in Germany; with Raf de Keyser of Leuven (Belgia) and with the organisation UCLA as well as the Columbia University. In 1991 extensive contact also was made with the History Council Group in England and some executive members also took part in the annual conferences of the International Society for History Didactics.

38 Compare JML Horn, "Redaksioneel", *Gister en Vandag/Yesterday and Today*, 12, September 1986, p. 1; ES van Eeden (Personal Collection), interview, MH Trümpelmann, 7 June 2006.

39 JML Horn, "Redaksioneel", *Gister en Vandag/Yesterday and Today*, 12, September 1986, p. 1; JF Stuart, "Suid-Afrikaanse Vereniging vir Geskiedenisonderrig/South African Society for History Teaching", *Gister en Vandag/Yesterday and Today*, 17, April 1989, p. 27.

40 JF Stuart, "Suid-Afrikaanse Vereniging vir Geskiedenisonderrig...", *Gister en Vandag/Yesterday and Today*, 17, April 1989, p. 27.

41 Compare, SASHT, Biennial Conference Report, 1992; "Onderrig van Geskiedenis kwel kenners", *Beeld*, 11 Januarie 1996, p. 8; *Beeld*, 12 Januarie 1996, p. 2.

History Departments (See Appendix A for a Conference venue detail).⁴² For many years the SASHT did not use a specific logo to identity itself. After *Yesterday and Today* officially became part of the SASHT activities, this journal's identity was spontaneously used for the SASHT as well.

Structure, role and impact

Structure general

Six regional branches were identified from the onset as it was probably seen as the most practical and effective way to ensure a wider membership interest and activity. They were:

- Northern Transvaal (including Venda, Lebowa, Kwandebele, Kangwane and Gazankulu);
- Southern Transvaal;
- Western Transvaal and the Orange Free State (including Bophuthatswana and Qwa Qwa);
- Natal (including KwaZulu);
- Eastern Cape (including Transkei and Ciskei);
- Western Cape, Northern Cape and South West Africa/Namibia.⁴³

Exactly how the young SASHT envisaged these branches to operate is uncertain. This initiative started to wane somewhere along the line, with the result that the request had to be explored once again after a general meeting discussion.⁴⁴

A difficulty perceived from the first conference in 1988 at the University of Stellenbosch was how to involve primary and secondary educators from other provinces in subject/discipline development and knowledge exchange opportunities like these. Eventually SASHT conferences mainly operated as an opportunity for educators from a specific SASHT branch to attend, although a very low percentage from other branches always participated. Financial difficulties, and the original time of year at which conferences were held (such as

42 JF Stuart, "Suid-Afrikaanse Vereniging vir Geskiedenisonderrig...", *Gister en Vandag/Yesterday and Today*, 17, April 1989, p. 27.

43 JML Horn, "Editorial", *Gister en Vandag/Yesterday and Today*, 12, September 1986, p. 1.

44 Compare personal memories ES van Eeden and SASHT documents, minute, General meeting, 12 January 1996.

the US conference that was held at the end of January),⁴⁵ were burdens and not ideally suited to the needs of teachers, but rather those of their tertiary colleagues.⁴⁶

Structure related to constitutional issues

Some decisions that were identified in sources:⁴⁷

- The chairperson (see Appendix B for historical detail on SASHT chairpersons and the executive) could originally be nominated for 4 years. The executive members should be domiciled close to each other. The more executive nominations were proposed from all over the country the more difficult (financially and communication-wise) it became to have proper meetings in person on a regular basis. The availability of e-mail, SMS and Internet opportunities removed some obstacles but not all, as some SASHT members (rural and urban) still only operate on snail mail addresses.
- Conferences would be held bi-annually, and the executive elected for 2 years (from conference to conference).⁴⁸
- According to the constitution of the SASHT Section 3, p. 1, the official languages are English and Afrikaans.
- Membership fees: Started with R15 per annum in 1986 and by 2006-2007 the fees amounted to R120 (theoretically a growth of an average of R10 per annum).
- In 1996 the language accessibility of the SASHT was discussed. At a general meeting in 1998 (in Cape Town) it was decided that in future the general SASHT meeting would be conducted only in English. In a sense this arrangement also spontaneously became the protocol since then, without any specific voting or decision making in this regard.⁴⁹

After 2000 the SASHT constitution “in its absentia” (or what was spontaneously known as the SASHT’s constitutional way of doing) was in many ways not followed or adapted. Changes essential for survival were made from time to time without consultation or consideration of a specific constitution. The

45 The SASHT branch system spontaneously came to an end in the nineties, and revived again in 2002 under the 9 provincial systems, but with no extraordinary success. Memories, ES van Eeden.

46 Compare *Gister en Vandag/Yesterday and Today*, Conference notice, 14, September 1987, p. 1.

47 SASHT source material on its constitutional focus is still lacking. In Sept. 2006 the newly appointed executive decided to draft a new constitution based on the SASHT principles before the 2007 conference.

48 Compare SASHT documents, Sixth [ca.Fifth] chairperson’s report, 1994-1996, p. 1.

49 Compare SASHT Newsletter, 3, August 1999, p. 3.

need for a newly developed constitution was discussed during the September 2006 conference. A proposal will probably be discussed during the September 2007 conference.

Recruitment and the problems of recruitment were always on the agenda of General meetings. Eventually the success of recruitment very much lay in the hands of the secretary or treasurer who had to market the Association among potential members and remind existing members to continue their membership. With a very low working budget (R15 per member, and by 1998 R20) it became extraordinarily difficult to cover all costs of marketing (electronic reminders included), sending of Newsletters and so forth.⁵⁰ The membership fee was eventually raised to compare better to that of other similar associations and to achieve more.

SASHT role

The SASHT decided to follow the path/focus of History as discipline in general when it was decided to determine the role of the SASHT. It was stated that the role of History in general will always be to serve: the general community; the educational sector; History as science; in the best/most improved or innovative ways of the time.

For the newly founded SASHT in 1986 the purpose of its existence was mainly to 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 to continue 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;

⁵⁰ Compare personal memories ES van Eeden and SASHT documents, Minutes, General meeting, 12 January 1996.

- 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.⁵¹

The basic activities of the SASHT were the publication of *Yesterday and Today* and the organising of a bi-annual conference.⁵² In a sense a recognition of changed times and a need for having regular workshops (also then to act as a marketing opportunity for the SASHT) were neglected in the past. The year 2006 marked the beginning of a new approach towards History workshops within the SASHT of which the fruit will be evaluated in the years to come.

Impact

In general the presence of the SASHT eventually had to, amongst other things, be reflected in the i) SASHT membership enrolment (see Appendix A) ii) the *Yesterday and Today* content iii) general newspapers iv) education departments and v) tertiary educational activities.

As official voice of the SASHT since 1990,⁵³ *Yesterday and Today* has entered a difficult second decade after a relatively smooth and successful first decade in the nineteen eighties. Some of the regular financial contributors reduced their support from 1991, and the editorial team had to rely on schools for an annual fee. Furthermore, the closing down of the Goudstad Teachers Training College (GOK) during the same year required a new venue for the formatting and editing of *Yesterday and Today* that JML Horn was tasked with since the very early years of the journal.⁵⁴ From 1992 the History Department of the University of Stellenbosch took the burden as new editor of *Yesterday and Today* on its shoulders with Prof. Pieter Kapp as editor.⁵⁵ Although the change of editors hardly caused any interruption in the appearance and the production of *Yesterday and Today*, the publication dates of the two annual issues changed from April to May and from September to October. This ar-

51 JML Horn, "Editorial", *Gister en Vandag/Yesterday and Today*, 12, September 1986, p. 2.

52 Compare SASHT documents, Sesde [ca.Vyfde -ESvE] chairperson's report, 1994-1996, p. 1.

53 Compare the editor's note in JML Horn, "Redaksioneel/Editorial", *Gister en Vandag/Yesterday and Today*, 21, April 1991.

54 JML Horn, "Redaksioneel/Editorial", *Gister en Vandag/Yesterday and Today*, 22, September 1991.

55 Compare *Gister en Vandag/Yesterday and Today*, 25, May, 1993.

rangement was simply for practical reasons to ensure that the Journal could also cover the September conferences in the 2nd edition of *Yesterday and Today* instead of waiting for the next year's edition in doing so.

An interruption and eventual discontinuation of *Yesterday and Today* became inevitable in 1997. After desperate efforts, such as sending membership forms to 4400 schools and receiving only 77 willing to subscribe, an impossible negativity crept into well-meant efforts to keep a dream alive. In total 241 subscribers had been recalled by 1995.⁵⁶ The 1996 conference in Potchefstroom in conjunction with the SAHA, was a last-ditch attempt to recruit teachers and History academics for the journal as well as for the SASHT (as seen from a SASHT executive angle).⁵⁷ Apart from the fact that the *Yesterday and Today* articles became perhaps a bit too intellectual and less classroom-focussed for some teachers since the 1996 conference,⁵⁸ no extraordinary recruitment progress was made. The impact that rumours at the time (of “no school history in future”), had on educators of History⁵⁹ should also serve as a reason why hopes for increasing subscription to *Yesterday and Today* by December 1997 were futile.

The “will History disappear?” question, as well as a concern about the future of History in “Curriculum 2005”,⁶⁰ and, for that matter, the question of an expanded future for History educators, steadily became issues affecting the future survival of *Yesterday and Today* that its editorial had to combat. To them 1997 was a crisis year. So much was to be debated but the financial burden of insufficient support, as well as a declining SASHT membership, led to an uphill battle to keep *Yesterday and Today* alive. Perhaps the complexities and uncertainties with regard to History's future in schools indeed affected History in the GET and FET educational phases more than was expected by

56 Compare SASHT documents, Letter P.H. Kapp/SASHT Executive – Financial report on the *Yesterday and Today*, 1 July 1994-30 June 1995.

57 As secretary/treasurer of the SASHT and an executive member of the SAHA, the initiative to temporarily marry both these associations in one conference under the conference theme, History Syllabi, came from the Potchefstroom members and former PU for CHE (now the North-West University) History Department. Apart from the benefits of having the opportunity to recruit more people from the same discipline to attend, it was also simply an arrangement suggested to avoid managing two conferences in the same town for the same year (ES van Eeden, Memories, Personal collection).

58 A personal opinion after having studied the last publications of *Yesterday and Today* with care – E.S. van Eeden.

59 Compare the 1992 SASHT Conference papers: MF Wilkinson, “Are we ready to bury History?”; T White, “The History syllabus and change: Where to now?”; The History Education Group (Ed.), *History matters. Debates about a new curriculum for South Africa* (Heinemann-Centaur Publishers: Cape Town, 1993).

60 Compare Anon., “Kurrikulum 2005”, *Gister en Vandag/Yesterday and Today*, 33, May, 1997, pp. 1-2.

HET educators.⁶¹ The editor of *Yesterday and Today*, Professor Kapp, in 1997 wrote the following to subscribers:⁶²

For the past seventeen years this journal was produced through efforts of individuals who took a keen interest in the teaching of History. Producing the journal twice a year depended almost entirely on the editor. Dwindling subscriptions and the rising cost of paper, printing and postage forced the Editorial Board to decide at its 1996 meeting to discontinue the Journal at the end of that year. The editorial staff, however, decided to risk another year of publication. We have now reached the stage where we have to decide whether we can run a risk for another year... We are convinced that history teachers will need professional guidance and assistance to interpret new developments concerning the position of History in the school curriculum and understanding new trends in the interpretation and teaching of history. We pledge to make a positive practical contribution to your needs. But we need your support. We must have 500 subscribers to continue with the journal...

With a declining membership in the SASHT itself (100 by 1998 and approximately 55 that attended the conference at St Stithians),⁶³ it was hard to believe that the journal's pledge would be met in 1998. The SASHT organised a conference in September 1998 in Cape Town at the South African Cultural History Museum that was attended by 55 people. The concerns that resulted from this conference included the SASHT's inability to communicate to its members what the key discussions were. Among the limited working force of a chairperson (R Siebörger) and the secretary/treasurer (ES van Eeden) it was decided to develop a SASHT newsletter as temporary replacement for the absence of a journal like *Yesterday and Today*.

The first SASHT Newsletter was published in March 1998, and was followed by another in July 1998. In a sense this "emergency measurement" eventually lasted eight years, and the History developments over these years were covered in 10 Newsletters. Originally only 6-10 pages of content were printed in A5 format, but by 2005 a reasonable A4 publication of more than 30 pages was sometimes distributed to members. New History teaching trends (such as World History; Outcomes Based History and an involvement

61 Compare answers by History methodology/didactics practitioners of History in ES van Eeden, "A 21st Century perspective – value and way forward of History – a motivational discourse", SASHT/ NWU, Emfuleni Conference Centre, Vanderbijlpark, History workshop on Empowering the History Teacher, 22-23 June 2006; B Mohamed, "A word from the new SASHT – Chairperson", SASHT Newsletter, Aug. 1999, p. 2; ES van Eeden, "The value and way forward of History – a motivational discourse from a 21st Century perspective", *New Contree*, 51, May 2006, pp. 25-54.

62 Anon., "We need your support", *Gister en Vandag/Yesterday and Today*, 34, October 1997, p. 3.

63 SASHT Correspondence, ES van Eeden (Personal Collection), E-mail, R Siebörger/ES van Eeden, 27 October 1998.

of SASHT members in South Africa's History Curriculum development)⁶⁴ are recorded.⁶⁵

For the SASHT the year 2006 will always be remembered as a time when it received a second chance to revive *Yesterday and Today* (then known as *Yesterday&Today*) with funds made available for 2006-2007 by the North-West University (NWU). In March 2006 a special edition was published that mainly covered some papers that were presented at the September 2005 conference. The hope was expressed that publishers, schools, tertiary History departments/subject groups as well as individuals would once again, as in the eighties and early nineties, be willing to invest in their discipline/subject to ensure the survival of *Yesterday and Today*. With *Yesterday&Today*'s new appearance and warm, colourful cover, it wanted to symbolise man and its history as an inevitable past and future process.

The SASHT and aspects of inclusion, exclusion and nonparticipation as possible implications for belonging/not belonging⁶⁶

For all theoretical and practical purposes, the activities of the SASHT since 1986 were given some impetus by the young publication *Yesterday and Today* (operative since 1981).⁶⁷ The approach to participation and involvement in this Journal is significant as it was eventually carried forward in 1990 to the SASHT executive approach and structure. Therefore it is worthwhile browsing through the 34 editions of the Journal in an effort to spot specific trends or ideological approaches other than the methodological discussion of content that featured prominently at the time.

64 Compare SASHT documents, Minutes, Executive and the General meeting, 12 January 1996.

65 Compare personal memories ES van Eeden and SASHT documents, Minutes, General meeting, 12 January 1996, p. 6; SASHT, Newsletters 2-10.

66 These points of discussion were part of the suggested conference theme of the South African Historical Association in June 2006. It was decided to use these points to mould the SASHT development and activities since 1986 into it.

67 The former Transvaal Education Department (TED) after 1981 enrolled no less than 800 schools for receiving this journal. In the Free State 400 members were enrolled, in the former South West Africa (Namibia) 60 members and 2000 members were enrolled by the Department of Education and Training. In the former Provinces of the Cape and Natal the option to enrol was left to the discretion of individual members. See PH Kapp (Memories from Personal Collection), 8 August 2007.

Writing about black people, black involvement?

Coincidentally it is Mr Jimmy Verner (the present chairperson of the SASHT) who was the first to specifically write about an aspect of the History of black people in South Africa in a 1985 edition of *Yesterday and Today*.⁶⁸ The need for training of History teachers from black schools was also emphasised at History teaching symposia that *Yesterday and Today* supported and reported on.⁶⁹

Dr Simon Kekana, who was associated as an executive member of the SASHT after 1986, during this year became the first black academic in History to write no less than two articles for *Yesterday and Today*, titled: "The textbook and History teaching" and "University education and historical study for blacks" in which he focussed on the need for change of curriculum content.⁷⁰

In 1987 Prof. Herman Giliomee was the first white academic from a tertiary institution to write in *Yesterday and Today* about history writing and people's history as far as the black people of South Africa are concerned.⁷¹ Thereafter more contributions followed that mainly focussed on Black student teacher's historical understanding.⁷²

In essence the afore-mentioned contributions reflect aspects of inclusion before and after the founding of the SASHT. However, the question may be asked why it was only included three years after *Yesterday and Today* started as journal? As there must have been expertise on curriculum development from a wide academic sphere, it would have paid to approach this wider audience rather than choose the easier way of getting a few publications out to secure a membership first. In hindsight (and that is obviously always the best position to be in and respond, even if not all the logistical problems are known) this step required reflection on inclusiveness. This would eventually lead to un-

68 J Verner, "A brief comment on the political role of the African from the Union to World War II", *Gister en Vandag/Yesterday and Today*, 9, April 1985, pp. 24-26.

69 Compare the reference to C Coetzee's paper in "Verslag: Vergadering oor die opleiding van Geskiedenisonderwysers", Unisa, 14 Junie 1985, *Gister en Vandag/Yesterday and Today*, September 1986, p. 3.

70 See NS Kekana, "The textbook and History teaching", *Gister en Vandag/Yesterday and Today*, 11, April 1986, pp. 14-15 and "University education and historical study for blacks", *Gister en Vandag/Yesterday and Today*, 12, September 1986, p. 22.

71 H Giliomee, "The case for a pluralist South African school", *Gister en Vandag/Yesterday and Today*, 13 September 1987, p. 2.

72 See R van der Merwe and DJ McGill, "The influence of indirect factors on black student teachers' historical understanding", *Gister en Vandag/Yesterday and Today*, 26, October, 1993, pp. 28-35; M Roth, "Black historical consciousness/white historians: the attitudes of Black first-year history students to some of the problematic aspects of South African history", *Gister en Vandag/Yesterday and Today*, 28, October, 1994, pp. 30-38.

necessary (though important in general) hang-ups among tertiary academic scholars on, for example, ideology, race and language, especially since some firmly believed that *Yesterday and Today* was an attachment of the former *Historia Junior* which they may have labelled as an exclusively white-centric approach to South Africa's history. Perceptions on exclusion and nonparticipation could have been possible during these times and it could have reflected implications of not belonging.

SASHT conferences and 'Yesterday and Today' – the level of inclusiveness by the executive/editor(s)/organisers?

The very first SASHT conference (then called congress) during 29-30 January 1988 at the University of Stellenbosch, strikingly reflects a reasonable balance of 19 presenters between the then official language groups English (7 papers) and Afrikaans (12 papers), as well as the topics covered (16 on History teaching methodology issues and 3 from a History content/knowledge-based angle). What is also significant is that the presenters included Historians, tertiary Educators from a broader field than just History Didactics, and History teachers and academics from other disciplines and institutions.⁷³

The subsequent SASHT conference in 1990 at RAU was not only intended to commemorate the 10 successful years of *Yesterday and Today's* existence, but also focussed on a key topic of the day, namely multiculturalism. Apart from having a speaker with international standing, namely Jörn Rüsen, to present the key address on education in a multicultural society, the memory of the attendance of a wide variety of interested groups/people endures. Among others they were the SASHT chairperson Dr Simon Kekana, Prof. Rob Siebörger (UCT) and a school teacher (also involved in textbook writing) Mr Bruce Mohamed.⁷⁴

At the 1992 conference held at the Mamelodi Campus of Vista University in Pretoria (also to serve as an accentuation of their 10 years of existence), 26 papers were delivered. From the variety of topics covered, it was clear that SASHT members exercised a freedom of right to debate contemporary educa-

⁷³ Compare *Gister en Vandag/Yesterday and Today*, Conference notice, 14, September 1987, p. 1.

⁷⁴ Compare SASHT Conference Publication, 1990.

tional trends,⁷⁵ theoretical views⁷⁶ as well as practical applications of History for the classroom, especially in an era of electronic development.⁷⁷ Apart from the publication of most of these papers in *Yesterday and Today*, they (as was the method in 1988 and 1990) were also included in a conference publication. The quality of some papers apparently caused problems to the editors of *Yesterday and Today* who had difficulty to decide which ones met at least a reasonable publishing standard. In the years that followed this concern grew.

The September 1994 SASHT conference at the Wellington Teachers' Training College featured at least 10 papers of a practical nature.⁷⁸ At this stage a declining membership led to a decision to have a joint conference in January 1996 with the SAHA in Potchefstroom. In hindsight, it did not serve the actual purpose of strengthening the SASHT membership, neither did it reflect the approval of the majority of its members.⁷⁹ The closure of *Yesterday and Today* in 1997 was also a depressing announcement. Somehow all these efforts of being inclusive and creating a sense of belonging may have reflected the opposite thinking, namely, i) the SASHT was not good enough to stand on its own feet; ii) some SASHT members did not want to have a joint conference with the HASA; iii) the closure of *Yesterday and Today* could have justified the majority's supposition that the tertiary academics also won in their efforts regarding the future of History in schools.⁸⁰ It may also be argued that the approach to the last editions of *Yesterday and Today* was far too academic for the majority of History teachers wanting to have practical guidelines on how to understand and teach History in the new democratic South Africa. In addition, the publishing of each and every article in Afrikaans and English from

75 Compare the 1992 Conference papers: PH Kapp, "The future of History as a school subject in South Africa"; MH Trümpelmann, Kurrikulumvernuwing – lesse uit die RGN kurrikulumondersoek rakende Geskiedenisonderrig"; JS Mohlamme, "Why South African History must be rewritten"; R Siebörger, The future of History textbooks" and WP Visser, "People's History en Geskiedenisonderrig op skool: 'n Alternatiewe geskiedenis vir die nuwe Suid-Afrika?"

76 Compare the 1992 Conference papers: M Broodryk, "Die problematiek van die onderrig van Geskiedenis: verlede, hede en toekoms"; PH Stewart, "Democracy through History skills: Towards a genuine national young historians' conference"; GV Mqingwana, "History as a means of educating democracy" and J van der Merwe, "Some guidelines for the implementation of a multi-perspective approach in the History classroom".

77 Compare the 1992 Conference papers: FJ Pretorius, "Rekenaargesteunde onderrig in die Geskiedenisklas"; B Kotzé, "Geskiedenis – 'n audiovisuele benadering";

78 M Broodryk, "Fifth Biennial conference of the South African Society for Teaching History", *Gister en vandag/ Yesterday and Today*, 29, May, 1995, p. 62.

79 Compare personal memories ES van Eeden and SASHT documents, minutes, General meeting, 12 January 1996.

80 It is acknowledged that the Ministry of Education's efforts within the newly created South African History Project (SAHP) may have expressed hope, but the fact that an independent voice like the SASHT and its journal were on a declining path was not a healthy state at all. For the first part compare ES van Eeden, *Historiographical and methodological trends in the teaching of History in a changing South Africa*, *Historia*, November 1997.

the mid-nineties was not only costly, but could have reflected perceptions of either multi-lingual inclusiveness or lingual exclusiveness, and even nonparticipation and/or a specific ideological/cultural focus – depending on your language preference/racial descent. Seen from these angles, aspects of exclusion and nonparticipation certainly featured, although it remains debateable whether it was ever the intention.

In 1998 Cape Town was the next conference venue. The attendance of 30 was regarded as poor seeing that 1500 invitations were distributed. This one-day conference was in many ways a mixture of theory and practice (that included a visit to the Alabany museum and Robben Island).⁸¹ Of crucial importance was the decision to have the general meeting in English and this has remained the status quo for the SASHT up to 2006. In many ways this step towards inclusiveness (as English was acknowledged as the voice for communication by the majority of academics regardless of race and in which mother tongue you were raised) was apparently much more acceptable to the majority of teachers who had to teach History in English. Obviously the use of English advantaged some more than others, but it is important to bear in mind that it could have been seen as a step towards inclusiveness by some whereas others could have experienced it as a step towards exclusion.

Membership difficulties and a SASHT executive management crisis led to the organising of a SASHT conference in 2001 instead of the regular biannual meeting. In many respects this also led to broader impressions that a RIP situation for the SASHT existed. Without being officially elected, Mr Jimmy Verner took over the responsibilities as SASHT chairperson after the resignation of Bruce Mohamed.⁸² St Stithians Girl's College in Johannesburg (where Jimmy was a History teacher) was the only option at the time because Elize van Eeden then also moved from Potchefstroom to Pretoria after July 1998. In a sense this left the SASHT rootless as it was not specifically attached/connected to any tertiary institution that usually provides for the important infrastructure as required in any academic society. The 2001 conference was nevertheless quite fruitful in the sense that the future of History in the newly created learning area of Human and Social Sciences (HSS) was discussed, and that June Bam also addressed the SASHT members in her capacity as co-ordinator of the Social Sciences Working Group of the Ministry of Education.

81 SASHT Newsletter, minutes, General meeting, 26 September 1996, p. 4.

82 As far as it can be recalled Bruce Mohamed was offered a post somewhere in Africa – Personal memories, ES van Eeden.

Practical issues in History methodology, useful to History teachers, still covered the main part of the conference papers. More importantly, from an angle of inclusiveness, this meeting featured more papers presented in languages other than Afrikaans. Another extraordinary decision that resulted from this meeting was that the acting chair and the secretary treasurer (respectively J. Verner and E. van Eeden), should continue to drive the SASHT in an emergency phase, because the number of members were too limited at this conference to make any purposeful recommendations on the way forward.⁸³

Perhaps new “competition” for the SASHT, as far as the recruitment of History teachers was concerned, was the existence of the South African History Project – spearheaded by the DoE. It was intended that the SAHP would found a national History Society, although nothing came of this intention.⁸⁴

With a handful of loyal members, the 2003 conference of the SASHT was held at RAU (UJ). Approximately 36 people attended this conference. As an effort to approve the still unhealthy status of the Society, the attendance requested the newly appointed executive to explore the market for more members; that regional SASHT branches should be formed to organise regional workshops; and to meet with SAHP members and to organise national SASHT workshops. Mr Jimmy Verner was once again nominated as chairperson (and Van Eeden as secretary/treasurer) of the Society⁸⁵ to add a “sense of solidness and strength to a still vulnerable Society”, despite some hope and progress.⁸⁶ The rest of the SASHT executive reflected a sound inclusiveness from all over the country and from a variety of academic institutions.

Busy schedules and the difficulty of recruiting regional SASHT members to organise workshops in branches led to limited success in this regard.⁸⁷ The 2005 conference at St. Marist in Durban followed, but was only attended by 20 people. The outcome, however, was very positive in the sense that the group wanted the SASHT to continue its activities. Regional assistance and marketing were offered by all. The detrimental decision of teachers that, for the time being, the NWU should operate as the seat for the SASHT just to give it a strong start, was accepted. With this in mind no less than three executive members were nominated from this University (one from the

83 SASHT conference programme, 19 October 2001. Personal memories, ES van Eeden.

84 Compare SASHT documents, E-mail ES van Eeden/J Verner, 21 October 2002; Newsletter 5, 2002, pp. 7-16; SASHT Newsletter 6 (Chairman's report, October 2003, pp. 5-6.

85 SASHT Documents, minutes, SASHT Newsletter, October 2003, pp. 7-8.

86 A remark made by a member of the SASHT, E Viglieno of Berea in Gauteng, 2003.

87 See SASHT Newsletter 7, May 2004.

Potchefstroom Campus and two from the Vaal Triangle Campus). It was also decided to rather organise a conference for 2006 again than to wait for another two years before addressing more critical issues. That would prevent a continuous decline.

The “restructuring” approach started with the organising of a SASHT workshop for 22-23 June at the Emfuleni Conference Centre in Vanderbijlpark. It was strongly (as well as financially) supported by the NWU and the DoE (Gauteng region) through Dr N. Parsard. The overwhelming didactic focus was “Empowering the History teacher” in the classroom. As it was promised to be a practical workshop approach in the true sense of the word (and a very first experience of this kind for the SASHT), roughly 125 people attended. This historical event also marked an inclusiveness for which academics and teachers have been hoping for many years. Though growth towards a still better understanding of the History educator’s needs, their historical and professional hardships as well as language issues were still requirements, each and all in the profession could invest in a healthy cooperation in future that would benefit the subject/discipline and not selfish preferences.

For the September 2006 conference, the marketing process was much more thorough than ever in the past (as a result of the availability of an infrastructure) and effective (via the University website; SMS messages and personal calls). A website for the SASHT also operated from December 2006. As more money becomes available and a solid infrastructure can be developed, the SASHT should continue to grow from strength to strength. The Executive is now more positive about its future than in the last 8 years of existence of the Society.

By 2006 the SASHT list of members presented a balanced group of expertise from all racial and language groups. This has been the SASHT’s focus since foundation, and it remains its focus in 2007.

Themes in History and the History teaching methodology – the level of inclusiveness of contributions by editor(s)/writer(s)/member(s)

In many respects the approach to content in *Yesterday and Today* up to its abolishment was, and still is, a reflection of the thinking by SASHT members on the transformation/development needs of the subject/discipline of the day.

From April 1981 to 1997 the article content in *Yesterday and Today/Gister en Vandag*⁸⁸ could roughly be analysed as follows:

Number of editions: 34 (The special edition of 2006 excluded)

Articles on History Teaching Methodology: 220

(topics on how to apply local and contemporary history; maps, assessment in SA [in 1983 and 1984 already], sources, skills-based teaching, exam creativity; new teaching trends abroad; interdisciplinary methods; learning outcomes in SA (in 1990 already); bibliographies. Discussions on historical consciousness, teacher training; political literacy; reinterpretation; People's History; teaching in multicultural communities; distance training; indoctrination; syllabus concerns; History teaching in other countries and in South Africa after 1994; computers and History; teaching controversial issues; World History and classroom differentiation are also prominent).

Articles in Studies (in depth and broadly with only an indirect, if any, reference to History teaching) **on History themes:** 105

Afrikaans articles: 205 (a rough count)

English articles: 120 (a rough count)

From the statistics above it is clear that the articles on teaching methodology formed the bulk of the articles in *Yesterday and Today* and the papers presented at SASHT conferences (with a number of papers most of the time published in *Yesterday and Today*). Though Historical writing in its variety most of the time represents the perspective of a Historian, the bulk of the content in *Yesterday and Today* and at SASHT conferences never blatantly/explicitly promoted a specific race or language group in South Africa. However, the semantic approach to sustain an obsolete multi-perspective, empathetic approach to all historical content from all writers/participants cannot be confirmed. The acceptance that all contributors first of all wanted to promote the value of the subject/discipline as well as to exchange their experience/efforts to improve the teaching of History in many interactive ways, should never be questioned or evoke a perception of narrow-minded interpretations.

Openness to different interpretations and perceptions stimulated debate and eventually cultivated a more considerate approach to the past. In fact, SASHT members and participants from all language groups never shied away from debates like curriculum content and alternative suggestions, Apartheid

88 This Journal was known as *Yesterday and Today/Gister en Vandag* up to 1998. After it revived again in 2006 it was decided to change the name to *Yesterday & Today*.

and People's History, the value of historical consciousness; changing South Africa's history, and so forth. Furthermore, disappointment and frustration of the SASHT executive is recalled in that they were not able to include members from all academically active scholars as a result of perceptions and a fear that the South African past may be repeated or/and cultivated in the SASHT structures.⁸⁹ For the SASHT their membership enrolment reflected a balance between historians and History educators from all race and language groups. This has been the SASHT executive's vision since its foundation in 1986.

A typical example of the opportunity to openness is the personal response on the 1st SASHT conference at US in 1988 by the 1998-2006 chairperson, Mr Jimmy Verner, in *Yesterday and Today*:

...The opening address ...discussion on the relevance of political literacy for schools...by a panel...composed of Prof. Trümpelmann of RAU, Prof. Stuart of UNISA and Prof. Kotzé of Stellenbosch. These are all Afrikaner academics and their common ground is too great for a really effective panel...My overall reaction was of an opportunity missed – the discussion was too theoretical and lacked the spice of divergent concepts of political literacy and its values. If the panel had been more disparate, for example, a Xhosa, a Coloured, an Englishman and an Afrikaner we might have come closer to the problems of what political literacy is and how to teach it...

To Mr Verner the listening to and following of papers in the “other” official language [Afrikaans] were just too tiresome as far as the “extra effort of concentration”⁹⁰ was concerned. With this comment he probably accentuated the difficulties many had with any other language being used as a second or third language. Times have changed since, so that the language concern became more the concern of the presenter than that of the audience, but it is still not as effective as it can be because of the difficulties to accommodate all language groups at a conference.

Another obstacle that school educators experience within the SASHT (and even other History-related societies that were also supposed to accommodate History educators in schools) was the overwhelmingly theoretical approach to papers presented at SASHT conferences. Sometimes it appeared as if only History educators from tertiary institutions and not History teachers were willing to present papers on newly researched topics or issues of the day. Arguments such as that stage fright or a fear that longstanding scientific research

89 Compare Interview, Prof. MH Trümpelmann, 7 June 2006.

90 J Verner, “The South African Society for the Training of History Teachers. National Congress 29-30 January 1988”, *Gister en Vandag/Yesterday and Today*, 15, April 1988, p. 25.

is the master over experience and practical hands-on efforts inhibited teacher participation, cannot be excluded but it remains a pity.⁹¹ This trend of more theoretical discussions than the organising of workshops and hands-on ideas for classroom facilitating was also noticeable in the SASHT conferences that followed. Thus, in a sense a reference to a lack of academic inclusiveness was the order of the day.

In 1994, for the very first time since 1981, *Yesterday and Today* under the editorship of Prof. Pieter Kapp, published some papers that were delivered at a conference of the South African Historical Association. Its controversial nature, namely the future of History as school subject within the new dispensation, most probably was the reason for this decision. The fact that respondents (such as Dr Neville Alexander and Prof. B.J. Liebenberg) were asked to reply to articles by, for example, Prof. Kapp, Prof. Van Jaarsveld and Dr Broodryk,⁹² should be seen as an opportunity the Journal took to ensure an open debate. On the other hand it raised eyebrows on the competency of the SASHT at that stage to provide meaningful content as its voice for debate in its own journal. It was only in 1996 that the academic marriage of *Yesterday and Today* and the SASHT featured prominently in the journal.⁹³ A reference to the SASHT or/and any conferences in *Yesterday and Today*, was noticeably lacking between 1994-1996.

In the 1994-1996 journals of *Yesterday and Today* article contributions from HET academics for, amongst others, HET History educators featured more prominently than ever before. The journal also became much bulkier (up to 80 pages).⁹⁴ In his capacity as chairperson of the History Commission's History Olympiad Committee within the South African Academy for Science and Arts structures, Prof. Kapp published the winners of this Olympiad on an annual basis. Great efforts were made by the editorial team since 1995 to publish articles of importance to a wider audience in both Afrikaans and English.⁹⁵ Issues such as whether History will disappear in the new curriculum, the importance of History content, and how the development of Learning

91 Compare J Verner, "The South African Society for the Training of History Teachers...", *Gister en Vandag/Yesterday and Today*, 15, April 1988, p. 26.

92 See *Gister en Vandag/Yesterday and Today*, 27, May, 1994.

93 Compare *Gister en Vandag/Yesterday and Today*, 31, May, 1996.

94 Compare *Gister en Vandag/Yesterday and Today*, 27, May, 1994-29, May 2005.

95 Compare *Gister en Vandag/Yesterday and Today*, 31, May, 1996; 34, October 1997. The passion Kapp had for his mother tongue Afrikaans is probably the reason why it was preferential doing articles in both languages because that would benefit the History educators of Afrikaans schools as well. Some critical comments on this approach by the US editorial team had been offered earlier.

Outcomes since 1995-1996 must be interpreted, featured prominently.⁹⁶ The SASHT newsletters from 1998 also prominently featured certain events and developments that concerned History (such as assessment, the SAHP, OBE and History, and so forth). The content focus was always that of all-inclusiveness of all History educators. However, a critical reflection may leave the perception of it being the other way around.

Within the structure of the SASHT it can perhaps also be argued that some members of the executive and/or some members within themselves may have cultivated a certain sense of not being “open” that sometimes came to the surface when least expected.⁹⁷

International associations and the SASHT

Apart from the SASHT’s connection with the Bielefeld University in West Germany from 1990, no other international connection is recalled. Prof. Jörn Rüsen from this University in 1990 delivered the key address at the SASHT (RAU) conference on Historical education in a multicultural society. His plea was for identifying a common identity to establish a national identity.⁹⁸ With his extraordinary input The Georg Eckhardt Institute supported South Africa’s history financially (as part of their activities worldwide). They assisted by helping societies like the SASHT in bridging the gap between differences. As specialists in textbook analysis⁹⁹ they certainly played an important role in ensuring a multiple perspective. The organising of such an international association and liaison could be regarded as an effort by the SASHT executive to operate as a society that is all-inclusive and to which the majority of educators should belong.

96 Compare Anon., “Will History disappear?”, *Gister en Vandag/Yesterday and Today*, 32, October, 1996, pp. 2-3; SASHT Newsletter, Minutes, General meeting, 26 September 1996, p. 4.

97 The negative attitude towards the SASHT by former chairperson Dr Simon Kekana. Others may recall their frustration that only a group of Afrikaans-speaking academics were basically involved in curriculum development within a HSRC project during the late eighties. Rob Siebörger’s (then Chairperson in 1998) made explicit reference to the development of the SASHT by “Afrikaner academics. Compare memories, ES van Eeden (Personal Collection), memories, MH Trümpelmann, 7 June 2006; SASHT, Letter PH Kapp/R Siebörger, 5 February 1996 (a copy of letter sent to ES van Eeden simultaneously); SASHT Newsletter, 3, August 1999, p. 3.

98 J Verner, “The 1990 biennial national conference for the South African Society for History Teaching”, *Gister en Vandag/Yesterday and Today*, 20, September 1990, pp. 35-36.

99 ES van Eeden (Personal Collection), interview, MH Trümpelmann, 7 June 2006. Interview, MH Trümpelmann, 7 June 2006; MH Trümpelmann, “Memories of the SASHT since 1986”, SASHT Newsletter, October 2003, pp. 3-4.

The SASHT members' involvement in curriculum and other History-related changes

Despite a SASHT concern that a feeling of exclusion existed from time to time with regard to DoE structures on curriculum change and development since 1986, the SASHT (and some members/former members in their individual capacity) was always in some way involved in directing the way forward for History in the GET and FET phases. The following are some examples to recall a few achievements:

- The first chairperson, Prof. Trümpelmann, was involved in the compilation of a HSRC report on an alternative History curriculum in the late eighties.¹⁰⁰ Some *Yesterday & Today* editorial team members were also involved.
- A few SASHT executive members were actively involved in the development of Learning Outcomes for the HSS for implementing in the GET and FET phases. Dr June Bam (former SASHT executive member was involved in the working out of Curriculum 2005. She also later headed the South African History Project);
- Prof. Rob Siebörger (former chairperson) played an important role, amongst others, in assisting in the way forward for assessment in Grade 12 as far as the sources approach is concerned. He was also involved in the development of Specific Outcomes for the Human and Social Sciences.
- Elize van Eeden was a member of the first group that developed Learning Outcomes for the Human and Social Sciences; she was also member of the reference group with regard to curriculum development. She also proposed the implementation of world history in classrooms in a structured way before it was actually made part of the History curriculum. Her recent introducing of a new learning programme for “Practical History/Vocational History” in the FET phase, Grade 10-12, certainly has the ingredients to lead to the changing/adaptation of History curriculum themes in future to benefit History's vocational value.¹⁰¹
- Mr Jimmy Verner (and others like Ms Gill Sutton) are involved in the writing of History textbooks;
- Prof. Kapp's outstanding role in the 1981-1997 *Yesterday & Today* initiative and his memorable academic involvement for 17 years in promoting quality History teaching.¹⁰²

100 J Verner, “The 1990 biennial national conference for the South African Society for History Teaching”, *Gister en Vandag/Yesterday and Today*, 20, September 1990, pp. 35-36.

101 See ES van Eeden, “A 21st century perspective, value and way forward of History – a motivational discourse”, SASHT/NWU/DoE History Workshop, 22-23 June 2006.

102 The author's memories – ESvE.

Sense of community, identity and memory

From the discussions in *Yesterday and Today* and at SASHT conferences it can be concluded that the Society always proved to be informed on the newest trends and prepared to debate issues that created concern. The History curriculum (old, new, interim and newly developed) always gave rise to debate.¹⁰³ Similarly, historical consciousness, the influence of ideologies and the value of political literacy were always critically assessed and/or debated.¹⁰⁴ In 1992, for example, *Yesterday and Today* (as SASHT mouthpiece) raised its concern and doubts about the new curriculum suggestions that the DoE intended to phase in as Social Studies. The defending of History as independent, autonomous and essential subject in any school curriculum can be traced in the Journal since then.¹⁰⁵

From a community perspective, it is always difficult to obtain a representative view on the thinking about History, although *Yesterday and Today* published letters from readers and FET learners on a regular basis. These letters were mostly along the lines of “I love History/I don’t love History” followed by some form of explanation. In essence negative feedback¹⁰⁶ also forced educators to rethink and market their profession in History. Creativity and

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- 103 Compare PH Kapp, “Probleme uit die sillabus”, *Gister en Vandag/Yesterday and Today*, 1(1), April 1981, pp. 3-4; P de Klerk, “Probleme uit die sillabus”, *Gister en Vandag/Yesterday and Today*, 2, September 1981, pp. 13-15; O van den Berg, “More of the same? A critique of the new school history syllabuses”, *Gister en Vandag/Yesterday and Today*, 8, September 1984, pp. 14-16; H Giliomee, “The case for a pluralist South African school history”, *Gister en Vandag/Yesterday and Today*, 13, April 1987, pp. 2-8; RE van der Ross, “Die rol van Geskiedenis as skoolvak in ‘n multikulturele samelewing”, SAVGO konferensie, 29-30 January 1988; I Montana, “A revisionist history curriculum”, SASHT Conference, 29-30 January 1988; RE van der Ross, “The pen and the sword: seeking a new focus on history and the changing of history in South Africa”, *Gister en Vandag/ Yesterday and Today*, 15, April 1988, pp. 2-5; FA van Jaarsveld, “Skoolgeskiedenis in die nuwe Suid-Afrika”, 20, September 1990, pp. 1-2; RE Chernis, “The past in service of the present: A study of South Africa school history syllabuses and textbooks, 1839-1990”, *Gister en Vandag/ Yesterday and Today*, 21, April 1991, pp. 12-23; PH Kapp, “Implikasies vir Suid-Afrika van die nasionale debat”, *Gister en Vandag/Yesterday and Today*, 23, May, 1992, pp. 3-6.
- 104 Compare JF Stuart, “Die invloed van bepaalde ideologieë op doelstellings in Geskiedenisonderrig”, *Gister en Vandag/Yesterday and Today*, 4, September 1982, pp. 29-32; MH Trümpelmann, “Geskiedenis en politieke geletertheid”, *Gister en Vandag/Yesterday and Today*, 11, April 1986, pp. 9-11; PH Kapp, “Politieke geletertheid: Vriend of vyand?”, *Gister en Vandag/Yesterday and Today*, 12, September 1986, pp. 2-4; FA van Jaarsveld, “Historiese bewussyn en die Geskiedenisdidaktiek”, 19, April 1990, pp. 3-4; M Phillips & MH Trümpelmann, “History, political literacy and indoctrination”, *Gister en Vandag/Yesterday and Today*, 20, September 1990, pp. 7-11; C Pretorius, “‘Nuwe Geskiedenis’ mag ook nie propagandisties wees”, *Die Burger*, 23 January 1996; BC Mohamed, ‘Alternative History as a response to Multiculturalism in History teaching’, *Gister en Vandag/ Yesterday and Today*, 21, April 1991, pp. 24-27.
- 105 Anon., “Die voorgestelde kurrikulum model”, *Gister en Vandag/Yesterday and Today*, 23, May, 1992, pp. 18-19; MH Trümpelmann, Sosiale Wetenskap: Geleentheid of verleentheid”, *Gister en Vandag/Yesterday and Today*, 26, October, 1993, pp. 3-9; PH Kapp, “The independence of History”, *Gister en Vandag/Yesterday and Today*, 26, October, 1993, pp. 1-2.
- 106 See “Briewe”, *Gister en Vandag/Yesterday and Today*, 1(1), April 1981, p. 25; “Leerlingbydraes”, *Gister en Vandag/ Yesterday and Today*, 14, September 1987, pp. 29-33; 15, April 1988, pp. 26-28.

renewal were expected,¹⁰⁷ and communication on the value of History was often exchanged during conferences and in *Yesterday and Today*.¹⁰⁸

Not enough appeared on the improvement of History teaching at tertiary level in *Yesterday and Today* up to the termination¹⁰⁹ of publications in 1997.¹¹⁰ At SASHT conferences a number of papers were presented that also focussed on HET educational improvement. In hindsight, however, much more could have been done in this phase because tertiary academics are not necessarily effective in a classroom situation even though they may be masters of knowledge.

Conclusion

One of the aims of this paper was to provide a critical retrospective glance on the very short history of the SASHT in order to come to understand its “inner machinery” in a turbulent environment.¹¹¹ This environment was, among other things, the result of differences in terms of syllabus content, intolerant and critical perspectives and perceptions among leading historians and practitioners of History didactics, History educators on all levels of education and the Department of Education. Hostility was also perceived from communities and learners who were compelled to take History up to Grade 9, and syllabi that apparently hardly faced up to the challenges of a broader South Africa or the values History has proclaimed for itself through its prac-

107 Compare PH Kapp, “Geskiedenis in die branding”, *Gister en Vandag/Yesterday and Today*, 9, April 1985, pp. 35-37

108 Compare PH Kapp, “Die waarde van Geskiedenis as skoolvak”, *Gister en Vandag/Yesterday and Today*, 7, April 1984, pp. 2-7;

109 The journal could not survive on individual membership enrollment by 1997. The reality that the Journal was not accredited to be able to apply for page fees from contributors, has made it difficult to survive. See PH Kapp, (Memories, Personal Collection), 8 August 2007.

110 Compare P de Klerk, “Enkele gedagtes oor evaluering in voorgraadse universiteitsopleiding”, *Gister en Vandag/Yesterday and Today*, 7, April 1984, pp. 19-21; MH Trümpelmann, “Opleiding as weg tot vernuwing van Geskiedenisonderrig: Moontlikhede en beperkinge”, *Gister en Vandag/Yesterday and Today*, 10, September 1985, pp. 5-9; RB Mulholland, “Innovation in History teaching through training – possibilities and limitations”, *Gister en Vandag/Yesterday and Today*, 10, September 1985, pp. 10-13; NS Kekana, “University education and historical study for blacks”, *Gister en Vandag/Yesterday and Today*, 12, September 1986, pp. 22-23; CP Jooste, “Perspektiewe in afstandsonderrig van Geskiedenis aan die kampus Verdere Opleiding Universiteit Vista”, SAVGO konferensie, 29-30 January 1988; PH Kapp, “Verbreding van die opleiding vir die Meestersgraad”, *Gister en Vandag/Yesterday and Today*, 23, Mei, 1992, pp. 33-37; PH Kapp, “The use of the seminar method at a post-graduate level”, *Gister en Vandag/Yesterday and Today*, 29, May, 1995, pp. 68-71; L Sutherland, “Using a language across the curriculum approach in first-year history studies”, *Gister en Vandag/Yesterday and Today*, 29, May, 1995, pp. 64-67.

111 Compare JWN Tempelhoff, “Dié vak word Geskiedenis”, *Beeld*, 24 September 2003, p. 9; M Broodryk, “Die onderrig van Geskiedenis kwel kenners. Regering wil nie beheer prysgee”, *Beeld*, 11 January 1996, p. 8.

tioners. All these stumbling-blocks did not serve any purpose in uniting the History specialists.

As far as the SASHT is concerned, the period from 1995 to 2004 will always remind practitioners of History of a time in which they, for several complicated reasons, preferred to retreat from their wider responsibility to contribute to the historical debate at all times when it was required of them. Sound decision making to benefit History, as well as pro-active thinking on how the subject's/discipline's future could progress, was simply kept locked up by individuals/institutions for their own use.¹¹²

History teaching, for many years before 1986 (when the SASHT was officially founded) was served by provincial associations and conferences/symposiums organised from time to time by the DoE and tertiary institutions. This form of activity is currently still the order of the day. Despite these events that teachers of History attended, the need for an own association was felt. From 1956 the newly founded South African Historical Association (SAHA), started its activities with enthusiasm and overwhelming support from History educators. Its mouthpiece, *Historia*, eventually also developed a separate publication for History teachers, namely *Historia Junior*. This separate initiative did not last because a key initiator of the HASA, Van Tonder, retired from the DoE. Teacher support and finances declined. Eventually the HASA was transformed successfully into an Association preferring to be more tertiary-focussed than schools-directed. The 2006 HASA conference serves as undisputable evidence of this transformation.

The need to be more teacher-oriented than the HASA wanted to be, or could be, therefore resulted in another teachers' initiative, namely the foundation of the South African Society for History Teachers (SASHT) in 1986. Its Lustrum commemoration marked success beyond expectations. *Yesterday and Today* was officially announced as mouthpiece of the SASHT in 1990. Perhaps 1992 can be regarded as the pinnacle of success of the SASHT when its conference, held at the Vista University, was attended by a substantial number of academics and teachers in History. Up to then, 2500 copies of *Yesterday and Today* had been published for distribution. It had a membership of 140.

¹¹² It is emphasised that in this article a direction could have been followed in which a introspective look into the historiographical and methodological foundations of the Association and the Journal is the focus. However, a lack of more documents and oral evidence to gain a complete understanding that is appreciated by all, will probably never be possible.

The printing of *Yesterday and Today* was made possible by the members' enrolment fees as well as by two sponsors (the publishers Haum-De Jager).

Apparently some traces of a careless SASHT management and a declining school membership (because the DoE expected schools to pay for any membership themselves), as well as the closing down of many educational colleges, resulted in the SASHT's backwards slide which ended in 1994. The backwards slide, as seen from the discussion earlier, may also have been because of the inability of the SASHT, tertiary academics and teachers to address perceptions/ideas of exclusivity and differences amongst themselves. Prof. Pieter Kapp, the initiator of *Yesterday and Today* that saw the light in 1981, desperately tried to keep it alive from the University of Stellenbosch where he was appointed in the early nineties.¹¹³

As was the scenario many years ago where a co-operation between GET, FET and HET educators of History was an unfulfilled dream in the eventual outcome of the South African Historical Association, the SASHT should constantly aspire to strengthen professional unity. Thus far the SASHT's past in this regard rather reflects the problems than the solutions. It is equally important that the SASHT should address new needs from the OBE curriculum 2005, and even assist in accommodating them in the History classrooms in future. This will especially be required in the new DoE policy developments with their approach of a rigorous interrogation of historical sources as the primary learning outcome in the new curriculum. Likewise the 2000 *Norms and Standards for Educators* policy document calls for educators to be (among other things) specialists in their disciplines, life-long scholars and researchers and designers of learning programmes and materials. Surely these new policy developments are creating a huge need for history teachers to adapt, and the SASHT must and should assist with this challenge in future.

Although not all histories can claim to have happy endings, it can at least be reported that the SASHT, since 2005, has experienced an improvement in the value of its existence and the role it could and should play in South Africa. It is believed that the Society is progressing towards gaining some standing in the educational environment. The hope of the SASHT Executive by 2006 was that FET, GET and HET educators will take hands in future to ensure quality and progress as far as the methodology of teaching History, the multi-

113 Compare SASHT, Letter PH Kapp/R Siebörger, 5 February 1996 (a copy of letter also sent to ES van Eeden).

perspective care with regard to the content subject/discipline History, and its vocational abilities are concerned.

APPENDIX A

The following tables outline impressions of the SASHT on its conference and executive history as well as its membership enrolment since 1986:

SASHT conference venues, 1986-2007:

- * July 1986: UNISA Conference (SASHT foundation)
- * 29-30 Jan 1988: University of Stellenbosch (the 1st conference under SASHT auspices entitled “History education – the road ahead”).
- * 12-13 Jul. 1990: Rand Afrikaans University (the 2nd SASHT conference. The theme was: “History teaching in a multicultural society”. During this event the 10 years of *Yesterday and Today* as an initiative that started at the RAU, was also commemorated).
- * 28-29 Sept. 1992: Vista University (the 3rd SASHT conference held at Vista, Mamelodi. The conference theme was “History teaching: theory and practice”. This year also marked the 10th year of Vista’s existence).
- * 30 Sept. – 1 Oct. 1994: The 4th conference (in publications it is indicated as the 5th) SASHT conference was at the BOK, Wellington. The conference theme was “The model History teacher”.
- 12-13 Jan. 1996 –: The 5th SASHT conference held at the Potchefstroom University. The Conference theme focused on History syllabi.
- * 24-25 Sept. 1998: The 6th Conference held at the South African Cultural Historical Museum, Cape Town. The conference theme was “History, heritage and Curriculum 2005”.
- * 19 Oct. 2001: The 7th conference held at St Stithians, Jhb., entitled “History teaching in South Africa in the 21st century”.
- * Sept 2003: The 8th conference at the RAU, titled “History and assessment/exams in the new FET in Grade 12”.
- * 23-24 Sept. 2005: The 9th conference held at St. Marist, Durban, titled “The status of History after ten years of democracy”.
- * 21-22 Sept. 2006: The 10th conference held at the NWU, Potchefstroom Campus, entitled “The ‘how to’ of History and the Social Sciences teaching and training in the 21st century South Africa”.
- * 21-22 Sept. 2007: The 11th conference to be held at the Edgewood Campus, University of Kwa-Zulu-Natal, entitled “Interrogating the History curriculum after ten years of OBE”.

SASHT membership enrolment

An estimate:

Before 1990: 100

1990: 140 (peak enrolment)

1994: 47 (this is the number that attended the conference, but the general enrolment was probably was to 80).

1996: 50 (of whom 31 were English and 19 Afrikaans – 36 were white and 14 coloured, Indian or black - SASHT membership fee was R5 per annum. They had to subscribe separately to *Yesterday and Today*).

1998: 119 (this number is an estimate in deputy chairperson Broodryk's annual report – the inactive members were probably added. SASHT membership fee was R15 per annum. They had to subscribe separately to *Yesterday and Today*).

2000: 100 (the SASHT enrolment/membership was always influenced by the conference venue. SASHT membership was R50 per annum. This change was made possible because the SASHT had to send out Newsletters after the publication of *Yesterday and Today* came to a standstill in 1997).

2002: 66

2004: 56

2006: 70-100

APPENDIX B

SASHT chairpersons, 1986-2007

Year	Chair	Vice Chair	Secretary	Treasurer	Additional Members	General Comments
1986-1990	Prof. Martin H. Trümpelmann (RAU)	Mr J.M.L. Horn (GOK)	Prof. J.F. Stuart (Unisa)	Mr S. Kekana (University of Vista)/in 1989 succeeded by Prof. J. Olivier (Unisa)	Dr Arend E. Carl (University of Stellenbosch)/in 1989 succeeded by Mr S Kekana (University of Vista) and Prof. R. Tunmer (Rhodes)	A 12-13 July 1982 symposium at the RAU was part of the motivation for the founding of the SASHT at a teachers' conference in 1986. The 1st official SASHT conference was in 1988 at US
1990-1992	Dr Simon Kekana (University of Vista)	Dr M. Broodryk (UPE)	Mrs C.P. Jooste (Vista)	Prof. J. Olivier (Unisa)	Dr F.J. Pretorius (Unisa); Dr J. Joubert (Bolandse Onderwyskollege - BOK)	The 2nd SASHT conference in 1990 at the RAU. The 3rd Conference was in 1992 at Vista, Mamelodi
1992-1994	Dr Simom Kekana (University of Vista)	Dr M. Broodryk (UPE)	-	Prof. J. Olivier (Unisa)	Dr F.J. Pretorius (Unisa); Dr J. Joubert (Bolandse Onderwyskollege - BOK); Prof. P. Kapp (Ed. <i>Yesterday & Today</i>)	The 4th (in publications it is indicated as the 5th) SASHT conference was at the BOK, Wellington
1994-1996	Dr M. Broodryk (UPE)	Mr R. Siebörger (UCT)	Dr E.S van Eeden (PU vir CHO)	Me E. van Rooyen (US)	Prof. P.H. Kapp (US); Ms C. Dryer (Edgewood College); Mr B. Mohammed (Hoërskool Groenleiv)	The 5th conference was in 1996 at the PU vir CHO

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1994-1996	Dr M. Broodryk (UPE)	Mr R. Siebörger (UCT)	Dr E.S van Eeden (PU vir CHO)	Me E. van Rooyen (US)	Prof. P.H. Kapp (US); Ms C. Dryer (Edgewood College); Mr B. Mohammed (Hoërskool Groenvlei)	The 5th conference was in 1996 at the PU vir CHO