

**THE SITUATIONAL ANALYSIS OF TOISE SENIOR SECONDARY SCHOOL
AN EASTERN CAPE SCHOOL**

THE RESEARCH PROJECT

TOISE SENIOR SECONDARY SCHOOL

1982 – 1999

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BY

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INTRODUCTION

This study is a situational analysis of a school located at Nonkcampa village, just ten kilometres from King William's Town, west of the national road between Peddie and King William's Town. Toise Senior Secondary School is in the former Ciskei region. The Bulembu / Bisho airport is just next to our school.

My focus on Toise Senior Secondary School, provides me as the principal of the school with a golden opportunity to find out more about the school. As a relative newcomer to the school this study also enables me to look at the school community, from this particular focal point. As this is a situational analysis, my focus will be on the history, the biophysical and socio-political aspects that influenced the development of the school to the present. In this way I will be able to analyse the school's readiness to implement the new Out-Comes-Based Education (OBE) Curriculum soon to be implemented at secondary school level.

1. METHODOLOGY AND TOOLS

The interpretive paradigm, which is also called the constructivist, symbolic or hermeneutic paradigm informs the study. This approach requires the researcher to be immersed in data gathering to all degrees. Spindler, (1987), argues that the interpretive paradigm enables one to collect and elicit views of reality that are linked to particular events intentions and consequences, and from them to construct meaning. According to this paradigm, objectivity is not possible and the results of an inquiry are always shaped by the interaction between researcher and researched.

Guba, (1990. p. 10) argues that constructivism “*intends neither to predict and control the real world, nor to transform it but to reconstruct the ‘world’ at the only point at which it exists in the mind of the constructors*” and “*The proponents of the critical paradigm criticise this approach as failing to account for the external conditions which constrain actors’ understandings, and for failing to provide actors with ways of overcoming the constraints on their action*” (Carr and Kemmis 1986 p. 181). The nature of the situational analysis and my role in the school creates a unique dimension in a study such as this. I would be both an outsider looking in and an insider looking out. As such, I will need to interpret and to make sense of my own situation through my eyes and those of my colleagues, the learners and their parents.

I am aware of the problems raised by Carr and Kemmis and others regarding subjectivity and endeavour to limit these as far as possible through use of multi-data and diversity of participants.

I have incorporated this form of triangulation as it prevents the investigator from accepting too readily the validity of initial impressions. It also enhances the scope and clarity of the construct developed during the course of the investigation (Goetz and LeCompte, 1984). Triangulation also assists in correcting biases that occur when the researcher/investigator is the only observer of the phenomenon under investigation.

I will provide an appendix of documents used in my research. I approached three educators to be my respondents, they did not object. The criterion used to select them was their length of service at this school, one of them joined the school in January 1985, at which time the school was only three years old.

The second educator joined the school in 1986, that was the school’s fourth year. The third educator has only been at school for three years as a member of the teaching staff. The advantage of having him as a participant is that he was a learner

of this school from 1988 until 1992 and above all he is a resident of the village in which the school is situated. I regard the other two educators as the living libraries of the school, as one can see that one of them has been at this institution for fourteen years, while the second educator has just one year's experience less than the former. The three educators have witnessed the ups and downs of the institution.

Amongst the learners I opted for three learners from the grade twelve groups. To me they are more informed about the developments at school as they have been in the institution for five years, two of the learners are members of the Representative Council of Learners (RCL).

In addition to that they are the grand-children of the former school committee members. In choosing them, I am fully aware of the fact that they will also seek the information from their grand parents, who once served at school as co-leaders.

The parents interviewed are a mixture of the former committee members and the newly elected School Governing Body (SGB). To be exact, one is a former committee member who served the school before the introduction of the SGB's. The other two are present members of the SGB. All parent participants are residents of the village in which the school is situated. As such, the history of the school is at their fingertips. I am convinced that the information I need is going to remind them of the ups and downs of their village in striving for the establishment of the school. The above sampling method was based on a purposive sampling approach (Cohen & Manion, 1990).

This situational analysis was conducted in the following ways. Having received the topic I went out to my participants and explained to them my problem. Fortunately for me everybody was willing to be part of the study. I prepared the interview schedule which took a considerable amount of time, because when you prepare something for the people you are always anxious about its quality, I set a date to

meet them at school after the normal teaching time. All of them made themselves available and we went through the schedules i.e. appendices 1 and 2 together. As we did, the participants asked for clarity in some instances.

The next step was to look for the supporting documents at school. I came across the first logbook, which was of great value in as far as the school's history is concerned, because it has all the necessary information and attendance registers for the educators. This made my task easy to compare the responses to the documents. The learners' schedules for final examinations were another source of information concerning the learners and their progress. Most unfortunately the school never produced journals which is one of the most convenient ways of keeping records at school.

A further tool used together with data was *in situ* observation (Cohen & Manion, 1990). As the researcher and member of the school much of the data for the bio-physical analysis relied on my own observation.

The methodology used in conducting this research was appropriate since it was not expensive and allowed for a variety of participants as well as the selection of tools. This methodology is also quite flexible as it allowed casual or informal talks. These talks were held before and after the participants responded to the interview schedule.

The only problem I encountered with some of my participants was their difficulty in responding in English. With hindsight it may have been better to conduct the interviews in Xhosa despite the problems which would have been experienced in translating the text into English. The summary of the responses is included in appendix 3.

2. HISTORICAL OVERVIEW

The data for this section of the study was extrapolated from the interview schedules and informal discussions held with the participants. Further data was obtained from the analysis of the school documents. Toise Senior Secondary School was established in 1982, by the communities of Gwaba and Nonkcampa villages. The parents said that the two communities worked together to found the school. Both villages in question are just a kilometre apart, and this was one of the requirements for the permission to be granted by the government of the day for such an undertaking to be recognised. The school in question is rural. Despite the villages' proximity to King William's Town they remain essentially rural in nature in that they relate more closely to the traditional rural villages and rural lifestyle of the Ciskei. Like all other learning institutions it had to have a name, something which was to be carefully chosen, to avoid possible clashes amongst the founders. According to the evidence from the interview schedules the name Toise was seen as a suitable name for the school. The supporting reason was the fact that both villages were and are still under the tribal authority of AmaToyise, the descendants of Amagasela of Rharhabe the son of Phalo. The name of the school is said to be inclusive for the simple reason that both villages claim the allegiance to the same roots and chief.

The purpose of such a move was dual. Firstly, the selection of the name was to show respect to the late chief Toyise. Secondly, the name was to prove to the world at large that the school was the brain-child of the two communities. So it was imperative for the founders not to single out an individual from one of the villages and name the school after him/her for the simple reason that it was going to sound or as if she/he was being taken as the person who brought honour to the people.

This was a very positive decision, because such actions can lead to conflict in a combined venture. In earlier times traditional leaders used to take a central position or act as unifying factors amongst their subjects. One will wonder as to

which is the actual spelling of the school's name. Toyise is the correct name and spelling for the school, although "TOISE" is the spelling of these days. I did try to find out how the change in the spelling came about, but nobody could give me a satisfactory answer. Since the present spelling is foreign to us, with a mandate from the parents, educators and learners, we shall go back to the correct traditional spelling.

Like the name, the site of the school was a joint agreement by both villages. In those days the village headman used to be respected, so were his ideas, his views and aspirations. Thus, most interviewees indicated that the present site was an offer by the headman of the village in which the school is situated. It was easy for the school to be registered by the then Ciskei government, for the simple reason that the headmen of both villages were loyal to the government which at that time was also trying to win the support of the people.

This loyalty was one of the ingredients for the positive response from the government's side, because some villages were led by people who were not prepared to support the homeland regime. The more supportive the communities were of their leaders, the more delivery there was from the regime. In a way we may declare that submissiveness was encouraged by rewards from the government of those days. Despite that the degree of support varied from village to village.

Despite the fact that the school was given a go-ahead by the state, the expenses for the entire building of our school came from the coffers of the communities in question. Only the school furniture, teachers' salaries and the stationery came from the Ciskei regime. One may be interested as to the extent to which the present regime tried to assist our institution. The answer is only by electrifying the school in March 1998.

The joint effort of the communities led to the establishment of ten classrooms including the Principal's office, a staff room that accommodates seventeen

educators, two pit toilets, and the fencing of the school, which was and is still a great achievement, which is to be recommended and be respected by those who are reaping the fruit of hard work. The building of the school took years to finish. The decision as to how much a household had to contribute, towards the building of the school, was taken at a tribal counsel meeting. The deadline was to be respected by everybody, failing to heed the tribal meeting's word or decision, meant that one was subjected to severe punishment, which came in various forms, like being ostracized from the communities activities, or forced to vacate the village. One was also taken as a black sheep of the community and a rebel. Furthermore, one could be prohibited from using the public amenities such as dipping tanks, until one conformed.

The sources of income of households ranged from pension money of those who used to work, old age pensions, wages and salaries. Nobody was exempted from the joint contribution. People from all walks of life were forced to play an active role in their children's future and well being. Those were the methods used to enforce respect and commitment, to the subjects of the headman as the immediate representative of the government in the community or village.

As it happened everybody was positive; also there was an element of competition between villagers and their neighbours. Furthermore, the voice of the leader was the voice of the law, and final.

One of the motives behind the establishment of the school was to minimize the distance, which used to be covered by their children every day to and from the school, which was six kilometre's away. During those days means of transport were scarce in rural areas. Another reason for founding the school, cited by the people I talked to, was the fact that children were exposed to many illegal and violent deeds such as sexual abuse of girls in the huts they used to rent, some used to take drugs, alcohol and start thieving, at an early age. Worst of all, fights were common between villages. When such incidents took place, learners were forced to

stay at home especially the boys, until such disputes were settled by the elderly folks, who acted as brokers. The foresight of the community in establishing the school reversed the problem that resulted in them being barred from attending classes, such that some of them never finished their schooling.

The school was started with a single stream of two classes, but one standard i.e. standard six with three teachers including the Head teacher. The subjects that were offered were the three languages namely, Xhosa, English, Afrikaans and Agriculture, Social Studies, Arithmetic, and General Science.

The first standard eight class was in 1984: it was a single group of forty-four. Only eighteen of them passed with second classes, which was a passport to matric, the rest failed. Twenty came with third classes and some were dismal failures. They repeated their class the following year. The school grew in numbers, something that resulted in an increase in the number of educators, and caused a demand for further classes. Of the present classrooms only five existed in 1985. In addition to the classrooms the Head teacher's office as well as the staff room were added on. The new classrooms were gradually added. The last one was finally established in 1993. A misfortune occurred in 1985 due to the fact that the country became unruly and the learners of the school torched one of the buildings, damaging two classrooms. This was a drawback to the community as they were planning to add three classrooms for the growing population of learners. The gutted classrooms were reconstructed from the coffers of the community as usual, which was a step back for them. The zeal of the parents to realise their dreams never lapsed, for it is said that they forged their way through and established the tenth classroom in 1993. The school's roll was never static, it started from thirty-six and it grows annually. Although it was dropping in some years, its major characteristics were and are growth, which is a credit to the school.

The first head teacher was the late Mr H Ngxowa, a local man, local in the sense that he was of the same tribal authority but from a different village. The local people

spoke highly about him, especially his way of fostering respect at school and his dedication to his duties. He headed this school from the year 1982 until he was transferred from school to his grave by a short illness in 1993.

Toise Senior Secondary School from its infancy, has been active in music, netball, soccer, rugby and athletic sports. Learners have collected several diplomas in music, trophies in soccer, and a last remarkable victory was gained by the soccer team, in 1994, when they beat all Zwelitsha schools in the KFC championships. The school has been leading in athletics. Our athletes represent the district at regional level although they have not reached the provincial competition.

While standard eight was written as an external examination in 1989, Toise achieved a one hundred percent pass. The first matric class was introduced in 1991. There were 54 candidates, only 22 of them passed, 32 failed. This group was a single stream of what is known as the general group.

One may wonder as to what type of institution I am busy with. Toise started as a community school as, one may remember, this centre of learning was established from the community coffers. The government only provided teaching staff and school stationery. At present all community schools are public schools, so is Toise High School.

Like all schools during the period 1982 to 1995 Toise was governed by a school committee composed of the elected members of the community and the head teacher. I can cite the following members as the forerunners, they are Messrs Gqokoma, Lobese and Ngqina. committees did not have limited periods of service, they used to be on service as long as they were active. Such that the above school committee members were on the job until 1992. They served for ten years and then the next committee was formed comprising of, Messrs Gqokoma, Lobese, Matiwane, Poswa and Nondobo. This group was in office until July 1996, and it was replaced by a school governing council, in the names of Messrs Mbeceni, Mayana,

Funani, Makhosi, Poswa, Malgas, Tshandu and May. In fifteen years the school has been under three committees.

The successor of the late Mr H Ngxowa was Mr V S Ntlebi. The latter started at Toise in August 1993, and he left the school on promotion to Bisho as the head of the sports and culture section in August 1996. The deputy Principal Mrs. Stungu acted from August until December 1996. In 1997 L.J. Muluse took over the reins until the present date.

Toise High School is blessed in having had three head teachers in sixteen years. This shows consistency for the school development and administration. The duration of the committee members may also have had a positive effect. At present the school is composed of eighteen educators and five hundred and thirty two learners. The structure of the school is as follows: one head teacher, a deputy and two heads of departments and fourteen educators.

We rely on school fees to keep the school activities going, yet the government has instituted a clause that school fees are not compulsory. This makes every attempt to compel payment a difficult task to perform. However, with our current school policy we can enforce payment because parents and educators drafted the document.

3. SOCIO-POLITICAL OVERVIEW

This section of the study was informed by the interview documents analysis and historical reflections of the period. The villages that support and feed Toise High Schools are just like all disadvantaged localities. They have gone through various political phases. The school is in the old British Kaffraria, meaning that in an area once under Pretoria's regime until the Ciskei homeland was born. As I have already stated, the school was established in 1982, so it means it was born in

Ciskei, by the Ciskeian government. My argument is based on the fact that in those days nothing of importance ever existed without the blessing of the government. I do not imply that the present regime has no influence in education.

All villages were under tribal authority, politically the headmen led the villages under tribal chiefs. The social structure of the area in which the school is situated was designed such that it was in line with chieftainship. That is, the headmen were below the chiefs. The village in which the school is situated was under Mr Salmani; he was part of the people who negotiated the establishment of the school. Because he was a loyal supporter of the homeland system, the request for the establishment of the school was honoured. The headman's subjects were forced to toe the line. Even the educators were not protected from abuse from the community leaders, although in some instances they were respected. Educators commanded respect as long as they showed and proved to be loyal to the tribal leaders, be it a headman, chief or anybody entrusted with power.

The socio-political conditions of the village in which Toise is situated, have reflected the socio-political situation in the region. In the late 1980's the elderly people began to lose control in all spheres that is at home, at school, in the churches, at the meeting places, worst of all in the control of the day- to-day activities of the community. This was caused by the political awareness, which was gradually taking its place in our societies. (Perold & Butler, 1989).

The waves of democracy shattered the rocks of authoritarianism. The headmen and chiefs were seen as stumbling blocks towards change. The youth defied them, some headmen relinquished control in favour of the civic organisations. The powers of the educators at school were also shaken by the birth of the Student Representative Councils and the Congress of the South African Students and other related bodies (Perold & Butler, 1989).

Learning institutions as well as the communities became ungovernable, such that most communities became unpopular to the homeland leaders, so were the homeland leaders to the communities. The schools and communities at large were engaged in a drive for a Renaissance, the homeland government did not strive to improve the well being of the schools such that the parents suffered in maintaining the schools. (Perold & Butler, 1989).

The community leaders and their subjects could not see eye to eye. As a result of this the schools became victims of insurgencies, it became a battle ground because everyone claimed that he or she had contributed in the establishment of the institution. Old leaders did not like to give way to the new leadership with their democratic ideas, as the old folks did not accept them.

Due to the above-mentioned differences, some learners torched the school in 1985. The fundamental issue was not the hatred of the Pretoria government as the case was in various parts of the country but it was just a misunderstanding between the youth and their parents. The division and dichotomy of the population had a detrimental effect of the growth of Toise High School. Parents saw themselves as the custodians of the community whilst the youth felt ostracised.

The issue of who is in the leadership led to the chaos from 1985 until the early 1990's. A school without leadership in a community is a school without the third element, as we are aware of the fact that no school can operate without the support of the parents, from the parents we draw our leadership. As we know, the backbone of every community project is the leadership. The learners at large are the result of such a chaotic set up. This then bred anarchy to all schools and at Toise . The anarchy was born by the wave of the political change which was sweeping the country at large.

One cannot ascribe this disobedience to the learners only communities became divided societies over the political change. The anarchy led to the division amongst learners up to 1996.

The school was characterised by petty clashes which were based on geographical division of the learners, within the same community. Some learners did not want to toe the line, especially those who came from influential homes. This had a negative effect on the smooth running of the school. Some teachers became victims of the situation, such that one of them was expelled from school for carrying a gun within the school premises. Other teachers did not know which cap to wear. When one listens to oral evidence, the action taken by the expelled educator was in line with the politics of the day although to some members of the community it was just bad. The political situation of the school was such that one had to protect himself/herself, for the simple reason that the learners themselves were armed tooth and nail.

The repercussions of the state of anarchy within the community and the school, were great. The most serious was the school's neglect by the Ciskei government. The school was never supported in the form of buildings or fencing material. To the Ciskei government, the disapproval of the headman was tantamount to the disapproval of the then government. Such communities were just obnoxious in the eyes of the Ciskei Government, the only plan from the government was to uproot them. The school administration was difficult, because the only source of income was derived from school fees which was a meagre sum of thirty-five rand per child. The school enrolment then was just above 300.

The condition in the last half of the 1990's is gradually shifting from negative to a positive direction. Learners and parents of Toyise are promoting good relations towards the school as a whole. The recently elected school governing body is marching in harmony with the community and the entire school population.

At present i.e. during March 1998 our school is supplied with electricity, we are proud because it is the only school in our circuit to be privileged with electricity. The last problem in our school was a strong belief on the learners' side that they belong to various ethnic groups. This alone used to divide our learners such that faction fights were common amongst our male learners during June and December vacation when some of them were due for initiation ceremonies. These feuds used to lead to divisions at school. This also affected the election of class representatives and SRC members. The qualities of learners were not considered, only the majority in the class that counts for one to be a representative. This spilled over to the school team: captains were not selected on merit although we tried to address the problem, by constantly talking to them about unity.

Those feuds and division in the school are gradually lapsing. Brotherhood and friendships are emerging.

These friendships are spilling over in that there is greater co-operation with other schools in our region. We are now able to borrow equipment from the libraries and from other schools, like overhead projectors, photocopy machines and many more. We may also try to solicit to some sponsors from the NGO's, private companies and other relevant bodies.

At Toyise we are trying to shift the paradigm from the world of conflicts to the world of construction, trust and peace. This is confirmed by the drastic change of attitudes amongst the learners, educators and parents. All three stakeholders are entering in negotiations to solve minor problems, we are all aware that it is no criminal offence to enter into talks, thanks to the democratic forces that are prevalent in our society.

4. BIO-PHYSICAL OVERVIEW OF TOYISE HIGH SCHOOL

The bio-physical overview is primarily based on my *in situ* observations. Toise has three streams namely the general group, which is doing Biology, Agricultural Science and History. The second group is doing Mathematics, Physical Science and Geography. The third stream is doing economics, accounting and business economics.

The situation of the school Toyise also demonstrates that in reality it was a joint venture but it further indicates that the most powerful men were on the side of Noncampa village, because the school is on the Noncampa Village, just facing Gwaba village.

Apart from the teaching fraternity we have non-teaching staff. They are two males who work as both caretakers and watchmen.

Toise like all disadvantaged schools is no exception; It has no library or laboratory. We have science equipment and plenty of books but we lack suitable storage place. Both teachers and community members are trying to solicit funds and sponsors, but to no avail. Only in March 1997, we were fortunate to receive a duplicating machine from the Bongs suppliers.

The colour of the school is grey and white, i.e. the bottom is grey and the top half is white, these colours are repeated inside. The schools badge is having a white background with a rugby ball , a netball ball and an open book. Just below these balls there is a green background representing green playgrounds. On the edge of the badge it has a red line inside and grey line outside. The motto is IMPUMELELO ISENTABENI; meaning “Those who strive hard may succeed” or “Through hard

work you may succeed". The colours red, grey and white appear on our ties and socks.

Let us shift from the school colours to the actual situation of the school premises. Toyise High School is situated at Noncampa village on the southern part with its back to the newly established settlement called Bongweni. According to oral evidence the Bongweni section was the site for the school because it is central between Gwaba and Noncampa, but the headman of the latter village was more influential and persuasive than the former. The learning institution then was situated at Noncampa village. Toyise is just ten kilometres from King Williams Town, on the western side of the township. The school also draws learners from Bisho, Zwelitsha and Ginsberg not mentioning Rhayi, Ngxwalane, Qhaga, Zikhalini and Mxaxu villages.

Gwaba, the partner village, is situated south of the school just a kilometre from school although some homes especially the last one may be one and half kilometres from school. Between Noncampa and Gwaba there is a rivulet called Gwaba, In my experience it does not pose any problem during rainy seasons it is shallow enough for the learners to cross. As the school has no transport for the learners we constantly appeal to them to bring extra clothes with plastic bags that they may change when reaching the school, by so doing we avoid suspending classes because of wet learners who can't be kept at school for the whole day.

North of our school is the Bulembu airport, which was established during the Ciskei era for Ciskeians and their visitors. One of our feeder villages, Mxaxu is north east of the airport. Rhayi village, our major feeder is east of our school at a distance of two kilometres from school. Ngxwalane village, which has already been credited as one of our feeder villages is situated east of our school, at a distance of three kilometres by road but it can be one and half kilometres as the crow flies. Qhaga village is situated west of our school, in between us there is a river, which is problematic during rainy season. When the river is full, learners have no access to

school, they have to travel an extra kilometre to reach the only accessible bridge to school. As the crow flies Qhaga is one and half kilometres from our school.

The last mentioned feeder village is Zikhalini which is almost five kilometres from our school. The distance takes the learners energy for most of them travel on foot, but our dedicated learners make a point of reaching our school early from this southern village.

Just in passing, I would like to respond to questions that one might pose: are there any schools in the said villages as feeder of Toyise High School. The response is Ngxwalane has a High School like ours as well as Mxaxu. Qhaga has a Secondary School which goes up to grade ten. Rhayi and Zikhalini have nothing like a Secondary School. There are nearer High Schools than Toyise to the last two mentioned villages. But education is a choice, you are not obliged to be where your heart is not.

The last aspect of Toyise's situation is the periphery of the school's bio-physical view, the national road between Peddie and King Williams Town which bisects Noncampa and her grave-yard, the latter is east of the road whilst the former is south of the road. This is just the biophysical overview of our school Toyise. I will have to shift my view from the periphery to the yard of the school in question.

Toyise High School, as all community schools, is not as what a school is supposed to be, looking at its fencing first. The whole school yard is fenced, with a poor quality wire and poles as it has already been high-lighted that the school was never fortunate to be funded by the government both past and present, we have just a barbed wire. All the same the school has a yard. We have a north-facing gate, which is the only entrance and exit point. Round the schoolyard along the fence we have got beautifully tall Yellowwood trees which made our yard adorable to lovers of trees. They are very good windbreakers as our school is on the windward side of

this sloped village. We have two temporary caretakers who are looking after the school premises. On the eastern side just next to the school gate we have a splendid and attractive flower garden, which knows no season, it is evergreen. It is saying "hello" to our guests. One of our caretakers loves and knows the flowers. Also the communities at large respect the school premises, they don't vandalise their school. That one of the factors that contributes to the beauty of our yard despite the fact that it has a poor quality fence.

We have a natural lawn, which grows knee high, machines are scarce to assist us in maintaining the grass in a good shape. We resort to burning the lawn once a year just to keep it short, and to scare the snakes away. On the western side of the yard just along the fence one may find our toilets, remember they are pit toilets. Inside the yard west of the main block we have got our netball field, south of the school still inside the yard, we have our rugby field which encompasses the cricket pitch, long and high jump pitches. We also have an unkempt athletic track. Just next to the gate we have a water tap. The school has no decent car park, we are striving for one.

The school is composed of three blocks that form a U-shaped structure. Block A, on the western side, comprises the principal's office, a storeroom and a staff-room. It has five classrooms which are occupied by grades ten to twelve. The deputy principal shares the office with the principal. The two HOD's are right in the staff-room because there is no other physical building to accommodate them. Block B is made of two classrooms one is for grade ten and the other is for grade nine. Block C is for grade eight and nine. Block A is facing north. As a result all of our beautiful flowers are just in front of block A. Block B is facing east which is also a favourable position for growing flowers. The name of the school and the badge with our motto is on Block A just on the east facing side. Block A is the one, which was torched.

As any school built out of shallow pockets, we have neither ceilings nor floors. For these reasons our classrooms are very cold in winter. Last year we added a room, by putting up a bungalow, this was made by an increase in our school enrolment and an extra stream for commercial subjects. In 1998, we were blessed by receiving R50 000.00 from the British Embassy to build our first science laboratory. This was made possible by a community member who made this request without letting us know, see the accompanying letters at the back as appendix 4.

5. REFLECTIONS

At this point in time I would like to shed light on two systems which are the core of a successful school, i.e. Networking and System Support. Networks usually involve informal or non-formal personal or institutional relationships. In contrast to organisations, networks have no clear authority structure, division of labour, formal rules or even particular objectives. In a good communications network, it is possible with minimal expenditure of energy to give and obtain credible, believable and veridical information. The information seeker at one node needs to know whether the sender at another is honest and not self-deluding, competent to understand the request, and is willing to transmit the sort of information requested. These assurances are most often met when sender and receiver have had previous face-to-face contact, enough to develop clear, positive views of each other's benevolence, competence, and degree of authority.

The rationale to the network is the following. The key unit for change within the system of education is the individual school with its principal, educators, learners, parents, and community relationships. All of the basic ingredients of learning and teaching reside here. Anything from elsewhere, to make a difference, must be integrated into the culture of this unit so as to change it. The principal, as designated responsible leader of this unit, is critical to attaining or impeding the attainment of a dynamic setting. Any school will face problems in the process of

renewal. Sometimes these problems can best be solved with assistance from the larger environment of schools and specialised institutions. It is valuable for the school to establish informal networks with other schools or individuals for mutual support. It is very likely that a network of peers will be able to build the necessary support systems for information sharing and problem solving. It is the experiences of trusted colleagues that matter in the adoption of new processes unlike a school system; a network of schools is based on mutual relations and two-way dialogues. Since relations are voluntary in nature, there are no demands from the 'top down'.

In closing my argument on the school development and change. I would like to shed-light on educational setting and environment. The more acceptance and general good will that exists between the educational sector and the external environment, the more likely it is that the education sector has freedom to experiment and manage innovative experiment and manage innovative activities in the system. The most important control on the educational system from the environment is economic control. Uneasiness about the educational system will result in economic constraints, which in turn will reduce the freedom of the education sector to initiate innovations. In reducing the economic freedom of the system, the external, political and economic sector may direct resources to sectors, which are considered by the environment as priority sectors for change within the system, or it may initiate alternative developments outside the educational sector.

6. CONCLUSION

Looking at the effort and drive by the communities who are responsible for the establishment of the learning institution in question, I am in a position to conclude that the school stands a greater chances to claim its position in all changes that may be introduced by any government or body responsible for innovations in education.

One of the means of change is the educator, at Toyise High almost every educator is responsible for himself/herself, they are responsible in the sense that all of them are studying, recognises the need to be equipped for the proposed changes in education.

The second means of change is the community; presently our community is game to accept any new development that may uplift the standard of both their children and the community. To mention just one example a certain Mr A D Gqokoma, did try to solicit a funding assistance from the British High Commission in Pretoria, on 25 March 1998, our school was visited by the representative of the High Commissioner just to assess the conditions of our classrooms and other related aspects, this is to say that, I am very much positive that our school is ready to implement Curriculum 2005.

The third and the most vital component is the learner, at present our learners are positive they are committed to change, we still proud of them, and sure that they are ready to receive and deliver the best they can. The conditions at the school insofar as the facilities are concerned will present a challenge in implementing Curriculum 2005, since our learners are growing in numbers but the classrooms, are not, with the requests for funding we hope to solve our problems.

The positive aspects are that we have a school with well behaved learners. Our teachers are committed and supported by the committee. These are the dimensions that we may build on to bring about a faster change. We try to publicize every small positive deed, that, the people may read and hear about us.

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Appendix 1

SITUATIONAL ANALYSIS INTERVIEW SCHEDULE OF TOISE SENIOR SECONDARY SCHOOL PRESENTED TOT HE SCHOOL GOVERNING BODY MEMBERS AND LEARNERS

People are requested to respond on the spaces provided, if your response is lengthy you may use the extra sheet of paper.

1. When was Toise Senior Secondary Established ?.....
.....
2. Whose brain-child was it ?.....
.....
- 3.1. How was the school's name chosen ?.....

.....3.2. By whom ?.....

4. Why specifically the name Toise? and of what significance is it to the community ?.....

5. I understand that the venture of establishing this school was a joint one. How did it come that the school is situated in this particular village?.....

6. With how many classrooms was the school started ?.....

7. With how many learners was the school opened?.....And how many educators?.....

8. Will you please tell me about the number of streams with which the school was opened i.e. humanities social sciences or natural sciences ?.....

9. Which grades/standards were catered for?.....

10. Who was the first head of the institution?.....for how long did he serve the school?.....

11. Kindly supply me with the names of the first committee members
.....
.....

12. What type of an institution is Toise?.....

13. From whose coffers was the school built?.....

14. Give a brief but detailed explanation of your response in(13) above.....
.....
.....

15. When did the first Matric group sit for their final Matric and how many learners were involved?.....

16. Qualify your response in(15) above by giving numbers i.e. number wroteNumber passed.....and number failed.....

17. What were the reasons for the high pass or failure rate as indicated in (16)

- above.....

 18. In what sort of activities does the school participate?.....
 19. What remarkable achievements can you mention?.....

 20. Is there any drop or improvement in the school's achievements.....

 21. Give an explanation of your response in (20) above.....

 22. Do you for see any room for development in your school.....

 23. Elaborate in your answer in (22) above.

Appendix 2.

**SITUATION ANALYSIS QUESTIONNAIRE OF TOISE SECONDARY SCHOOL
 PRESENTED TO THE EDUCATORS OF THE SCHOOL**

Answer your Questions on the spaces provided on the Questionnaire, if your answer is longish you might use paper provided.

Make a cross at the appropriate block in Question 1,2,3,4,5 and 6.

1. Are you a male or female?

F	M
---	---

2. **Is your age between**

25-30	or	30-35
35-40		40-45

45-55	
-------	--

3. **What is your highest professional qualification in education ?**

STD	SED	HDE
BED	MED	DED

4. **What is your highest academic qualification ?**

Std 10	BA	MA	PHD
--------	----	----	-----

5. **For how long have been in this school ?**

1-2	2-4	5-10	10-15
-----	-----	------	-------

6. **What position are you holding ?**

Educator	HOD	Deputy Principal	Principal
----------	-----	------------------	-----------

7. **Looking at the number of your years as an educator in this school. Can you say the school is growing or not ?.....**

8. **In (7) above your response can either be positive or negative, just motivate it.**

9. **You are aware of your fellow educators progress in advancing themselves in education. Can you explain your feelings about their studies.....**

10. **What impact do you think it will have on the general improvement of the school ?**

11. **In about one paragraph, just tell us about your views for the implementation of the OBE in your school. What are the strengths and weakness of your school in general, concerning the OBE.**

12. **Do your promote co-operative teaching and learning ? Explain.**

13. **How were your results in your school between 1994 and 1997 ?**

14. **What was the major cause of your results in (13) above be if they were good /bad or just average ?**

15. What strategies do you propose for better academic results?

Appendix 3

Question	Response by Parent 1	Response by Parent 2	Response Parent 3
1.	1982	1982	1982
2.	Community	Community	Community
3.1	In a meeting	In a meeting	In a meeting
3.2	By the headman	By the headman	By the headman
4.	It was the chiefs name to unite communities	It was the chiefs name to unite communities	It was the chiefs name to unite communities
5.	Might of the headmen	Might of the headmen	Might of the headmen
6.	Four	Four	Four
7.	36 learners, 3 educators	34 learners, 3 educators	35 learners, 3 educators
8.	only humanities	Same	Same
9.	only std 6 = G 10	Same	Same
10.	Mr. Malcolm 8yrs	Mr Malcom 8yrs	Mr Malcom 8yrs
11.	Dlamini, Radebe, Cira, Jwara,	Dlamini, Radebe, Cira, Jwara,	Dlamini, Radebe, Cira, Jwara,
12.	Public School	Public School	Public School
13.	Communities	Communities	Communities
14.	Government didn't fund the building	People who needed the school collected money	People who needed the school collected money
15.	In 1991	Not certain	Not certain
16.	Not clear	Not clear	Not clear
17.	Not clear	Not clear	Not clear
18.	Netball, soccer, music, rugby, athletics	Netball, soccer, music, rugby, athletics	Netball, soccer, music, rugby, athletics.
19.	Winning 1989 music	Soccer won KFC	Soccer won KFC
20.21.	Improvementin 1996, 1997, 98,99 many	Improvement representRepresent circuit	Improvement In all codes

22.	chosen to represent yes		Yes
23.	We received some funding from the British Embassy and some donations from the book seller and Eskom	We received some funding from the British Embassy and some donations from the book seller and Eskom	We received some funding from the British Embassy and some donations from the book seller and Eskom

The learners were using one and the same questionnaire as the parents; therefore, I will take only questions 15,16, and 17 where the parents' responses were unsatisfactory. The learners seem to know them.

Question	Learner 1	Learner 2	Learner 3
15.	1991	1991	1991
16.	NW = 67 NP = 30 NF = 37	N WROTE = 67 NP = 32 NF = 35	67 30 37
17.	Lack of experience to the educators	Educators experience was questioned	Lack of experience to the educators

EDUCATORS

Question	Responses by Educator 1	Responses by Educator 2	Responses by Educator 3
1.	Male/He	Female/She	Female/She
2.	25 – 30 yrs	35 – 40 years	35 – 40 yrs
3.	STD	SED	STD
4.	STD 10	STD 10	BA
5.	2 – 4 years	10 – 15 years	10 – 15 years
6.	Educator	Educator	Educator
7.	Growing	Growing	Growing
8.	Numbers of educators and learners are increasing as well as the classrooms	In 1988 they're only eight educators now we are seventeen. We are growing.	In 1985 we were only eight now we are seventeen. Yes there is growth.
9.	They are getting ready for the change.	It is a positive thing.	They are equipping themselves.
10.	It is going to have a positive impact	It is a good thing	It is perfect to the school

) OBE can be implemented in our school. The only problem is the space; our classrooms are very full. There will be little chance for individual attention. We are positive because most of our educators are prepared they are studying. We have more university graduate with BA and Senior degree. Only four out of seventeen are not graduates.
) Yes, it is building and empowering the educators and learners

Question	Responses by Educator 1	Responses by Educator 2	Responses by Educator 3
13.	They were average	Bad	Fair
14.	Learners were the victims of the ... some were still seeing resistance as a solution to major school related	Both educators and learners were not yet transformed.	Same Educator 2

**THE EVALUATION OF THE CONTENT OF GRADE 12 SOUTH AFRICAN
HISTORY TEXTBOOKS IN AN EASTERN CAPE SECONDARY SCHOOL
THE RESEARCH PROJECT**

**Submitted in partial fulfilment of the
requirements for the degree of**

**MASTER OF EDUCATION IN HISTORY
of Rhodes University**

by

LUNGILE J. MULUSE

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1. INTRODUCTION

For many students, textbooks are their first and sometimes only early exposure to books and to reading. The public regards textbooks as authoritative, accurate and necessary, and teachers rely on them to organise lessons and structure subject matter. For this reason I was prompted to undertake my research.

2. AIMS

The aim of the study is to examine the way that selected topics are presented in current Grade 12 South African School History textbooks, and whether the information taught in South Africa is still relevant to the present dispensation. The present era promotes nation building and reconciliation, rather than the previous dispensation that promoted racial discrimination and division. Special attention is paid to the extent to which these texts perpetuate the social and political attitudes and stereotypes of apartheid.

The focus of the study within the stated aim is to examine interpretations of contemporary South African history (1910-1976). I have selected this period for two reasons. Firstly, its inclusion in the final-year syllabus (Grade 12), shows that it is believed to be important by those responsible for educational policies. Secondly, since South African policies of racial discrimination and segregation were extended and formalized during this period, any ideological biases in the texts would seem most likely to appear with regard to the approach through which textbook authors dealt with or avoided these issues and the philosophy of apartheid as it developed. The events of the 1970's and 1980's intensified the division within South African society and it is therefore illuminating, to examine how different authors have treated the contentious issues that have implications for the lives of the children from all sections of the community. Apart from what I have stated above, I would like to add other reasons, one of them is, that the Grade 12 syllabus forms the basis for both provincial and national school leaving examinations, which were moderated by a common body, the Joint Matriculation Board. As a result the grade 12 syllabus shows considerable conformity throughout South Africa. Another reason is that, being the most senior study materials,

they represent the most sophisticated approach to the subject and should be able to give some appreciation of historical methods. It would be expected therefore that these textbooks would transcend the level of mere facts or opinions, thereby providing students with the opportunity of drawing their own conclusions. It is to be expected, that, the possibility of explicit stereotypes or overt ideological perspectives would be minimized.

3. GENERAL TRENDS IN TEXTBOOK ANALYSIS

Having studied previous critiques of authors in the field, I considered the methodology used by textbook evaluators, such as Armbruster (1981), Steinley (1982), Dean (1983), Kallaway (1991), Apple (1999) and others. I found Dean to be more apt to the South African situation. According to Dean, (1983) early work on textbook analysis can be traced to the period following the First World War when attempts were made to identify and eliminate bias in German and other European textbooks. At a more international level, analysis and revision of textbooks was promoted by the League of Nations, which, in 1925, passed the Casares Resolution recommending the exchange of textbooks between countries. The Scandinavian countries were the first to put this into practice.

The role played by the League of Nations was continued by Unesco, which, in 1949, published a guide proposing criteria for evaluating textbooks. These included accuracy, fairness, balance and world mindedness (Unesco, 1949 pp78-81).

Unesco also sponsored a series of international conferences on the writing and revision of textbooks for international understanding. One such conference, held in Goslar, Federal Republic of Germany, recommended among other things the elimination of expressions deemed to convey hatred or contempt for other peoples or races (Unesco. 1963).

The field of textbook analysis has been particularly concerned with historical teaching materials, which one study cited as being the major repository of evaluative references

to minorities (Mc Diarmid and Pratt, 1971). Analyses of history textbooks have also revealed a high degree of nationalistic bias. One study undertaken by an Anglo-American team (Billington, 1966, p. 37) found for example that : *Nationalistic bias as it persists today is more subtle, more persuasive, and far less easy to detect, partly because it often mirrors subconscious prejudices of which the textbook author is unaware. Today's textbooks plant in the minds of their readers a belief in the overall superiority of their own countries, not simply an exaggerated image of past leaders. The misconceptions, accepted unquestioningly by the students of this generation, may warp their judgements no less seriously than the mis-statements of an earlier time.*

Another study conducted by Hatch on history textbooks used in the United Kingdom found that British, and to a lesser extent European, history predominated. Where attention was directed to Africa and Asia in some of these textbooks, it was the activities of European imperialists that predominated, and emphasis was put on discoverers rather than on what they discovered (Hatch, 1962).

One major study conducted by the American Council on Education in the 1940's found that immigrant minorities received unfavourable treatment and that stereotypes were frequent, particularly in the case of black people (American Council on Education, 1949).

Another dimension of bias identified in textbook studies has been a failure on the part of authors to confront controversial issues squarely. For example, a study carried out in Michigan found that there was little or no discussion of the Ku-Klux-Klan or the Civil Right Movement in textbooks (Michigan Committee Reports, 1968). Similarly, a study of interpretations of South Africa in British primary textbooks revealed that most books gave no account of slavery and failed to discuss apartheid (Nash, 1972).

McDiarmid and Pratt (1971, p.25) have identified general biases of "omission" and "commission" in the treatment of minority groups. The main biases of omission are, failure to note positive contributions and qualities, failure to note the contemporary condition; and failure to note the persecution of, or discrimination against, minorities.

The biases of commission are, an excessively political approach resulting in emphasis on war and conflict, unscholarly reproduction of stereotypes; and the casual use of emotive or pejorative terms to describe groups.

4. OVERVIEW OF ANALYSIS OF SOUTH AFRICAN TEXTBOOKS

Dean (1983) gives a fairly comprehensive study of history textbooks used in the Transvaal Schools. This study was carried out by Acerbic in the 1960s. The findings of the report showed that historical research carried out during the previous forty years had not been incorporated into textbooks.

Moreover, the author concluded that the education system in South Africa was being used to divide the people. This finding was based on an analysis which showed that differences existed between Afrikaans and English language history textbooks. These differences were observed both in the importance attached to various sections of the syllabus by authors, and in their interpretations of events.

The research also showed that there was a pronounced trend to greater ethnocentrism in Afrikaans textbooks, which has influenced the content of the syllabus prescribed for all schools, irrespective of the language medium.

This trend was influenced by the philosophy of Christian National Education. In particular, Auerbach (1965) found that much emphasis was put on the history of Europeans in South Africa, especially Afrikaners. This history was presented as in contrast to that of other South African population groups, particularly Africans.

Since the Acerbic study there has been much public debate concerning the content of history textbooks, which has been reported in the South African press. Van Jaarsveld and Joubert, have particularly come under attack. For example, Taylor noted that Van Jaarsveld, in his book *New Illustrated History, Standard 8* (for the pre-1973 syllabus), adopted a line of straight propaganda by directly praising Nationalist Party policy

(Taylor, 1971). Writing four years later of the same author's new text, Lewsen (1975) pointed out that despite a change in syllabus this textbook re-used sections of the old one without any revision and that it ignored thirty years' historical evidence which showed that blacks were settled west of the Fish river before it was made one of the boundaries between the Ciskei and Republic of South Africa.

The Lewsen critique also observed that this textbook was without context, ideologically slanted and riddled with stereotypes. Similar criticisms have also been directed towards Joubert. For example, a report in the star newspaper in 1975 noted that objections had been raised against Joubert's text *History For Standard 10*, which had been (and still is) approved by education authorities for use in school. The report noted that one complaint found; 'The author's approach to certain aspects of history and to some controversial policies is so unobjective as to make him a propagandist rather than a historian' (The Star, 1975, p27). Nieves Falcon (1980) has argued that it is economic domination and ideology that underpin racist distortions in educational materials: Books, particularly children's books and school textbooks, are one component of the media and are thus a tool for consciously promoting values which perpetuate subordination.

They are one instrument which supports the existing structure of relationships between the dominating power and those dominated in the South African perspective is the white and black. Graham Down (1988, p. viii) of the Council for Basic Education wrote that: *provided us with one of the most graphic description, textbooks, for better or worse, dominate what students learn. They set the curriculum, and often the facts learned, in most subjects.*

5. METHODOLOGY FOR AN ANALYSIS OF SOUTH AFRICAN TEXTBOOKS

My approach in this study is one which focuses on the key concept of legitimation, this may loosely be defined as the process by which, to a greater or lesser degree, consent is secured among members of a society to the then, existing social and political arrangements. In the context of South Africa, I have attempted to identify themes in the textbooks that tend to legitimate the philosophy and policies of apartheid. Using the

notion of legitimation, I have sought to understand the ways in which authors have selected structures and omitted material in presenting their various accounts of history.

In so doing, I have been concerned to identify the ways in which groups of people are presented in the texts, for example through the use of stereotypes. The concept of stereotype, indicating the tendency to attribute a fixed set of characteristics in an oversimplified and overgeneralized way to members of a group, has its usefulness, provided it is not restricted to its narrow psychological sense. South African history textbooks for secondary schools tend towards a more fact-based rather than opinion-oriented interpretation of history. The few textbooks that deviate from this pattern are noted in the analysis that follows.

While explicit stereotyping is not a dominant feature of senior-level history textbooks, an implicit form of stereotyping is evident from the narratives. It is implicit in the sense that allusions are made towards certain characteristics or forms of behaviour, rather than direct ascription of values to groups. In this more oblique form, stereotyping can be inferred through the context in which groups or individuals are presented, rather than identified through the use of descriptive forms. The evaluation of certain groups may occur not only through pejorative labelling, but also through a failure to present their case adequately.

Dean (1983) developed a number of general hypotheses derived from the findings of a large body of work in the field of mass communications, which can be used as a framework for my study.

They are :-

- The values endorsed in school texts and popular media in any country will tend to support the existing political system of that country.
- Groups that are socially and politically dominant will be more favourably presented than subordinate groups or non-dominant ethnic minorities.

- Where different texts are prepared for subordinated groups, any subordinate group will be more favourably represented in its 'own' textbooks than in those prepared for other groups, particularly the dominant one.

6. THE TEXTBOOK SAMPLE

The textbook sample used in this study is based on the list of English-language history texts written or authored by white writers approved by the, then Ciskei education, the former custodian of our school, subsequently, the present Eastern Cape Education Department has not removed these texts from the approved lists, therefore we are still using them as money for the new text books is difficult to come by. My reasons for selecting the textbooks used in my school are as follows; I am part of the history I am writing about, I have used these textbooks extensively and lastly the texts are provided by the state in schools, which means that the vast majority of grade 12 children are using them in the Eastern Cape.

I would like to present my reader with the list of text books that dominate our schools, although I will be using only three books as my sample for analysis.

All of the textbooks in my sample have been written to conform closely with the syllabus. The list is :-

AN. Boyce (1974b), *Europe and South Africa Part 2 : A History for Standard 10* Cape Town: Juta

C.J. Joubert (1979), *History for standard 10*. Johannesburg: Perskor

A.P.J. Van Rensburg & J. Schoeman, (1980b), *Active History standard 10*. Pretoria: De Jager – Haum.

A.J.P. Van Rensburg & F.S.G. Oosthuizen (1988) *Active History New syllabus*: Pretoria: De Jager - Haum

Lambrechts, Bennison, Bester, Fourie, Trumpelmann and Labashagne (1987) *History 10 New syllabus* : Nasou Limited

Peter Kallaway et al (1987) *History Alive 10*. Pietermaritzburg: Shuter & Shooter.

Graves and Viglieno, *History for Today 10* (1989). Cape Town: Juta

Grobler, Rautenbach and Engelbrecht (1988) *History in Action New Syllabu*. Cape Town: Juta

Smit, Lintvelt, Eksteen and Smit (1976), *History for standard 10*. Cape Town: Juta

Malan, Appelgryn and Theron (1987), *New History to the point Std 10*. Cape Town: Maskew Miller

Lintvelt, Smit, Vlock Van Wyk and Smit (1987) *Timelines 10*. Cape Town: Maskew Miller

Of the above list I have presented my readers with, I will critique or analyse only three textbooks. Most of the authors have been teachers or school subject advisors or school inspectors, or otherwise involved in the educational system.

7. TEXTBOOK ANALYSIS (Specific Textbooks)

The focus of the analysis is concerned with the presentation of different ethnic groups to determine how far, and in what context, a eurocentric approach to history may be evident. At the same time, I have to establish whether or not particular ideological perspectives form part of these interpretations. One way of approaching this is to see how the texts deal with instances of conflict and political dissent. I have chosen the text books by A.N. Boyce, C.J. Joubert, Van Rensburg and Schoeman, for they are popular in our schools.

7.1 Economic and Social History

This section of the syllabus is clearly intended to present a history of the white groups in South Africa. The texts are unable to segregate white and non-white social and economic history as neatly as was done with political history. There is thus considerable reference to non-white groups as well as to whites. The three authors all treat the topic differently.

The text by Joubert (1979) places its emphasis on a fixed socio-economic hierarchy

based on a racial division of labour. This hierarchy is ascribed to historical as well as perceived 'natural' causes and the interpretation becomes an explicit legitimation of the South African social structure. Nowhere is this assumption of a natural social order more explicit than in the claim (p. 232) that South Africa has never had a white working class and that this role has always been played by the non-white group.

The first point which needs to be made regarding the claim that there has never been a white working class, is that it is not only untrue but contradicts an earlier statement in the text concerning urbanization : *The Afrikaner played an inferior part in the country's economy for many years. He remained a member of the working class* (p. 226). More important, by omitting all reference to how the racial division of labour arose, the text suggests that it followed a natural course. We are told in this respect that it became the 'accepted thing' for non-whites to do all the heavy work. What we are not told about are the factors which drove non-white to the workplace or the legislation that promoted and sustained this social order.

Joubert's (1979) text suggests that non-whites made their labour freely available: *The presence of large numbers of non-whites who were prepared to offer their services cheaply made it unnecessary for the whites to undertake arduous labour* (p. 232). In this argument the picture is evoked of non-whites eagerly queueing up for employment, content to receive a subsistence wage. What the reader is not told is why non-whites offered their services cheaply? Nowhere in this account is there any mention of the coercion of labour through taxation and through the dispossession of land and livelihood. Moreover, the text then suggests that this social order was acceptable to the non-whites, though no evidence is presented for this view. Instead, the acceptability of inferiority is attributed to a simple form of materialism : *The generally possessionless non-white respected the white with his possessions. The non-whites did not therefore regard it as strange to find himself in an inferior position* (p. 232). This highly paternalistic interpretation once more obscures the insidious aspects of labour coercion referred to above.

Joubert (1979) turns to the role of the white group: The young pioneer was able to find

land for himself to start an independent life of his own, until well into the 19th century. He never found it necessary to start out life as a labourer (p. 232). What is not explained here is that in the course of *finding land for himself* the white pioneer contributed to the presence of large numbers of non-whites *offering their services cheaply*.

Nor is it explained that laws were passed to define the white groups' role in the economy. For example, the Mines and Works Act of 1911 forbade the employment of blacks as skilled workers in mines, while Hertzog's so-called *civilized* labour policy was expressly directed at protecting the white worker. This, as much as anything else, condemned the non-white groups to the lower end of the social scale. While these policies are referred to elsewhere in the text, they are not introduced into the discussion of historical determinants of a social order based on a non-white working class.

Joubert's interpretation of what is commonly referred to as the 'poor white problem' is implicit in this text. The term is used to describe the pauperization of rural Afrikaners who migrated to the urban areas and were forced to compete in the labour market with unskilled black workers. It is worth to note here that no mention is ever made of a 'poor black problem', despite their lowly position in the socio-economic order. The assumption here is that this was not a *problem*; and reflects the underlying value that *black poverty is natural and not to be questioned* (p. 215).

The text by Boyce (1974b) avoids the compartmentalization, or *textbook apartheid* which the syllabus suggests. The section on *urbanization*, for example, does not deal with black and white groups separately but gives an intergrated account which attempts to draw parallels between the two groups. In this brief account one of the causes of black urban migration put forward the Land Act of 1913 which had the effect of removing non-whites from their land, because it restricted the sale of land to blacks and forced them to work for white farmers.

The second factor mentioned was that the blacks were removed from their land to seek wage employment to pay taxes. This interpretation contrasts with the notion of blacks being *prepared to offer their services cheaply* put forward in the Joubert text. Boyce's

textbook also mentions the negative aspects of black urban migration, explaining that it has deprived, and continues to deprive, the rural areas of much-needed young adult males, that it causes social dislocation, and that temporary employment makes it difficult for black labourers to acquire skills and thus has the effect of perpetuating poverty. On page 253 it is also pointed out that *as long as workers are unskilled, and the continued existence of the colour bar in South Africa has this effect employee will find that they do not lose a great deal through a big turnover of labour*. Thus the migratory labour system is not considered to be a disadvantage because wages can be kept low; but if labourers began to do skilled work, the cost of a high turnover of labour would rise substantially.

While this textbook's interpretation of black labour and urbanization is in itself well balanced in the sense that it examines underlying causes and attempts to provide a black perspective on issues, it does at the same time underplay other matters. For example, we are told in passing that it has been the policy of the South African Government to *discourage the permanent urban settlement of Bantu* Boyce (1974) p. 253, but there is no attempt to explain this policy or examine its consequences. Thus the reader is not enlightened on other pernicious conditions associated with black urban settlement, such as segregation, poor housing, destruction of squatter areas, pass laws and forced repatriation to so-called black states. (Boyce, 1974 p. 253).

In its treatment of the *poor white problem* the Boyce text implies that it is acceptable to be a poor black but not a poor white. On page 259 it states: *The white government of the period 1924 - 33 felt strongly that the poverty of the poor white had to be attended to, not only because they possessed the parliamentary vote but because their poverty was considered to be degrading to the white man*.

Where Joubert (1979, p. 232) says that wages were *lower than the white could accept*, Boyce makes it clear that poverty was only considered to be *degrading to the white man*. What in Joubert seems to suggest that *this is the way things are, and should be*. Boyce is content to say, *this is the way things turned out*.

The third book in my sample, Van Rensburg and Schoeman (1980b), more closely resembles Joubert in its interpretation of Economic and Social Development, although it

is less explicitly ideological. Because it has been written for the black education system, there is evidence that more effort has been made to include a black perspective. Nevertheless, it still remains an essentially white interpretation and is characterized by a failure to give adequate explanation to the underlying causes of such phenomena as urban migration. There is also an implicit notion of a natural social order based on a racial division of labour, which can be seen in the interpretation of the 'poor white problem': *The poor white worker, himself unskilled, thus found that in unskilled ranks, preference was given to the black worker who could afford to work for a far lower wage than the white worker* (p. 189). By suggesting that the black worker could afford to work for a lower wage than the white worker, as in Joubert, the text implies that a low standard of living was acceptable for blacks but not for whites. It is equally interesting, also, to compare the treatment accorded to black and white migrants to the urban centres. More text is devoted to the poor white Afrikaners and is strongly evoked, by focussing on his *loss of identity* and humiliation. By contrast, the plight of the black migrant is considerably underplayed. While we are told that he became detribalized; nothing is said about any corresponding loss of identity and humiliation. This text has a tendency to over simplify historical processes and underplay casual factors. Nowhere is this more explicit than in its interpretation of black urbanization: *The urbanization of the black man was the result of a two fold process-rural poverty drove him from his tribal territory and the city with its glitter and fascination attracted him* (p. 193).

7.2 Political Social and Constitutional Development of the Non-White people

Under this heading I will be dealing with: Bantu (Blacks); this is partly due to the fact that I am trying to adhere to the required length of my paper.

Under this topic, Joubert's opening sentence reads: '*The population ratio between Blacks and Whites was 4:1 in 1910 which alone made the black-white relationship a countrywide problem and encouraged whites to move towards union*' (p. 238). In his first two paragraphs alone, there are no less than six references to this 'problem' without any clear definition of what it is. The only clue given is the numerical disparity between the groups and a vague notion of the white need to impose some kind of control or, as it

is put, *to formulate a national Black policy* (p. 238).

The Joubert text's interpretation of separate development portrays the policy as progressive and largely unopposed. Dissent is dealt with in two main ways: first by omitting reference to it and second, where it becomes absolutely necessary, by attributing it to external forces. Thus there is no mention of black political parties, such as the African National Congress (ANC) and the Pan African Congress (PAC), other than to note that they were banned by the South African Government.

Nor are riots, school boycotts, defiance of pass laws and other evidence of opposition to the system dealt with. It is interesting that, while this textbook earlier devoted considerable attention to white intergroup conflict and implicitly condones Afrikaner dissent, it is not the case with black opposition.

The text seems to indicate that it was legitimate for white Afrikaners to fight for their political rights, but it was evidently not so for blacks. The Joubert and Van Rensburg and Schoeman texts, attributed black opposition to external forces. The most common force identified is that of communist influence, which is frequently referred to in relation to labour disputes. Thus, for example, in Joubert (1979) : *In August 1946 black mine workers, evidently incited by communist agitators went on strike, the strike had to be forcibly suppressed* (p. 189). Another approach used in this book is to highlight what is perceived as the *progressive* nature of separate development (p. 126): *Since 1948 the policy of apartheid has undergone a metamorphosis. Apartheid had many negative characteristics, but with Dr H. Verwoerd as the architect, it developed to become the more positive policy of development.* Boyce (1974b) adopts a quite different approach to Joubert. On the opening page of the chapter on separate development (p. 278) the reader is told : *'The information which follows is an attempt to provide a completely factual account of the legislation of the government since 1948. The writer of contemporary history is too close to the events of this period of history to have a sense of perspective because he lacks a knowledge of the significance of the events of the period - the historian is too close to know the results of events which have occurred in his time.* Therefore the student of contemporary history should have an 'open mind' in approaching this field of studies; the question

asked are more important than the answers given: In adopting this approach the account avoids falling into the trap of endorsing official ideology, but at the same time, by playing safe and sticking to facts, it does not in any way challenge the status quo. There is no appeal to previous history to suggest that the practices of apartheid are sanctified by time, an account is given of the legislation that supports it and of the underlying rationale. Rather than resorting to the rhetoric of national identity and separate nations more fundamental factors are said to be at work. For example : *Fear of the consequences of Bantu urbanization as a result of economic integration undoubtedly affected the reasoning of South Africans on the subject of race relations (p. 276)*. This also suggests that Afrikaner Nationalism was used to provide a rationale for apartheid. In this respect the reader is told that *as Afrikaner nationalism grew in 1940s, the tendency to compromise disappeared and the apartheid idea came to the fore as the Afrikaner's uncompromising answer to the challenge of the native question (Boyce, 1974, p. 277)*.

The fundamental difference between the Joubert and Boyce texts is therefore that while Boyce, albeit fairly uncritically, shows how the lives of black people have increasingly been subordinated to the controls imposed by white rule, Joubert's text attempts to show that, rather than being manipulated, the black groups are being allowed to pursue their own destinies in their own 'nations'. In common with Joubert, Boyce's textbook also underplays the role of conflict and dissent and disregards the role of black opposition. The interpretation therefore tends to represent the black groups as passive in the face of the increasing subordination.

The van Rensberg and Schoeman (1980) textbook does give more attention to dissent. For example, the authors devote two pages of their text to a description of the origins and aims of the African National Congress (ANC). However, it is noticeable that a clear distinction is made between black resistance before and after the introduction of the policy of separate development. The early black political movements are accorded a degree of legitimacy in the text when, having noted the inferior status of black groups after the Union in 1910, it presents the ANC as an instrument for redressing this imbalance by constitutional means. By contrast, black resistance after 1948 is

presented in a very different light. In common with Joubert, the Van Rensburg interpretation also attributes dissent to outside influences, particularly communist.

8. CONCLUSION & RECOMMENDATIONS

It is evident that the contemporary history syllabus around which the textbooks have been written is intended to reflect 'separate development' as the norm among South Africa's population groups. The history of white groups is given prominence until the introduction of the policy of apartheid, at which point non-white groups became the focus attention. I have pointed out that these syllabus divisions are artificial but the intention has been to present different groups as having separate histories and destinies. This accords explicitly with the ideology of apartheid.

I have also noted that even where a section on non-white history is specified in the syllabus, this is presented in the textbooks entirely from a white perspective.

In this respect, the history of blacks, coloureds and Indians is merely an account of white imposed legislation that has determined the role of non-whites in the policy and economy of South Africa.

A further finding in this section of the analysis is that in two of the three textbooks attempts have been made to present South Africa's social structure (based on a racial division of labour) as a 'natural order' with historical antecedents. This has been done by ignoring the structural and legal factors which in reality have combined to create a highly inegalitarian society.

Finally, a general pattern which emerges from this examination of textbooks is that while legitimation is implicitly accorded to forms of dissent among white groups, this is not the case with non-whites. Forms of black opposition to white supremacy are, in this respect, either ignored or ascribed to external forces such as communism rather than to the prevailing circumstances of inequality.

I would like to recommend, that, a skill-based approach can not be implemented without a great deal of revision of the current syllabus and textbooks. New textbooks that incorporate this approach should be made available as a matter of urgency. Here too teachers can make an important contribution, because they know and understand the learners better than the ivory-tower academics and politicians do. Not only that, many teachers already possess and use this sort of material but fail to share it with colleagues.

Obviously, material needs to be carefully selected bearing in mind the developmental stage of learners and their language ability, but this type of approach is quite feasible, even with young primary school children.

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HISTORY OUTSIDE THE FOUR WALLS
THE USE OF FIELDWORK IN TEACHING OF HISTORY
THE RESEARCH PROJECT

**Submitted in partial fulfilment of the
Requirements for the degree of
MASTER OF EDUCATION IN HISTORY
Of Rhodes University**

By

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INTRODUCTION

The study investigated the teaching of history outside the classroom and in particular the use of fieldwork in the teaching of history. This study was undertaken by the Grade 10 learners of Toise Secondary School together with their subject teacher, myself as researcher.

History teaching is becoming a problem to both learners and educators. This is prompted by the fact that, in the technical age in which we live, knowledge of the past is often pushed into the background. As a result, history teaching often becomes an attempt to pump an assortment of arbitrary facts into the minds of learners by means of “chalk and talk” methods. Educators all over the world see this tendency as the major reason for the declining popularity of history as a school subject. In the Republic of South Africa the new core syllabus is geared towards moving away from earlier restricted emphasis on facts, but there is very little guidance for teachers to implement the ‘new’ approach, which focuses more on the ‘how’ of history and on the teaching of historical skills.

The general remarks of the new core syllabus state that the syllabus is designed ‘to integrate the teaching of content, skills, attitude and to allow for harmony between the learning process the “how” and the learning product the “what”, Van den Berg and Buckland (1983). Although there is evidence in the new syllabus of recognition of the need to move away from the old emphasis on the memorisation of facts, no indication is given of how the teacher should integrate the teaching of content, skills and attitudes. One solution for a South African teacher is to adapt the content to the demands of the National Qualification framework and the Outcomes Based Education (OBE). Being aware of the nature and needs of the learners can do this.

From infancy, until school going age, a child spends most of his/her life probing, examining, questioning and experimenting, in order to gain an understanding of the world around him/her. By means of first-hand observation, the child satisfies his/her innate curiosity, which is part of a natural expression of childhood.

Yet, when the same child comes to school, is confined within the walls of a classroom, his natural physical and mental expressions are restricted during the long school hours, to activities prescribed by a narrow curriculum, Burgess (1984).

This need to explore, to be physically and mentally active and express herself/himself by means of the existing social channels, remains with the child throughout his/her school career. The informed and keen teacher will make use of this natural need of the child and arrange for the learner to continue this exploratory behaviour in a similar, but more directed and appropriate way, allowing direct observation, touch, experimenting and questioning. Instead of being confined by the four walls of the classroom, the learner should be free, at least on occasion, to investigate his/her world. The community should be his 'schoolroom', Burgess (1984).

Fieldwork is one way in which the history teacher can satisfy the pupil's need to explore, to observe and to satisfy the urge to be mentally and physically active. By helping learners to develop the skills of the historian and by applying these skills, the learner is led to discover the realities of the past.

In this way history becomes much more of an intellectual exercise and pupils are encouraged to find things out for themselves and build on their own experience and imagination! (Barrand, 1996: 65).

To teach history outside the classroom demands skills over and above those used in the classroom. No two communities are exactly alike, nor do they contain identical resources. For this reason every teacher should get to know the history and resources of his/her own local area and develop his/her own materials to utilize what is available. This will be difficult for most black teachers because fieldwork is foreign to them. Excellent planning, learner and teacher preparation and follow-up work is necessary. The value of fieldwork for learners will depend entirely on the interest, ability and enthusiasm of the teacher.

THE EDUCATIONAL PURPOSE OF THE FIELDWORK

Fieldwork in various forms has been an integral part of geography learning and teaching. Nightingale, in Bailey (1989) defines fieldwork as a formal study outside the classroom undertaken by pupils as part of their academic work. This definition is supported by Hurry (1989) who perceives it as any educational activity that takes place outside the classroom. Bailey (1989) on the other hand, sees it as a method of planned discovery, whereby the teacher prepares situations from which pupils investigate facts and ideas for themselves. Bailey and Binns (1987) maintain that fieldwork provides the pupils with an opportunity to learn through direct experience. Hutchings (1962), on the other hand, finds it a way of relieving the bookishness of education through practice in observation and exploring out of doors. The same view is expressed by the University Working Group (UWG) (1984) that fieldwork develops field investigative techniques and an ability to relate the ideal world encapsulated in theory, map and textbook examples to the real world which the learners encounter in the field. McPartland & Harvey in Bailey & Binns (1987) maintain that fieldwork offers an opportunity for introducing pupils to people environment issues in the field using appropriate techniques of inquiry.

The role of fieldwork is, to a large extent, influenced by the aims and content of the syllabus, especially geography. Fieldwork has been accepted as one of the strategies which, when properly organised, affords pupils the opportunity to assume a major responsibility for their learning. Fieldwork is perceived as playing a significant role in enhancing the pupils' understanding (Maye1984, Hurry 1989).

The role and nature of fieldwork in history teaching needs to be seen in the context of the current problems in teaching history. Van den Berg and Buckland (1983, pp.2-4) supply other reasons for history's declining status amongst pupils.

- *The subject is taught in such a way that the pupils are passive recipients of a growing body of facts.*
- *Textbooks play too dominant and results in an endless flow of undisputed facts, which have to be memorised daily and regurgitated during tests and examinations.*

- *The training of teachers is also blamed for producing teachers who present history as a fixed body of knowledge which has to be reproduced in the examinations.*

According to Reeves (1980) the fundamental problem is that we are not really sure what kind of study history is meant to be or of what value it is. Reeves suggests that questions are raised about its worth and utilitarian value in our current society.

The belief that only practical utilitarian knowledge should be included in the school curriculum has thrown an ominous shadow over history as a school subject. It is necessary, therefore, to have a look at the aims and objectives of history for Secondary Schools, as set out by the 'core' syllabus, approved in 1995 by the Joint Matriculation Board and the committee of Heads of Education and to compare these with those of 1983 syllabuses.

In the 1983 secondary syllabuses for South African schools the six general aims set out are:

1. to contribute to the personal development of pupils;
2. to contribute to the development of a sense of citizenship;
3. to contribute to the development of positive attitudes and values;
4. to contribute to an understanding and appreciation of the pupil's heritage and that of other peoples and cultures;
5. to contribute to their understanding of the unique nature of individual events;
6. to contribute to their understanding of history as an academic discipline and the intellectual skills and perspectives which such a study involves (Van den Berg and Buckland, 1983, 9).

The preamble states that the syllabuses are designed *to integrate the teaching of content, skills and attitudes and to allow for harmony between the learning process* (the what)! Although it might look as if there is a recognition in the syllabuses of the need to move away from the earlier restricted emphasis of facts, there is little guidance on how teachers are to implement this approach, which focuses more on the "how" of history and on the teaching of historical skills (1994: 4). The result of this is that the core syllabuses have as their aims sequences of suggestions resting upon the induction into a body of historical knowledge, at the expense of any significant attempt at coming to grips with the benefits of an understanding of history as a discipline. This

could perpetuate the one-directional teaching of facts by the teacher and the memorisation and reproduction of the same facts by the learner. While it may further be reasoned that the teacher's hands are tied because he/she is bound by the syllabus and the prescribed methods of evaluation, the answer to this must be evident to an enterprising teacher. It is not necessarily the content that needs to be changed, but the approach to the presentation of this content.

The mission statement as expounded by the Minister of Education, Professor S. Bengu, in (1994) *our mission is to produce quality education through the study of history*. To this end we believe in:

- a skill-based methodology.
- Active learning and continuous evaluation.
- Co-operative learning through small group discussion.
- A multi-perspectival approach.
- Harmonising learner-centred and subject-centred learning.
- Developing a critical thinking mode.
- The significant role that history has to play in facilitating the transformation in our country.
- Exploding the myths in and about history and continually reappraising the past and that history has a rightful place in the school curriculum.
- That the history of the world and our country is the property of all who inhabit it.

One of the aims of teaching history as taken from the same mission statement by the past Minister of Education is: *To carry out simple research into aspects of local and national history using primary and secondary sources* (Bengu, 1994:7)

The majority of black children have large gaps in their education resulting from their comparatively impoverished background. They learn almost exclusively from their textbooks and teachers, while the teachers themselves often come from the same limited background.

In most schools teachers are expected to work closely to the syllabus. The ex-D.E.T. used to supply teachers with a work programme which prescribed that work which had to be done each period and week of the school year. The limitations imposed on the teacher by these constraints leads to the practice where too much time is spent transmitting 'facts' rather than to encourage a historical inquiry. Graves (1982) writes that the fault for this lack of interest in the use of the museum, lies in the absence of official motivation by subject advisers of education and the under-valuing of this component by authorities.

Given the ideals incapsulated by the 1994 mission statement my rationale for doing this fieldwork was to expose my learners to the legacy of apartheid and its impact on the economy of our country for building white elephants such as the Bisho Airport which never functioned.

PLANNING AND PREPARATION FOR THE VISIT TO THE AIRPORT:

GENERAL PROCEDURES:-

There are two aspects of planning which need specific attention. The first is concerned with essential administrative preparation and the second with compilation of work material and preparation of the learners for the outing, (Fairley, 1997). Because planning is such an important stage of the visit, the two aspects, administrative planning and pupil-teacher preparation will be emphasized.

The first thing the teacher has to do, after having planned the visit in the scheme or work programme, is to obtain permission from the head of the school. Also he/she has to consult other teachers, because at high school many teachers handle a single class. After this has been done the place to be visited must be contacted, in my case the airport. Details for discussion with the responsible officer would include, the date and time of the proposed visit, time of arrival, size of the group, the age range of the learners, the purpose of the visit, the extent to which help is required and the number of teachers accompanying the group.

It is of great importance that a teacher wishing to undertake such an excursion should know the general policy and specific procedures for educational excursions of the specific department of education. I focus most of my attention on the planning of a short excursion of one day or a few hours.

I will also refer to the requirements and procedures for planning school tours. The teacher accompanying the group is usually the person immediately responsible for the planning and organisation of the visit. It is up to him/her to ensure that all administrative arrangements are carried out and that learners are well prepared for the visit and behave themselves well during the visit (Duminy, 1983).

The final responsibility, however, always rests with the principal. He must see to it that all administrative requirements have been adhered to and that the teachers appointed by him/her to accompany the pupils are fully aware of what is expected of them. When the group consists of both sexes, it is advisable to have both male and female teachers accompany the group.

The safety of the pupils, both on the journey and during the visit, is of the utmost importance and the principal must ensure that this has been provided for. For this reason untrained or inexperienced learners should not be left on their own, but must be under the firm control of teachers. A teacher with a knowledge of first aid should always accompany the group if possible and a first-aid kit must be taken on all excursions lasting one day or longer (Cape Education Department, 1982).

It is normally the function of the principal to obtain the permission of the school governing body and of the Education Development Officer (EDO) except in the case of a short one day visit. Parents must be informed well ahead of time that an outing / visit is being planned and how the visit will be financed. No learner may take part in an excursion without the written permission of his/her parents or guardian.

The school must adhere to the following instructions and procedures:-

- Permission for the excursion to take place must be granted by the governing body at an official meeting and such permission must also appear in the

application form A (Appendix two) which must be completed in triplicate and signed by the principal.

- Prescribed letter number 3 (appendix three) must be completed by the parents of all learners wishing to take part in the excursion.
- In cases where the school wants to take excursions in its own region, the circuit manager, in consultation with the district manager, will consider giving approval, provided that the prescribed application form reaches him at least three months before the proposed visit.
- Where a lecturer guide has been appointed in a region of the department, he/she will make the necessary arrangements with the official of the place the school wishes to visit. The circuit manager will subsequently notify the principal. If there is no lecture guide the principal, or a teacher appointed by him/her, will make the necessary arrangements. No excursion may be undertaken without proof or prior arrangements with the officials of the place of interest.

The lecturer guide or principal will now draw up a plan of the visit. If drawn up by the lecturer-guide the plan will be forwarded to the school (appendix four). No school will be allowed to depart on any excursion without this plan and where applicable the letter of notification (appendix five). The teacher in charge must study this notification carefully, especially the section on admission fees.

- A report quadruplicate on form C (appendix six), indicating the success or failure of the excursion has to be handed to the circuit manager by the principal immediately after the excursion. A financial statement has to accompany this report (Engelbretch, 1983).
- Should any alterations to the original arrangements be necessary, the circuit manager must be notified immediately.

For one day excursions and short visits during school hours the following procedure must be adhered to:

- The school committee must be informed about the planned visit.

- Permission must be obtained from the parents of all pupils who are to take part in the excursion. An indemnity form must be completed by all parents to exempt the teachers accompanying the group, the school and the department from any liability in the case of an accident.
- The appropriate application form (appendix seven) must be completed and, together with the plan of the visit activities, must be sent to the circuit / district manager in good time.

The teacher must supply the learners with sufficient background knowledge of the topic in the classroom. This could be done by means of teaching aids such as pictures and by giving a lesson on the topic (see appendix one).

ACTUAL PLANS AND PREPARATION FOR THE AIRPORT VISIT

In planning the visit to the airport with my learners, I wanted to achieve the following outcomes, that the learners may interact with their local environment, and that they may develop the critical thinking skills as they were part of our planning.

It is first necessary, however, to give a brief account of the local airport used in this study. As I already mentioned this airport called Bisho Airport was established by the Ciskei Government and later inherited by the present South African Government and is under the Eastern Cape Transport Department which is generally known as Public Works. I regard the Airport as a modern education centre which could become popular with our local schools if educators realised that there is a lot that the learners could gain from a facility so nearby.

I divided the class into three groups of six and one member of each group was appointed as scribe. Each scribe was to submit a report after the excursion.

I further prepared a worksheet that would be the source of our questions (appendix one). We had one leading spoke-person.

My learners were told that no money, or food was required because we were going to spend only three hours at the airport. I also consulted the teachers who were teaching grade 10. I made use of the Deputy-Principal's teaching periods and my own. Unfortunately, I was alone on the trip to visit the airport as all the other educators were busy with their own classes and therefore unavailable.

In my briefing I requested my learners to bring with them some pencils, rubbers and their notebooks. I provided the scribes with paper and clipboards. The worksheets were handed to the learners two days before the actual visit whereupon I told them that they had to submit their notes the day after the excursion, along with the completed worksheets. They were further requested to be ready to report to the class during our teaching period.

According to Macquarrie (1969), learners must understand that the visit is an extension of the work done in the classroom beyond the walls of the school building. This means that behaviour and attitudes considered appropriate in the school are also expected during the outing / visit.

IMPLEMENTATION OF THE FIELDWORK

On this particular day we left the school at 08h30 to reach the airport at 09h00, I planned this such that we might break at the airport at twelve, to allow my learners time for lunch or snack. The airport in question is just a kilometre away from school.

On reaching the airport, the acting manager of the airport was already there to welcome us. Having done his welcoming remarks, he took us to the terminal building, at the entrance of which is a stone inscribed with a short history of the airport.

At the airport we were led to the various sections, like the hanger, control tower and the apron as well as the petrol station. As the focus of the field trip was to learn the history of the airport, our questions were meant to elicit information connected to the historical background of the airport.

THE FINDINGS OF THE FIELDWORK

We learnt that the airport was established in 1985 by the Ciskei Government, for the Ciskei homeland under the late Mr L.L. Sebe who was the President of Ciskei. It was officially opened in July 1987, by the then Ciskei president LL Sebe. Initially it was known as Bulembu Airport, but it was later changed to Bisho International Airport, although it never carried that function.

At the time of its opening everything was in place, like the fuel station which was installed on 07/04/1986. It was fuel for both small and big aircraft. We learnt that small aeroplanes use avgas 100/130 while the Jet A1 is used by big aeroplanes. The airport was started with one big plane known as R62747 Air Bus, which never left the airport. The major purpose for establishing this airport was to serve Ciskei. Chartered aeroplanes used to depart and arrive at this airport, with Ciskei dignitaries and the international financial personal.

From the acting airport manager, we learnt that the airport has been doing very little business to plough back money spent on its construction and the budget for salaries for about forty employees who are presently employed at the airport. They are being paid a salary as they intend to use the airport in the future. The airport has been there for almost twelve years, but there is very little activity associated with aviation. The employees just man the premises and receive chartered aeroplanes at times, and the governments' officials who seldom use this airport.

We were made to understand that from 1996 until June 1999 some of the rooms in the airport were used for census purposes. Amongst the workers we learnt, that the airport was with about one hundred workers, that is both the skilled and unskilled workers. Of these one hundred workers, almost all the unskilled personnel came from the surrounding areas or villages. We also established that the present airport manager is the fifth in twelve years. I will not mention their names as I did not obtain permission to do so. Our host mentioned that there was a possibility that the airport might be bought by the Expeditions Airline. Between committee's the chairman of public works was quoted by the Daily Dispatch (09-11-99) as saying, "A new airline

company has submitted a proposal to the Provincial Transport Department to start air flights at the Bisho airport.” He was referring to the same Expeditions Airline from Zimbabwe, which was mentioned by the airport manager who led us.

FOLLOW UP

Follow-up activities have a dual function. In the first instance, there was a need for follow-up as it would be done by the teacher and his learners. In the second instance there was a need for the learners on their own to discuss the value of fieldwork and the methods used to evaluate their own efforts at planning the visit.

Follow-up for the students could be divided into three stages. The first two, the immediate and intermediate follow-up, could be described together. The immediate follow-up is usually done on site, so that the teacher or the lecturer guide could find out whether the pupils are following his/her explanation from stage to stage. The intermediate follow-up is done at school just a day after the outing/visit. At this point the learners revisit the questions. Learners are free to air their views as individuals. For the long term follow-up, all learners are requested to do an assignment. At this point, the learners work as individuals at home. Where there is a small group of learners like mine, this is easy. Where there is uncertainty or ambiguous questions the learners have been asked to note these down to be discussed at the follow-up at school. This is done as the time at our disposal is only three hours.

In as far as the long term follow-up is concerned I requested the English teacher to give my learners an essay about the visit to the airport: something that complied with the demands of our present approach to learning. The subjects taught must not be compartmentalized. The English teacher was so impressed by the way my history pupils articulated the visit, that she wanted to be involved in the near future in any fieldwork I undertook with my learners.

STRENGTHS AND WEAKNESSES OF THE FIELDWORK

Based on my evaluation of Bailey & Binns (1987) that fieldwork provides the learners with an opportunity to learn through direct experience, I believe that my learners

enjoyed the outing / visit to the airport so much as in when the airport manager informed them that in the near future the Bisho airport would again be operating, they requested him to inform them as to when and to again invite them. In reality I noticed that all learners were just game to be outside the classroom, and also to listen to someone other than their teacher. Some withdrawn learners in the class exposed a different attitude at the airport. I assume that this is a positive attitude shown by the learners and this was caused by the fact that all of them were part of our combined planning, something which is very rare in the normal teaching periods. Some teachers come in and talk to classes and there are times when a teacher will leave a class without having involved one learner in their class. Some of the weaknesses as I have observed from the fieldwork was, that this was the first expedition undertaken by learners and I realised that it was very foreign for the learners. To me this emphasises the conviction that it is incumbent on us as educators to strive for change. Therefore, we have to realise that the world is changing dramatically. We are in the middle of a major paradigm shift, and we need to add on changes to the existing schools which are inadequate.

In our planning session I dominated the exercise and there were two reasons for that. Firstly, we planned in English, and our worksheet was also written in English. The second reason is that my learners had never been to the airport. Another reason was the gap between my learner's experience and mine. The most vivid general weakness was the language during planning and follow-up time. My learners experienced problems when they were compelled to write the report.

TEAM PROPOSALS

Taking note of the airport status quo, teams had a few suggestions such as :-

- The airport be utilised in different ways or that it be hired or sold to private airlines. As for the workers, as they all belong to the transport and aviation department;

- They could be transferred around the province according to their experience and expertise, or some could be taken in by the airline that takes over their airport;
- We feel that the fire department can be left behind even if the rest of the sections are leaving. The reason being that because of villages being electrified we shall need the fire fighting section's services. This is a reasonable demand if we consider the distance between the airport and East London, where the Border Fire Fighting Services are situated.
- Alternatively, the houses or different sections could be utilised for educational purposes. This is based on the fact that seven (7) secondary schools and eighteen (18) primary schools are situated around the airport;
- The terminal buildings could be converted into either a public library, a computer centre or central laboratory for all schools, and a community development programme under the direct control of the education department. Doing this could also provide more work for the local community.
- Places / sections like the hanger can be converted into a gymnasium or sports centre for both the local people and the learners, alternatively it can be converted into a community hall, because not a single village around the airport has such a facility, therefore the hall is a necessity not a luxury.
- The vast empty land within the premises of the airport can be turned into a community garden, because there is security fencing and enough water from the taps for irrigation purposes. That can be part of the RDP for the communities.
- The long runway is suitable for athletics activities, even cycling can be undertaken by the villagers. These are just a few proposals for the alternative use of this dysfunctional airport.

- The last proposal is to let the Transport and Aviation sell or hire out the airport to a private airline, and reward the communities whose land is being occupied by this expansive facility.

PERSONAL OBSERVATIONS

On the learners' part I noticed that they enjoyed the outing very much even the fact that they were part of the task from the planning to implementation and report in writing. I also learnt that one must not just take things for granted, in the way that most people would. To me the fieldwork was not going to include the airport's history but to my learners it became part of their interest and questions, after exhausting our questions on the worksheet.

I also realised that co-operative work education schemes are being set up; and learning by participation, involving learners more actively in school work, is the basis of many alternative schools and of experiments within the existing systems. An important feature of the situation is that the environment is changing so rapidly that the schools are not able to cope with its dynamics.

With the fieldwork I undertook, I realised that the learners desired change. At the same time one must be aware of the fact that the present school culture should be able to meet the challenges of modern society. However, parts of the school culture may hinder meaningful and desirable changes. The major hindrance towards changing the school culture is that many schools are still organized as bureaucracies, characterised by departmentalisation, separate subjects and departments, teacher independence and often teacher isolation, a heavy concentration on cognitive development and a focus on individual achievement alone. These are just examples of trends that have already been important for some years, and that illustrate the need to understand and deal with relationships and interconnections in the school, among subjects, individuals and learning groups, and between the school and the environment. As the school became aware of its need to do practical work as well as theory, the need to communicate and negotiate values and norms becomes more obvious.

In contrast to the above, there are also many positive sides to today's youth culture. Many are actively involved in sports activities, leisure activities, religious groups and community clubs. Learners are fighting for the rights of others, the environment, international causes and social issues. The value of group work is increasingly recognised, not only because group work is essential to reach personal and social objectives, but because group work is becoming such an important element of everyday life and work (Senge, 1979). The methods and technology of effective group work are well known and should be accessible to educators, teachers and learners.

The value of being able to understand both the content of the group, task "production" and the hidden curriculum, the values, the norms and processes that regulate behaviours in group is that it helps us to appreciate the value of working with groups to learn problem-solving behaviours, as well as the values and needs required in a problem solving school. Many schools see these and other changes in the context of schooling, and are working hard to creatively meet these challenges. Other schools are bound to traditions and norms that make it hard to adapt and meet new challenges. Old values and norms are normally based on traditions in the school that are hard to change. Culture, in other words, plays a significant role as a determinant of change. When planning this fieldwork the learners and I did not realise that there were such deep connections between themselves, their community and South Africa.

In reflecting on our findings, I realised that we are now beginning to be aware of the fact that the curriculum followed by different schools should not be such as to favour undemocratic tendencies in our society by producing distinct and separate groups of adults with little in common as regards experience and understanding of the world, predestining some to high and others to low status social positions. There should be sufficient number of things known and valued by all members of the society for the notion of a common interest to be possible.

EVALUATION

The problem with school teachers in my experience is that at my school to them a field trip means going to big cities. Even at my school nobody was keen to accompany my

group for the simple reason that we were visiting the neighbouring airport, which is dysfunctional. According to the airport manager we were the first school to visit the airport. Unlike the museum, the airport has no educational programme. This can be explained by the fact that no school around has ever shown any interest in the airport. The airport manager is a Xhosa speaking person, this made communication links easy for my learners who are used to code switch when taught. We prepared the visit to be only three hours long, as it was just a short visit within the school hours, but it became apparent during the visit that the time allocated for this visit was too short for my learners who were out of their classroom for the first time.

The discussion, which was meant to be the follow-up activity, took the form of reports by the different groups. Each group had to report on their observations and findings. This was done to ensure that all learners had completed their worksheets. After each group had given its report, the other groups were given the opportunity to add to or differ from what had been said. In general the discussions were of higher standard than expected and it was apparent that most of the learners had gained insight.

As all of the learners had never been to the airport before, they also needed practical training and guidance in certain skills. Although they had worded documents such as maps, cartoons, and historical objects in lessons at school, this would not necessarily be sufficient experience to handle the challenges of fieldwork. I decided therefore that, although the learners would assist in planning the visit, they would also be learners. It was clear that the learners realised that it would not be easy to organise an excursion when they were taught at school and that visits would have no educational value if the teacher had not planned the visit well, if learners were not sufficiently prepared and follow-up work did not take place.

This part of my paper examines the outcomes of my pilot field work study undertaken at the Bisho airport and comments on some of the reasons why many history teachers do not use excursions at all, or as often as they should.

The apparent success of the field work at the airport conducted by myself and the learners, shows that the excursion can be an effective tool in the hands of the teacher in making history “alive” for their learners. The question must now be asked why

history teachers do not make use of this very effective tool. During the research done for this paper, I realised that teachers experienced a complex network of constraints in different ways and in different degrees. The following proposal suggests a solutions to these problems in an effort to instigate effective use of the fieldwork.

A: TRAINING

Adams (1982) and Gibbs (1985) state that the lack of teacher interest in the use of the museum excursions or fieldwork can be attributed to the fact that teachers either do not know what the excursion has to offer, or do not know how to use the excursion, because this aspect of teacher training seems to be inadequate. While this neglect in teacher education has been receiving attention lately, attention should now be shifted to the application of knowledge and the development of skills outside the classroom.

Teachers are often unwilling to change their approach to the teaching of history, because they achieve good results in the external examinations using traditional methods. They often consider that they are evaluated in terms of the results their learners obtain in the examinations and are therefore hesitant to try anything new. In most cases teachers are not trained in the use of historical skills or to teach history outside the classroom. The insight required for such an excursion therefore needs to be introduced into all teacher training courses and also be made available to teachers in the field by means of either in-service training or circulars. In countries such as Britain, museum education forms part of the pre-service training and education given by colleges of Education. The Christ Church College of Higher Education in Canterbury, for instance, makes use of the facilities offered by the museums. Students pay a pre-excursion visit to the London Museum where they are introduced to what the museum has to offer and techniques and methods are discussed with them. Students then have to plan an educational excursion, including worksheets and follow-up activities to the museum. This excursion takes place about a week after the pre-excursion visit and the student has to conduct a visit with a group of pupils from the Chatham Grammar School for boys. Students complete the whole exercise with the pupils and after the follow-up and evaluation has been done, they report back at the college where the experiences of all students are discussed (Greenwood, 1982).In South Africa very few colleges pay much attention to the use of excursions.In most

cases the excursion is dealt with theoretically in class and if a learner is lucky, a museum visit might form part of an educational excursion undertaken by the college. More realistic and practical training would seem to be an important development for history teachers in-training.

Continuous training, or specific periods of in-service training, in the specific field of specialists, are seen as imperative by the business world of today, as it is necessary to keep up with the newest developments in the technical field. Yet, educationists are often reluctant to attend refresher courses. New approaches are nearly always viewed with suspicion. The implication is that the training given five or more years previously, still meets the educational demands of today. In-service training should be provided, not only for the subject teacher, but also subject advisors, subject heads and principals. According to Bester (1980) new approaches are often opposed by uninformed higher authorities. The use of fieldwork/excursions could easily be included in in-service courses on outdoor education. These courses on excursions/fieldwork should be conducted outside the classroom. In-service training staff and teachers should co-operate to find ways in which the fieldwork can be used best to the benefit of the pupils. One example comes from the United States, where the Philadelphia Alliance for Teaching Humanities in the schools trains teachers in the techniques relevant to the various humanities disciplines. In this way teachers are made aware of the value of the excursion in the teaching of history and are supplied with the necessary knowledge and skills to conduct their own excursion (Hodgson, 1986).

B: NEED FOR LITERATURE

History teachers often complain that they do not know how to go about planning a fieldwork and for this reason they rely on the host to conduct their excursion for them. They declare that there is no literature on resources. I also support my colleagues because the information I used in this paper is based on geography fieldwork. I did not take this objection as a stumbling block in cases where there is an education officer or second teacher at any visited place. It can be a problem if the visited place is staffed by unqualified people. For this reason, I agree that teachers need literature on outside the classroom activities relevant to the curriculum they follow.

The Department of Education and Training: Educational Tours, offers detailed instructions and guidance to principals and teachers concerning educational excursions and tours in information bulletin number 3 of 1987 while the Cape Education Department supplies the same type of information in the “Handbook for Principals” and circulars number 35 of 1984. These documents, however, do not supply all the information teachers need. What they need is information on differing motives and skills, guidance concerning resources, types of educational activities and follow-up projects.

This pressing need for some form of information in the form of a brochure or newsletter is met by many places of interest like wild life reserves or museums, where suggestions about planning, implementation and follow-up of museum visits as well as information such as possible lesson topics, tasks for pupils, worksheets and available publications, are sent to schools regularly. Departmental publications such as “Educamus” often also supply much needed information.

C: EFFECTIVE SUPPORT INFRASTRUCTURE

The old Cape Education Department did not have an organisation such as the Transvaal Education Department’s School Journey Service or the Educational Tours Section of the former D.E.T. to support teachers when planning and implementing excursions. In the former D.E.T., these structures removed much of the pure administrative load from the teacher and allowed him to concentrate on the educational aspect. Pupils can only benefit by the creation of this type of infrastructure in the Eastern Cape Province. Teachers must, however, not expect these services to provide the informal data in terms of subject content, as they very often expect if the host educational offices.

D: SYLLABUS

The stated aims of the syllabuses, prescribed by most department of education are good, but the interpretation and presentation of the subject material in the classroom is done in a typical compartmentalised form and makes it nearly impossible to extend

the classroom' out of doors, as most history topics required holistic and multi-disciplinary approach is lacking in our syllabuses and classrooms' (Millar, 1980, p.6). The following constraints arising from the syllabus can be seen as the cause of the situation described in the preceding quotations:

- i) The excessive content of the history syllabus, particularly that for the senior secondary phase, leaves only enough time for teachers to prepare their pupils for the examinations.
- ii) The examination requirements are such that the memorisation of facts is the only "skill" needed to teach history.

The promotion of critical thinking and the use of historical methods will not be stimulated unless the dominating influences of the external matriculation examination is lessened or the whole examination system undergoes a change. This examination influence must not be seen as restricted to standard ten alone. For principals and education development officers usually see all internal examinations as preparation for the final examination and examination papers must thus be based on the format of the external paper.

At present there are only two options open to the teacher:

- (i) To fight for the syllabus and examination system to be revised.
- (ii) According to Marshall (1983) the quicker solution would be to incorporate 'outdoor activities'; by manipulating the history syllabus.

This was possible with the C.E.D., but it was impossible for the D.E.T. teacher with the prescribed work programme, but it is now possible for everybody ever since we are under one education system, but again the teacher from the homeland and D.E.T. will need some guidance.

EDUCATIONAL CONTEXT

An immediate solution could be to second more teachers to all tourist attraction places and speed-up the training of teachers in the use of 'outdoor education' at in-service courses. That this is urgently necessary will be realised if it is perceived that the ex-

D.E.T. Section: Educational Tours, had only ten lecturer-guides to serve the whole of South Africa in October 1983 (Schonken, 1983, p.29). As regards the ex-homeland schools lecturer guides never mentioned them at all.

Another stumbling block in the way to changing the approach to the teaching of history is the view that history is a learning subject, in which the pupils can sit back and passively listen to the teacher talking. Any change in this traditional method of teaching might be met with pupil resistance. The introduction of Schools Council 13-16 history project in England led to a shift in pupil perception of the subject, but the resistance of many pupils to this new approach to history is seen as a significant constraint that has to be taken into account by teachers.

There is evidence for similar resistance in South African education (Van der Berg and Buchlard 1983). The history department at the school where I teach experiences resistance from almost all grades who are taking history as a subject, to adjust to the approach where learners have to take an active part in the lesson.

CONCLUSION

I have no doubt that the excursion or fieldwork as well planned and apprehended, outside the classroom activities, can contribute to the moral and social, as well as affective and cognitive development of learners. The experience serves the needs of nearly all learners, it is real exciting interesting and the learner is introduced to a wide variety of historical methods.

The fieldwork I have undertaken with my learners has an advantage to other modes of outdoor education is that it was conducted in only three hours, during normal school hours. For this reason it can also be used for groups of young children. It is less costly, easier to plan as there are no sleeping and feeding problems and follow-up visits can be easily implemented if needed. The visit must also be seen as training ground for future extended field trips.

As the majority of learners in South African schools will not in the near future be able to afford to pay for trips to special sites or for extended tours the major thrust of history

outside the classroom; must be towards development programmes which will make use of the local sites.

“The museum cannot take the child out into the world, but can bring the world into his line of vision and into his hands!” Van Zyl (1983:8)

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WORKSHEET ON BISHO AIRPORT

As you enter the main entrance of the airport there is a stone which was laid to mark the official opening. From it try the following questions.

1. What is the name of the airport?

Ans:.....

2. When was the airport officially opened?

Ans:.....

3. Who opened the airport?

Ans:.....

4. In which capacity did the person mentioned in (3) above opened the airport.

Ans:.....

5. Of which country or homeland was he/she?

Ans:.....

6. Is the airport's name taken from the place in which it is situated?

Ans:.....

Questions to the Airport Manager?

7. How many aeroplanes were used by the airport?

Ans:.....

8. Who was the first airport manager and who is the present manager?

Ans:.....

9. How many employees started the airport?

Ans:.....

10. At present how many employees are working here?

Ans:.....

11. Where are the employees from?

Ans:.....

12. How many departments have you got?

Ans:.....

13. What kind of fuel is used in aeroplanes?

Ans:.....

14. Can you as the manager together with the present government explain the future plans of this airport?

Ans:.....
.....
.....
.....
.....

15. Follow-up Question for Learners At School

In about a page and a half, write a full account about your visit to the airport. Starting from your planning in class until you came back to school.

Ans:.....
.....
.....
.....
.....

APPENDIX

NO	NAME
8.	WORKSHEET ON BISHO
9.	APPLICATION FORM
10.	COVERING LETTER
11.	CONSENT FORM
12.	TOUR PLAN
13.	LETTER OF NOTIFICATION
14.	TOUR PLAN

DEPARTMENT OF EDUCATION AND TRAINING

Date _____ Time _____

APPLICATION FORM FOR ORGANIZED VISITS TO PLACES OF INTEREST

- NB A. The completed forms must be forwarded to the Ward Inspector in accordance with the number of forms and the times specified in the Departmental Rules and Instructions for Educational Tours.
- B. Before completing this form, please consult the following :
- (a) Departmental Rules and Instructions for Educational Tours.
 - (b) The official list of suggested places of interest.

- * 5.5 Also state three possible alternative departure (a) _____ *
(see 5.1) dates (b) _____ Complete this section only if this form is forwarded to
(c) _____ Lecture Guide

6. NUMBER OF CHILDREN COMPRISING THE TOURING/VISITING GROUP

Std						Total
Boys						
Girls						
Total						

APPENDIX TWO

1. Name of School :
Address :
..... Postal Code :
Telephone number : Code :
2. Name, title and telephone number of any authority who can be contacted after school hours with regard to the tour group.
.....
.....
3. Teacher in charge : Mr/Mrs/Miss :
4. Names of other teachers who will accompany the touring/visiting group : Men : Women :
5. DATE OF VISIT

7. NUMBER OF TEACHERS AND PUPILS

WHO WILL REMAIN AT SCHOOL Teachers Pupils

8. TRANSPORT

- 8.1.1 Type of transport to centre
- 8.1.2 Type of transport between places of interest at centre
- 8.2 Name of transport contractor/company
- 8.3 Are the contractor's/company's vehicles in good repair?

	Date	Time
5.1 Departure on outward journey		
5.2 Arrival at destination		
5.3 Departure on return journey		
5.4 Arrival at home		

3/.....

- 8.4 Has a certificate of the vehicle's roadworthiness not older than six months and issued by a local authority, been submitted to the principal?
- 8.5 Insurance : Has adequate risk insurance been taken out?
.....
- 8.6 Cost of transport :
- 9. How are expenses of transport, accommodation and food to be met?
.....
- 10. Expected total cost of tour : R C
Contribution per pupil : R C
- 11. Have all parents/guardians given written permission?
- 12. PROPOSED ITINERARY AND SUBJECTS WITH WHICH VISIT WILL BE RELATED

Places of interest in sequence Std Number of Subject(s)
of preference pupils relation

Places of interest in sequence of preference	Std	Number of pupils	Subject(s) relation

N.B. The Lecturer Guide may be compelled to amend the itinerary to meet various circumstances affecting visits.

- 13. SIGNATURE : SCHOOL PRINCIPAL DATE
- APPROVED/NOT APPROVED BY GOVERNING AUTHORITY, STATE AUTHORITY
.....
- SIGNATURE OF AUTHORITY DATE
- Recommendation

WARD INSPECTOR DATE

Approved/not approved. Remarks

.....

CIRCUIT INSPECTOR DATE

ADDRESS

..... CODE

Approved/Not approved. Remarks

.....

.....

LECTURER GUIDE DATE

COVERING LETTER AND FORM OF CONSENT

School address

Dear Parent/Guardian

EDUCATIONAL TOUR/VISIT

Our school will be undertaking a visit/tour to the place(s) mentioned in the attached form of consent. Your child may accompany the tour group only if you grant your permission. If permission is granted, you are required to complete and return the form of consent to the school. The teachers in charge will undertake such reasonable precautions as are of the tour/visit. However, you are requested to impress upon your child the importance of his/her obeying the instructions of the teacher(s) in charge, as well as of adhering to the normal standards of safety and behaviour.

Some transport companies' fares include insurance only while your child is travelling in the company's vehicle. Parents are free to take out additional insurance in such cases or comprehensive insurance where the transport company offers no cover at all.

Yours faithfully

PRINCIPAL

CONSENT FORM

Dear Parent/Guardian

The School, address
 Tel.
 Will be undertaking an educational tour/visit to (specify places)
 The group will depart on
 and return on

.....
 PRINCIPAL
 Date :

1. I, (print names and surnames)
 the parent/legal guardian of
 (print full names and surnames of child)
 hereby give my consent that he/she may accompany the group
 on the dates and to the places specified above.
2. I authorize Mr/Mrs/Miss
 (the principal must fill in the name or names), the teacher(s)
 in charge, to act on my behalf should my child require medical
 treatment, including surgery, during the course of the tour.
 I shall be liable for all costs arising from such medical
 treatment or surgery.
3. Kindly note that my child (comment on any health problems or
 allergies from which your child may suffer, or state that
 he/she enjoys good health; also state any activities in which
 he/she may not participate)
4. My contribution of R C has already
 been paid to the school/is enclosed with this consent form
 (underline the applicable phrase). I have received the
 official school receipt for this amount/will be grateful to
 receive your official school receipt for this amount
 (underline the applicable phrase).

2/....

5. Name and address of employer

 Tel. Code
6. Home address of parent/guardian

 Tel. Home Tel. work
7. Name and address of person who may be contacted in the event
 of an emergency if you and your employer are not available.

 Tel. Home Tel. work
8. Signed at

DATE
 SIGNATURE

DEPARTMENT OF EDUCATION AND TRAINING
TOUR PLAN

N.B. SEE PAR. 7.2 OF THE DEPARTMENTAL RULES AND INSTRUCTIONS FOR EDUCATIONAL TOURS

TOUR PLAN (The school must present this tour plan to the authority concerned at each of the places of interest.)

REFERENCE NUMBERS WITH DATES OF LETTERS OF NOTIFICATION SENT TO PLACES OF INTEREST

Place 1 Place 2 Place 3. Place 4
Place 5 Place 6 Place 7 Place 8

NAME OF SCHOOL	NUMBER OF STAFF	NUMBER OF PUPILS				STDS
.....	MALE	FEMALE	BOYS	GIRLS	TOTAL

NATURE OF TRANSPORT	To centre	Time of : Arrival
	At centre between	Departure
	Places of interest	

PLACE OF INTEREST	ADDRESSES	REPORT TO :	DATE	ARRIVAL TIME	DEPARTURE TIME
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

APPENDIX FIVE

LETTER NO. 1

DEPARTMENT OF EDUCATION AND TRAINING

LETTER OF NOTIFICATION

Ref. No.
Enquiries
Tel. :

.....

EDUCATIONAL VISIT OF : Name of School

Address

Code

Tel. No. Code

The arrangements for the visit by the school referred to above are hereby confirmed. Kindly take note of the following details:

DATE OF VISIT	NUMBER OF PUPILS
NUMBER OF TEACHERS	STANDARD(S) TIME ...
REMARKS
.....	Admission fee

Kindly use the address in the top right hand corner in order to notify the Lecturer Guide or the Principal (whichever is applicable) immediately should you for urgent reasons, no longer be able to accommodate the school for this visit.

Yours faithfully

LECTURER GUIDE

PRINCIPAL

1. After Tour Report

Principals whose schools have undertaken educational tours must submit a report in triplicate. The purpose of the report is to supply information to the circuit office and the Section : Educational Tours at Head Office. This report will give an indication of the degree of success of the tour in respect of the administrative arrangements and its educational value.

1.1 Name and address of school :

 Tour/Visit to

Which period (supply actual dates)

1.2 Preparation

1.2.1 Who initiated the tour?

 1.2.2 What was the purpose of the tour?

1.2.3 Numbers :
 Teachers M : F

Pupils		Boys		Girls	
STD	NO.	STD	NO.	STD	NO.

1.2.4 Name of teacher in charge
 1.2.5 Name of the other teachers

 1.2.6 Names of pupils who acted as prefects/monitors while on tour.

 1.2.7 Name of transport company's guide.

 1.2.8 Safety precautions taken before and during the tour :

 1.2.9 Interest amongst the pupils was aroused by means of

 1.2.10 Stationery requirements :
 1.2.11 Educational equipment taken on trip

1.3 The Tour

1.3.1 While travelling.
 1.3.1.1 Geographic observations.

APPENDIX SIX

- 1.3.1.2 Biological observations.
.....
.....
- 1.3.1.3 Historical observations.
.....
.....
- 1.3.1.4 Other subjects were utilised as follows
.....
.....
.....
- 1.3.1.5 Specific points of interest en route.
.....
.....
.....

1.4 Destination

- 1.4.1 Places of educational interest worthy of a visit
But not indicated on the official list of places :
.....
.....
- 1.4.2 Interesting anecdotes, descriptions that could
be useful information for the departmental guide
.....
.....

1.5 Accommodation

- 1.5.1 At destination :
.....
- 1.5.2 En route :
.....

1.6 Follow up

- 1.6.1 The following methods were used to test the
success of the tour/visit :
.....
.....
- 1.6.2 A full report was given to the parents on
(date)

1.7 Evaluation

- 1.7.1 Did the tour/visit serve the purpose as stated
in 1.2.2?
.....
- 1.7.2 Did the group see what it was intended to see?
.....
- 1.7.3 Is there any evidence that the children were
stimulated educationally?
.....
- 1.7.4 Social and vocational benefits achieved from
the tour :
- 1.7.5 What did the children like the least? Most? Why?
.....
.....
- 1.7.6 Criticism on any aspect of the tour.
.....
.....

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1.7.7 Discipline.

.....

.....

.....

.....

.....

.....

1.8 Financial statement

The following procedure should be followed and the questions answered in connection with the financial statement:

INCOME

	R	C
Children's contribution		
R C er head
Amount collected :		
Donations
Sales
Collections
Films
Raffles
State other sources
	_____	_____
	_____	_____

EXPENDITURE

	R	C
Transport
Accommodation (specify all seperately)
Meals and refreshments
Admission fees
Other
	_____	_____
	_____	_____

Balance

- 1.8.1 Have cash slips or receipts for items purchased and specified in detail for all incidental expenses such as refreshments, etc. been certified (signed) by teachers accompanying the group, and were they attached to the reports that have to be submitted to the principal?
.....
.....
- 1.8.2 Have receipts from the school's receipt book been issued to contributors as specified under "income"?
.....
.....
- 1.8.3 Have the amounts raised been receipted in the school's books as "Tour Fund"?
.....
.....
- 1.8.4 Were cheques made out in advance where admission fees at places of interest are required and known?
.....

1.8.5 Were receipts obtained for the payments mentioned in par. 1.8.4?

1.8.6 Has the school's governing body controlled the financial statement at an official meeting?

1.8.7 If there is a balance after the tour, how will this money be utilised?

1.9 Transport Company

1.9.1 Which transport company supplied the transportation?

1.9.2 Were you satisfied?

1.9.3 Was the driver punctual?

1.9.4 Any other matter to report with regard to the transport company.

1.10 In conclusion

1.10.1 To the best of my knowledge the report is a true statement.

Teacher-in-charge Date

Comments.

Principal Date



1.10.2 To the best of my knowledge the report is a true statement.

Comments

Chairman : Governing Body Date

1.11 Remarks :

CIRCUIT INSPECTOR

DATE :