HISTORY FIELD TRIPS IN AND AROUND EAST LONDON AS RELATED TO THE STANDARD EIGHT CAPE HISTORY SYLLABUS.

B.I.C. Marshall B.A., B.Ed.

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Dedicated to my best friend Bev and Kristi and Shanna and all the others who cared.

I hereby certify that this is my own and original work.

B.I.C.MARSHALL

PREFACE

My interest in this topic began in 1982 when I attempted to make the Eastern Cape Frontier section of the standard eight Cape syllabus more interesting and worthwhile. My class responded enthusiastically to the idea of a history excursion. But the problem of what to see then arose. This led to further obstacles in finding out information on where the remains of the Frontier War sites were today. The more I delved into the topic the more avenues opened up to me and soon I had a large file full of background information. The next task came in trying to find exactly where these sites were. This took a great deal of time and detective work, but eventually all relevant sites had been personally visited by me. The itinerary, selection of sites, tour date, money collection, transport, food and accommodation were also organised - here I had no pre-service training or aids to help me! The success of this three day tour proved to me that here was an excellent and viable history tool. But I also realised that my pioneering efforts needed to be improved on. Consequently I approached Professor Tunmer of the Rhodes Education Department with the aim of researching local history trips. He proved to be equally enthusiastic and the results are found in the pages of this dissertation.

The first three pages are devoted largely to a literature search for writings on the potential and the problems of field-based history in schools. The following chapters are of a more practical nature: the aim being to give teachers some concrete and practical information with which they can go about organising their own field trips, i.e. worksheets, teacher check list, a description of a pilot study, a table of the Frontier wars, maps, answers to worksheets and a detailed description of sites.

The maps occur in the last Appendix and a general map of the entire Eastern Frontier area has been printed so that it can be folded out and used as reference throughout the reading of the thesis.

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CONTENTS

CHAPTER ONE

INTRODUCTION

The ideal purpose of history as a school subject is to cultivate training in historical methods and attitudes rather than the absorption of a body of facts. The danger in South Africa is that history is based on the rushed certainties of a traditional approach. The lenghty chronological syllabus is geared towards presenting history in the form of ever-widening circles, with the dimensions increasing as the pupil grows older. The result of this syllabus approach is an unimaginative repetition of history, which destroys interest, overloads the work demands and allows pupil boredom to set in as pupils are forced to adopt a passive role because there is insufficient time for individual work or pupil participation. The so-called teacher "chalk and talk" or textbook underlining methods are common in South Africa. The emphasis upon uni-directional teaching of facts by the teacher and upon learning and regurgitation of these facts by the pupils have had a negative effect upon the popularity of history as a school subject. Instead the exact opposite should be the case - the teaching method should make the pupil interested, involved, motivated and stimulated.

This is not an exclusively South African problem, but is world-wide. The Amherst Project, developed in California, was an early attempt to move away from the traditional approach, by adopting an inquiry approach to learning. It attempted to inspire the student to be the scholar - to deal with the original evidence, to learn to ask the questions and to formulate his own conclusions. For example, the project uses the famous American War of Independence incident at Lexington Green of 19 April, 1775 to interest the student in the meaning of past reality. In the first section the student is given documentary evidence as to what happened at Lexington Green and is asked to play the role of historian by piecing together evidence and drawing generalisations from it. The basic question here is to get the students to work out who fired the first shot. Instead they find that it is impossible to know who fired the first shot. Having

discovered this, they are ready to move onto section two, the focus of which is the question of what historians do when they confront a past that is difficult to know. The inference here is on what history is, rather than on Lexington. Section three delves deeper into the question of history by raising broader questions like: How much can one know about anything, whether it occurred today or a hundred years ago? How do we find truth? What is truth? What is reality? What is a fact? The Lexington Green inquiry forms part of a comprehensive attempt by the Amherst Project committee to provide a series of teacher and pupil manuals in discovery-learning in American History, for example, Communism in America, Hiroshima, The American West as Myth and Reality, The Embargo of 1807 and Abraham Lincoln and Emancipation.

The movement to find an alternative approach to teaching as it is traditionally taught gained a powerful boost by the work of scholars like Bruner, Phenix, Hirst and Peters, who attempted to formulate the distinctive structures of different disciplines. They argued that if one could identify such distinctive modes of enquiry, each subject could be taught effectively to any child at any level of development (van den Berg, 1981, p 5). According to Steele (1976 pp 100-101) this implies that "it is not a matter of getting him to commit results to mind. Rather it is to teach him to participate in the process that makes possible the establishment of knowledge." In other words, as Gunning (1978, p 12) puts it, the "central goal of a learner who is 'doing' history is to learn the characteristic procedures of a professional historian and to master the central concepts of the historical discipline, like evidence and source." This meant that pupils should attempt to acquire the skills of the historian. This entails dealing with history, not by certainties, but instead by contradictory uncertainties. This point is illustrated in Appendix A, worksheet A, which deals with conflicting accounts of eyewitness reports on the death of Sandile and the conclusion that evidence is uncertain. It attempts to make the pupils aware that it is more important to try to decide why each writer writes as he does than to worry about who might be right. Another aim in this worksheet is to dispel the myth that the textbook is perfectly right i.e. history is what is in the book.

The major challenge to history as it is traditionally taught is the discontinuous syllabus approach devised by the Schools Council Project History 13 - 16. This project was established in England in 1972. It attempted to change radically from the traditional or chronological approach, as the project team felt that the traditional style was not catering for the personal needs of the adolescent. They thus devised a scheme that would fulfil five needs:

(i) The need to understand the world in which they live.

(ii) The need to find their personal identity by widening their experience through the study of people of a different time and place.

(iii) The need to understand the process of change and continuity in human affairs.

(iv) The need to begin to acquire leisure interests.

(v) The need to develop the ability to think critically and to make judgements about human situations (Schools Council History 13 - 16 Project, 1976, pp 11 - 25).

These aims are not new nor are they specific to the Schools Council Project, as they are also found in the Cape Education syllabus, but they have deliberately attempted to reduce the number of aims. The Project team decided upon a discontinuous teaching approach as all the above aims could not be satisfied by one general type of syllabus, but need different syllabi. Thus they developed a syllabus (or topic) for each aim. Their programme of study was twofold. There was an introductory course entitled 'What is History'? (looking at history as detective work, including a consideration of different kinds of written evidence about the past, of problems of bias and conflicting evidence and so on). Secondly there was a four-part course applying the skills learnt : a study in depth of a particular society (like Elizabethan England); a study in development through time of a particular topic (like medicine); a contemporary history theme (like the Arab-Israeli conflict); and a study of local history (like castles). The focus, therefore, was upon the <u>how</u> of history rather than the study of facts. (Schools Council History 13 - 16 Project, 1976, pp 11 - 25).

There is a possibility that field trips could help pupils develop the skills of the historian and that through them they could come to terms with the uncertainty of history itself. An example of this uncertainty is found in worksheet A of appendix A, which deals with the death of Sandile and exposes the pupils to detective work. As in the Lexington Green exercise set by the Amherst Project, the pupils have to sift through newspaper accounts written by people who were involved with the death of Sandile. They would hopefully see that no perfect answer is to be found and this might indicate clearly and dramatically to them the uncertainty of history. It is important to realise that the Sandile exercise is not dependent upon the field trip itself, but is part of the pupils' pre-planning activities. It is geared to make the pupils realise that history is uncertain and that factors like bias and omission play a vital role. They then put this understanding gained in the classroom into effect by personally applying it to the other worksheets on the trip itself.

Finally the aim of the following chapters is to explore the values, kinds and problems of field trips and then look at a ten-man standard eight school party field trip of the Eastern Cape Frontier Wars and see whether it does provide an alternative to the chronological traditional style of history teaching. Chapters on possible sites to visit relating to the Frontier Wars, selection method of visits, worksheets and possible answers, maps and teacher hints are also included.

CHAPTER TWO

THE VALUE OF FIELD TRIPS

This chapter deals with a literature survey of field trips and attempts to answer the question: why are field trips important to the teaching of history?

According to Oosthuizen (1981, p 226) a field trip provides a panorama of the past. This ties in with the National Heritage general aims of the Cape core syllabus i.e. "to present the past as the 'living past' and to give some idea of the heritage of the past, and of the evolution of the present." Oosthuizen (1981, p 227) adds that by undertaking a field trip, the child 'experiences' history and the past becomes a reality. Thus field trips relate most favourably to the broad conventional aim of history. A further benefit attained by field trip work is to convey to pupils the necessity of preserving the historical sites as they are and that it is an offence to remove artifacts (e.g. bullets, pieces of porcelain, stone age implements etc.) without prior permission from the National Monuments Commission.

The Schools Council History 13-16 Project is the major proponent of the chronological traditional syllabus approach. Instead the Project made a radical discontinuous move away from the traditional approach by building a component to fit each of their general aims. This was in order to eliminate the general problem of the aims being overwhelmed by the sheer weight of facts as found in a traditional history syllabus. The component of the History 13 - 16 Project that is relevant to field work ties in with its 'History Around Us' section. But most important of all for this thesis is that the History 13 - 16 Project's success and popularity serves to illustrate the value of field work. 'History Around Us' looked at local evidence via primary sources like visits to museums, battlefields, detective exercises on forts etc., which acted as a springboard to thought as pupils now look <u>at</u> evidence instead of looking <u>for</u> facts in a textbook. Schemilt (1980, p 89) adds that pupils are now involved with historical methodology, with the emphasis on the nature

of the discipline rather than its contents. Kelly (1982, p 14) adds that site visits based on 'History Around Us' ideas, encourage pupils:

(i) to develop skills like enquiry, analysis and inference from studies of visible remains of the past;

(ii) to enhance their self-knowledge through the understanding of the values, attitudes and ideas of past occupants of sites;

(iii) to analyse historical concepts like 'motivation' and 'causation';

(iv) to make pupils aware of the uncertain, unintended and unpredictable forces that operate over time in human society.

Jones (1981, p 8) explains that the 'History Around Us' component is part of the 'O' level examination system in the United Kingdom and is assessed by the school. It involved two or three assignments of between 2000 and 3000 words, with the Southern Regional Examinations Board having the power to call for other evidence of the work done. Jones, in noting that the number of candidates rose from 9000 in 1980 to 15000 in 1981, emphasises clearly the popularity and value of field work.

Why then was the History 13 - 16 Project so successful in the area of field work? The following six broad reasons will attempt to give an answer to this question and show that field trips are a viable proposition.

The first reason concerns the topic of activity - and enquiry - based learning with the emphasis on pupils working on their own. Jamieson (1971, p 5) claimed that pupils must be involved more actively in history, as children will respond more positively if given such a chance. Often children learn more easily and more effectively if they can grapple with and solve problems on their own terms instead of being "spoonfed". Thus he sees that field work can play a part in enabling pupils to develop the capabilities of discovering information for themselves, of making judgements and formulating opinions based on evidence and of expressing their own thoughts and ideas in various practical forms. Douch (1967, p 8) adds weight to this line of thought:

> In local studies they have the advantage, and attraction of direct experience, and their initiative and attitude of enquiry and discovery can be developed. They can be encouraged to be curious, to observe patiently and accurately, to concentrate, to ask questions, to collect, to classify, and, where appropriate, to see relationships. This spirit of enquiry promotes a healthier attitude to learning ——.

Jamieson (1971, preface) suggests that "its essential value lies in the shock and excitement aroused by the impact of the very ways of thought of the past upon the mind". But, traditionally, history comprises the conveyance of facts, via textbook underlining, teacher dictation or notes, without the exercise of brain or imagination.

Preston (1969, pp 88 - 91) adds that activities such as map reading, map making, deciphering of documents, visits to museums or sites make history a practical, lively, active subject that is free from the chains of the classroom and endless note-taking. Field work enables children to look around them and see their locale with increasing understanding. The study of the growth of their area leads to excitement and interest. The converse is usually the case and history teachers and historians must remember that: "We dare not continue to bore our children and should not aim to keep the riches of local history reserved for our own judgement as mature historians in an adult world. Instead the beginnings of all historical work is the arousal of interest."

The second area of benefit arising from field trips concerns the understanding of concepts or abstract thoughts. The concern with the difficulty that children have in grasping an abstract idea, like King or Nationalism, is related to the cognitive developmental ideas of Piaget. Piaget chartered the unexplored territory of the human mind to produce a map of the stages of cognitive growth. He found four major stages within certain broad age ranges:

(i) Sensori-motor (0 - 2 years) : here learning is tied to immediate experience.

(ii) Intuitive and preoperational (2 - 7 years) : this stage is characterised by the beginning of the seperation of the self and the environment. The person here centres on one aspect of the situation and free association and fantasy-thinking are seen.

(iii) Concrete operational (7 - 11 years) : the child is now logical and specific about a problem and can easily distinguish between dreams and facts, but he cannot separate hypothesis from fact unless they are linked to tangible materials and objects.

(iv) Formal operational (11 - 16 years) : here children develop full formal patterns of thought. They are now able to use logical rational, abstract strategies e.g. symbolic meanings and metaphors and similies can now be understood. Now the pupil can postulate an hypothesis and deduce the conclusion.

Piaget, according to Steele (1976, pp 14-16), suggested that the pre-operational, concrete and formal levels are the three basic stages in the development in the thinking of the child and that these levels are interdependent, one level having to be consolidated before the next can be reached. The acceptance of the idea that the child passes through these different stages poses the question for the history teacher of when is the history pupil able to grasp abstract thought. According to Steele (1976, p 15) researchers like Hallam (1967), Stones (1965), De Silva (1972) and Bate and Moore (1975) showed that many pupils develop the capacity to think in the abstract rather later in history than in other subjects and it is also likely that many pupils leave school still operating at Piaget's third stage of cognitive development. Hallam's 1967 research suggested that the age when history pupils could think formally was between 16.2 and 16.6 years (Steele, 1976, p 15).

What role does field work play in teaching pupils to understand abstract thoughts? The following researchers are in favour: Marker (1976) suggests that field work involves all the facilities of seeing, hearing, feeling and doing. Field work thus maximises the learning process. Learning then becomes subconscious as all the senses are working simultaneously and a pupil invariably replies to the question of how do you know? 'But I just know!' - meaning that the knowledge has become part of himself and that he has comprehended. Douch (1967, p 9) adds that the great attraction of local history study is that is happened here and that tangible remains survive which underline the reality and arouse comprehension. Marker (1976) adds that it has also been found that pupils often have difficulty in communication and conceptualisation from the

spoken or written word in their textbook. But field work offsets this problem by providing a base or common ground for discussion - it teaches from the known to the unknown i.e. experiences of reality help the development of abstract understanding. Oosthuizen (1981, p 226) supports this idea by stating that a field trip provides a valuable visual source for learning as the 'words' in the classroom may be reinforced by the image of the 'real thing'.

Schemilt (1980, p 12) found that the degree of abstract understanding of pupils doing the History 13 - 16 syllabus was "significant, consistent and uniform". The 'History Around Us' section of this syllabus could then be argued to have played a role in improving their conceptual ability. This also tends to prove the 1960 and 1970 followers of Piaget too pessimistic as Project pupils were performing a lot better conceptually than was expected by Piagetian analysis. An extra question needs to be asked. To what extent have the research findings which suggest a delayed entry into formal operational thought in history been influenced by the methodology through which the children learned rather than by the inherent difficulties of history as a subject for young adolescents?

The third way in which field work could benefit pupils concerns the less-abled child. Marker (1976) states that it is well known that the less-gifted child faces greater difficulty in relating to verbal images. This lack of ability can be aided by field work and it is often the less academic child who derives the greatest benefit from practical work, as field work provides a chance to compete equally, since the handicap of verbal images has been replaced by concrete images. Generally most pupils of secondary school age, and certainly those of average and below-average ability, could be in Piagetian terms, still at the concrete operational thinking stage. Concrete situations on field trips, where they actually see and touch, are beneficial to them and lead to greater self-confidence, this could relate back to improvement in the classroom situation. Gosden and Sylvester (1968, p 36) support the theory that the teaching of local history is particularly valuable for the less-gifted child, as so often for them history seems remote and is seen to be like a string of facts in a book which carries little or no conviction. Local history study can,

however, make concrete what is general and remote by introducing detail which is the more convincing since it includes the name of places already familiar to the pupils. For example, a visit to the Fish River would enforce the eastern (or western) frontier problem concerning the boundary between whites and blacks. Schemilt (1980, p 15) found that one of the most surprising outcomes of the experimental comparisons by five matched pairs of project school and control group on developmental concepts was the general success of History 13 - 16 pupils of average and below-average ability. This was largely due to the fact that the syllabus allowed them to solve problems. This is in direct contrast with most traditional syllabi which protect them from the necessity of problem solving. Here field trips would be most beneficial as they allow all pupils to attempt to solve worksheet problems.

The fourth way in which field work could benefit pupils concerns socialisation. Field trips may have socialisation effects or spin-offs through children having to work together. Leaders and organisers emerge from the group, which is a broad educational benefit. Gosden and Sylvester (1968, p 36) add a further benefit based on psychological and sociological grounds. Each child, they claim, needs to belong to or have roots in a society. The historical understanding of one's environment, the feeling that he belongs to a pattern of life which was there before he was and which surrounds him in his childhood with order and stability, is therefore a necessary part of childrens' educational experience. The home and family will help to provide this, but in the present age of social motility when families often move, then the study of local history becomes a valuable means to the creation of personal security and social responsibility. Jamieson (1971, p 17) states that local history often deals with the known - as distinct from two aspects of national history which contains at least two elements of the unknown (i.e. the past and unfamiliar geography). Thus field work could help to link the school with the outside world. This line of reasoning is continued by Douch (1967, p 7) who adds that local history often breaks down barriers between school and the outside world. This might be achieved simply through the pupils realisation of the

significance and interest of appropriate and meaningful local material; or by the wider appreciation of the interdependence of members of a community or an introduction to career opportunities for some pupils. Closer contacts with parents also often develop as they become involved as suppliers of information or as providers of transport. Barriers between subjects can also be crossed, as local history rarely remains purely academic history for long as it links with, for example, geography, art, literature and economics. Another value gained here is that the field trip might arouse an enthusiasm that could last a lifetime.

The fifth benefit area of field work concerns internalisation. Here the experience of the field trip enables the pupils to organise in his own mind the knowledge gained on the trip. This knowledge could then be recorded by a post-trip exercise aimed at getting the pupils to internalise the knowledge gained on the trip. Examples of ways to help pupils internalise would be to set post-trip tasks on sketches, rubbings, slides, photographs, on-site tape recordings, maps, weapons used, diaries, posters, essays, or models. If activities like this could be developed from a field trip then there could be a direct relationship to what D. Sylvester (1980, pp 29 - 30) attempted to convey in his grid on possible objectives for teaching history. Sylvester was director of the Schools Council History 13 - 16 project until 1975 and his objectives grid is clearly based on the aims and objectives of this project. How can this grid help field work? Because the basic aim of the grid is to offer a starting point from which teachers might be able to assess the progress made by their pupils. But Sylvester is careful to point out that his grid is not a precise measure of children's abilities, but rather a projection of teacher objectives for the pupils at the chronological ages given. This grid concerns the total teaching of history and not just the field work component, but Sylvester is hoping that certain historical skills would be given the chance to emerge or to be inculcated into the pupils. The skills advocated by Sylvester in his grid are to do with reference and information finding, chronology, language, understanding evidence,

Some possible objectives in assessing progress in history [D. Sylvester: Teaching History, February 1980, p.29].

	Reference and Information Finding skills	Skills in Chronology	Language	Understanding Evidence	Synthesis	Empathetic Understanding	Historiography
12 years old	Can use contents, index and glossary of a book. Can make notes under supplied headings. Can use abbreviations such as e.g., i.e. [BACKGROUND READING]	Know what a 'generation', 'century' and 'decade' are. Know terms B.C. and A.D., pre-history, ancient, medieval and modern. Be able to put a date in correct century. Can make a simple time chart. [Time]	Can use terms which often recur in history such as ruler, king, lord, slave, peasant, law, order, government, citizen, subject. [i.e. concept acquisition]	Can define in simple terms 'evidence'. Can comprehend and make deductions about historical pictures, artefacts and simple documentary extracts. [i.e. concrete evidence like documents & site].	Can describe in writing some past events or situation. [i.e. internalize]	Can make orally or in drawings, models or writing an imaginative reconstruction of the past which is based on evidence. [ie. report back via a model essay].	
14 years old	Can use a library catalogue. Can make notes using a system of notation which distinguishes main and sub-points. e.g. keep a diary.	Know sequence of Roman, Norman, Tudor, Stuart, Hanoverian/ Georgian, Victorian. Be aware of some major historical "period" terms such as Renaissance, Reformation. [e.g. concept acquisition]	Can use terms such as motive, cause, change, revolution, progress and have some understanding of the terms 'politics', 'economics', and 'society'. [i.e. concept acquisition]	Is aware of variety of historical evidence. Can distinguish between primary and secondary sources in history. Can compare 2 accounts of the same events and note differences and similarities. [ie. SANDILE WORKSHEET] Can recognize bias. Can interpret secondary sources such as maps, charts or graphs [ie. FORT Willshire WORKSHEET] Can summarize evidence and draw relevant conclusions. [ie. SANDILE WORKSHEET]. Can distinguish between 'fact', 'opinion' and 'propaganda'.	Can state information in a graph or diagram. Can write an account of some past events in terms of their causes [eg. Sketches of water mill].	Can make imaginative reconstructions of the past which are not anachronistic. [e.g. essay work]	
16 years old			Can use terms which relate to some particular historical period studied, e.g. 19th century, free trader, chartist, evangelical, imperialist.	These above abilities should become progressively more sophisticated.	Can write a clearly-structured credible account of some past events in terms of causes and consequences.	Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.	
18 years old	Know how to use and make use of footnotes and bibliographical references.		Acquisition of a more specific vocabulary.		Can develop their own written arguments and use their understanding of different historians' interpretations.	Can discuss differing historians' interpretations of some historical characters.	Can understand phrases such as Whig interpretation of history, determinism, Marxist interpretation of history.

empathic understanding and historiography. He then looks at these skills according to the age the child should reveal or obtain them. For example, the 'understanding evidence skill' should be revealed by a 12 year old pupil in the form of giving a simple definition for evidence and can comprehend and make deductions about historical pictures, artifacts and simple documentary artifacts. At 14 the level of 'understanding evidence' should revolve around distinguishing between primary and secondary sources, can compare two accounts of the same event, can recognise bias, can interpret maps and can summarise and draw conclusions. At 16 and 18 these abilities should become progressively more sophisticated.

The Sylvester grid thus describes in broad general terms the concept of growing complexity and sophistication of historical skills, which comes across over the secondary school years.

The argument could thus be put forward that field work could be admirably suited to the practice of such skills. But these skills, which are automatically linked with good field work experiences, could only be achieved by the pupils if they receive lots of opportunity to practise these activities and that careful control, guidance and graded stages were exercised by the teacher.

But whether this link between skills and field work does exist, will be dealt with in chapter nine when the childrens' responses to the field trip are analysed.

The final benefit area concerns history skills. Field trips are able to aid the acquisition of skills such as a research skill, where pupils would sieve information in a detective-style and thus learn to recognise non-written evidence as found in, for example, old forts. Marker (1976) points out the idea that teachers often have to use second-hand information or inferior data and concepts that have to be accepted without testing their validity. Field work provides an opportunity for first-hand data collection from primary sources, which in turn helps make the pupils more critical towards material. Watts (1972, p 103) states that often keen-eyed children can pick out details on the site which no-one had noticed before. They also often find mistakes in the background information which the teacher has given

them - thus they have an immediate introduction to the controversies and probabilities of history. Watts (1972, p 102) adds a further interesting benefit - material at local level is normally less well documented and worked over and this forces the teacher and his pupils to be their own historians, to use the tools of the trade (and be seen to be doing so by the pupils). The task as Gunning (1978, p 17) puts it is not to let the pupils commit facts to mind, but rather to let them participate in a process that makes possible the establishment of knowledge. Steele (1976, p 100) summarises the whole argument by stating that the central goal of a learner who is 'doing' history is to learn the skills of the historian and master the central concepts like evidence and source.

Finally the self-learning or self-discovery that is made possible by field work is, in the author's opinion, the most valuable benefit. But this would entail a radical move away from the traditional chronological syllabus with its rote learning of myriads of facts and instead would let children bring history alive by themselves via enquiry or discovery methods. Thus a syllabus similar to that of the History 13 - 16 Project would allow the points put forward in this chapter to become a reality. The words of Douch (1974, p 109) aptly sum up the situation by pointing out that children need to be involved in history and that they should see it "not as a film which they simply watch, but as a continuous play in which they themselves are actors."

Thus it was felt that the advantages and benefits of field work as outlined in this chapter made it feasible and worthwhile exploring by actually putting a field trip into practise (see chapter eight).

CHAPTER THREE

KINDS OF FIELD TRIPS

This chapter considers three authors' approaches to the kinds of field trips one can undertake. It will then examine the kinds of field trips most appropriate to the East London area.

Cook (1969, pp 164 - 173) gives four general divisions of approaches, all determined by factors of time and distance:

(i) Opportunities for local history studies as offered by the school itself and its own immediate surroundings. The history of the piece of land on which the school is actually built, is in itself, a source of study. Here the tracing of previous ownership through land deeds, the discovery of old maps dealing with the development of the road system and the changing nature of building patterns and suburban settlement and growth can form a fascinating study. Another opportunity could be to compare the method, equipment, staffing, discipline, uniforms, numbers, sport and academic achievement between "then" and "now". This would also give an opportunity of "live" interviews with past pupils, and the collection, perhaps on tape, of their experiences. This 'archival' approach could be most useful at a fairly old school as much information is on hand for pupil use. For example, the pupils could compare the school Magazine of the present day with one of 50 years ago.

(ii) Opportunities close to school and of a short term nature, e.g. a day or half-day visit. A visit to the museum is an ideal example. A guided tour should be avoided and the teacher should make the necessary preliminary visits to obtain information, become acquainted with the features and judge these in the light of the aptitude, interest and age range of the pupils concerned. Such visits should be linked, if possible, to the period of history under classroom consideration and be used either for consolidation purposes or for the creation of historical atmosphere. Group work, with suitable worksheets provided and the addition of a general introductory sheet of background information can also be recommended.

(iii) Multiple visits to one site. This approach depends

upon a lengthy period of time and perhaps the combined work of several classes or groups. An example of this kind of field work would be a survey, in considerable depth, of various old churches. Here the plans, construction dates, outstanding architectural features and internal features can be researched. Contrasts and comparisons can be made between churches of different denominations.

(iv) An extended trip during the holidays. This is the most adventurous and difficult of all field work, though perhaps the most rewarding. This kind of field trip involves much administrative and planning organisation. Accommodation and transport, pre-visit and reconnoitre, financial arrangements, day-to-day planning, group organisation, selection of suitable sites, the necessity of suitable clothing and footwear, working materials, background information, food and worksheets are but a few of the problems and contingencies involved. (see Appendix D for teacher aids and hints to help organise an extended trip).

Jamieson (1971, p 67) describes two forms of field studies. Firstly by using maps and documentary evidence, children can explore the evidence on the ground and note the changes over a period of time. This approach is essentially a thematic one and needs extensive background support to make it work successfully, and makes heavy demands. The teacher has to obtain the relevant material and make the organisational arrangements. The pupils have successfully to master the pre-trip reading in order to be able to interpret the documentary evidence when actually on the site. A perfect example of this in the Eastern Cape context would be to simulate the Boomah Pass ambush, which took place on 24 December 1850, near Keiskamma Hoek. About 24 British troops died in this ambush which was an incident in the Eighth Frontier War (1850-53). The actual Xhosa, Hottentot and British positions are known today. The class could easily be divided into these groups and be given tasks to simulate the actual ambush. Potential points to be emphasised here would be the tactical warfare and ambushing skill of the Xhosa and the frequent carelessness of the British army.

The second form of field study proposed by Jamieson concerns the examination of individual sites in the province. He covers the following five site possibilities: archaeological sites; the

landscape; villages and towns; industrial archaeology; visits to buildings like churches and castles. Visiting these sites, however, entails much teacher preparation and is demanding on the pupils who have to look critically at the site and deduce answers from the evidence before them. For example: why were the sites chosen? Who were the first occupants of a building? What were the means of defence, of communications and supply? Were the materials - stone, tile, brick, thatch - obtained locally?

Salt (vol. 1, p 174 - 175) puts forward three basically different approaches. First, where the class is given a passive role and is directed by the teacher. Advantages here are that organisational and disciplinary problems are kept to a minimum and the teacher can constantly emphasise the central purpose of the visit by "establishing clearcut links between what the children see in the field and what has been, or is going to be, studied in the classroom." Secondly there is the opposite situation with a pupil-directed approach, where the questions asked are more open-ended. This entails encouraging the pupils, as individuals or small groups, to range freely over a site. The advantage here is that genuine scope is given to exploration and the following up of the individual's specific interests. Third, is the compromise between the other two approaches and lies somewhere between them. But this 'ideal' approach, however, will depend on the actual site being used, the size of the class and the outlook and enthusiasm of the individual teacher. Possibly one needs an approach which, on the one hand, ensures the existence of some control and unity, but which, on the other hand, allows for some freedom of movement by the pupils and the preservation of some spontaneity.

The following is a brief summary of the approaches advocated by these historians:

Cook	Jamieson	Salt
(a) Study the school	(a) Theme and extensive background support.	(a) Pupil passivity and teacher directed.
(b) Visits close to school.	(b) Visiting individual sites.	(b) Pupil directed and open-ended.
(c) Multiple visits to one site.		(c) Compromise between (a) and (b)
(d) Extended trip.		

What type of approach as advocated by these three historians would best suit the East London area? The answer clearly shows that no one approach is best suited, but that a little of each is necessary.

(i) The school approach. The study of the school's history would act as an introductory training exercise for the pupils as well as the teacher concerned, who largely directs the entire exercise. Graves (1982, p 126 - 127) relates a British school experiment that serves as an apt example here. This school approach experiment began with an old school photograph showing children engaged in gardening in the school grounds. Children were encouraged to compare past and present (from dress to curriculum) and the lifestyle of the past pupil. Using a Time Line as a starting point, they began to collect and use their own resource material. People of older generations, like grandparents, were asked to help answer questions on a worksheet under headings such as clothes, cleaning house, shops and shopping, entertainment, jobs. Details of social life sixty years earlier flooded in, as did memorabilia. Then the pupils began collating their findings via drawings and annotations, making friezes and even establishing friends and inviting the old people to a tea party. The whole exercise proved to be an enjoyable one, especially in the teacher's view as the pupils had been initiated into the study of history using the tools of the historian. They had handled source material of both primary and secondary nature, utilised the past immediately accessible to them and their imaginative interpretation of it.

(ii) The Museum approach. The museum visit should add colour, excitement, insight and be an opportunity to train eyes to see and minds to judge. However, a visit should never be merely a jaunt, a change from the regularity of class lessons or an occasion for passive observation. It should be part of a scheme of work, linked by worksheets to activities in the classroom (Jamieson, 1971, p 59). Unfortunately most teachers do not make the correct use of the museum, as they largely pass over their pupils to the museum staff, who act as guides and quasi-teachers for the duration of the visit. The teachers take on, at most, the role of disciplinarians.
The usual procedure is for the pupils to be conducted through the entire museum and this leads to an unstructured, overfull visit and

not beneficial from the point of view of History as a discipline. Due to the inefficient use of the museum by the teachers, museums have tended to draw up their own worksheets and devise their own strategies. Unfortunately these are often devised to show off the museum exhibits and only test observation and information. Consequently there is little opportunity for developmental work related to historical skills or child motivation and maturity (Graves, 1982, pp 146 - 150). Thus it is obvious that if children are to gain maximum advantage from a visit to the museum, then the teacher should be properly prepared. Seven points are worth making.

(a) The teacher should make a pre-visit in order to gauge the suitability of the available exhibits.

(b) The teacher must give background information to the selected exhibits Slides would be an ideal preliminary way to illustrate in the classroom what to expect and to give direction to the visit. For example, if the museum has a 'bakoven' then the teacher should ideally show a slide and give a written explanation to the pupils on how it was built and worked.

(c) Thought-provoking worksheets that test the pupils' ability need to be devised.

(d) The visit and relevant worksheet must be related to the exhibits that cover the desired topic and must not wander off the point.

(e) The teacher needs to consult the museum staff and all should work together to pre-plan the visit.

(f) In order to gain maximum advantage from the visit some type of follow-up should be made. This could take various forms, for example, marking and explaining the answers to the worksheets, or incorporating the information gained into a class scrapbook or individual projects under investigation by the pupils. These topics must not take the form of a 'My visit to the museum', as this invites dull recapitulations. An example of a project to fit the Xhosa section of the East London Museum could be for the pupils to make replications of the assegaais, knobkierries and shields, or their own beadwork.

(g) Graves (1982, p 148) recommends "taking pupils to selected areas, instead of wandering through the whole museum, which are

well demarcated, and assisted not only in terms of their conceptualisation and understanding, but also in exploiting their imaginative capabilities and development of skills such as observation, notemaking, comparison and application."

The East London Museum, for example, provides the many services for a history trip. It offers guided tours; it has lecture lessons illustrated by staff; it has a lecture theatre; its exhibits are shown in historical periods and themes, e.g. the German Settlers and the Xhosa. The Xhosa exhibits are a worthwhile source of worksheet material, but before a guideline is given (later in the chapter) on a Xhosa worksheet, it is appropriate to include the following hints on the preparation of a worksheet (Tunmer, 1982):

(i) Try to focus on a small, teacher-controlled, set of exhibits.

(ii) Get pupils to observe carefully what they see and to record their observations accurately.

(iii) Get pupils to relate this information to things they already know or things they can find out from reference books when they return to school. For example, use the dictionary to look up the word 'paramount' chief; use a reference book like Danziger's 'Restless Frontier' to find out about the nine Frontier Wars fought between 1779 and 1878. This is an important aspect as it makes the pupils learn to use resource material.

(iv) Pupils should be asked to make inferences from the material they examine in the museum. For example, write a paragraph to describe how the Xhosa obtained the iron for their assegaais.

(v) Ensure that reference material at school is checked beforehand so that exact references can be given for the follow-up work. These should be entered at the bottom of the worksheet and depending on the age and experience of the class, one might also have to add chapter and page references.

(vi) It is useful to have a folder or clipboard to keep various information sheets together, e.g. a plan or map of the museum showing the route to be taken and which exhibits are relevant; the worksheet itself with space left for answers and small sketches; blank sheets for drawing and writing notes (Jamieson, 1971, p 60).

(vii) Do not underestimate the pupils' capabilities by setting them worthless lists of fact-finding questions to answer. Those who respond by copying from a friend are perhaps giving the worksheet the treatment it warrants, as the major purpose of getting pupils to record information should be in order for them to make deductions, comparisons and analysis with a view to achieving some historical understanding. There is no point in asking a question on how many rifles there are in an exhibit as there needs to be some rationale behind the questions we ask - or why bother? (Adams, 1982, p4).

The East London Museum's Xhosa exhibits are excellent and convey a wealth of information about their culture, which would be extremely pertinent to the Standard Eight Cape syllabus, as there the Xhosa are dealt with under two sections - the Southward Migration of the Bantu and the Eastern Cape Frontier Wars. At the time of writing this thesis the museum was undergoing extensive alterations, especially to enlarge and update their Xhosa section. Thus the author refrained from doing a Xhosa worksheet based on the 'old' exhibits as the alterations would outdate it. The following background information is offered for teachers to adapt into a worksheet once the alterations have been completed: The museum historian, ethnologist and display officer will try to present the Xhosa exhibits in two galleries i.e. the Border Gallery and the Southern Nguni Gallery.

The Border Gallery displays will cover three broad Border themes: contact between African and European cultures; conflict resulting from competition for resource; interaction resulting from the developing needs of the two cultures. Ten displays are planned:

(i) Human foot impressions dated at approximately 2900 B.C. that were found on the Border.

(ii) A display about the San (Bushmen) with stone tools and rock paintings and Khoikhoi (Hottentot) place and river names (Komgha, Keiskama, Tarka, Quenera).

(iii) The settlement pattern of the Xhosa tribes and their genealogy.

(iv) A display concerning the white farmers and the efforts of the Cape government to set new boundaries to control them.

(v) A display depicting the trading between white and black.
(vi) The nine Frontier wars during the period 1799 - 1878 would be displayed as well. The emphasis would be on the differing weapons and uniforms, as well as a map depicting the forts used during these wars.
(vii) The annexation of British Kaffraria by Sir Harry Smith as a new British colony.
(viii) The national suicide of the Xhosa in 1857 and the German military and civilian settlers.
(ix) This display would emphasize mission work and education.
(x) The last display would be a diorama depicting the clothing used in this history period and the influence the Victorian clothing style had on Xhosa women's clothing (Vernon, 1983).

The Southern Nguni Gallery is planned to form a continuous display of the life-cycle of this language group of peoples. Its aims are to identify the Southern Nguni to the visitor; to enable the visitor to walk through the history, life-cycle and cultural modernisation of the Southern Nguni; to enable the visitor to observe and understand the use of material culture objects in the correct context. This gallery will visually be a dramatic breakaway from the didactic, symmetrical arrangement of showcases which currently exist, and will take the form of a marriage between traditional diorama and graphic design. The gallery will attempt to steer away from a "designed-to-impress" style, which is detrimental to the objects and material which should be doing the "impressing". This gallery will most probably be arranged as follows:
Section 1 concerns birth and will show the new wife with newborn twins.
Section 2 concerns childhood with the emphasis on cattle herding and stick fighting between two 'boys'.
Section 3 is about intonjane - the fertility ceremony. This display will show the intonjane and her age-mates in the hut where she is being kept.
Section 4 shows a woman preparing food at a cooking shelter.
Section 5 shows in logical sequence the male initiation (abakhwetha) ceremony i.e. going in, circumcision, seclusion, ukojisa, umtshilo,

hut burning and the red ochre.
Section 6 shows the post-initiation dance with several girls standing in a line clapping the rhythm and singing to a group of young dancing men.
Section 7 concerns a didactic display of economic and household activities, utensils, food, beer and smoking.
Section 8 will display a large sleigh with its yoke, chains and whip.
Section 9 displays ancestor cult and sacrifice. An audio-visual aid might be introduced here in order to explain how this complicated ritual is carried out.
Section 10 concerns an iphempe or boys' watch tower - this is a four legged structure with two 'boys' with catapults standing on it in order to keep birds out of the field.
Section 11 concerns musical instruments with pictures and text of them in use.
Section 12 is about the supernatural and will be the largest display in the gallery, because of the vital social significance of the supernatural. The following sections will be portrayed - death (Burial, life after death); divining (with a diviner in action); the River People; the initiation of diviners; magic (sorcery and witchcraft); superstitions; herbalists; intlombe Yamagqirha (a witchdoctor's hut showing a typical seance in action). (Haselau, van Eeden, 1982).

An important point in favour of using the museum visit concerns those teachers who are unwilling to plunge immediately into the complexity of a field trip. The museum visit could be used as a training ground for future extended trips. The museum with its concentration of exhibits, absence of distractions, easier discipline, proximity to the school, few transport, sleeping and feeding problems is an ideal starting point for practising future trips. Thus the museum visit entails most of the ingredients necessary in planning a field trip, especially the pre-planning and post-visit follow-up.

Another important point to consider in favour of making use of the museum is that it can be used extensively by earlier standards specifically to train them for more extended trips geared later on in their school careers.

A final point concerning the museum is that not all the information needed to create worksheets on the Xhosa are available from the museum itself. In order for the pupil to answer these worksheets or to complete any post-trip project, he would be advised to make use of additional reference material e.g. Danziger's 'The Restless Frontier'

Elliott's 'Magic World of the Xhosa'

Milton's 'The Edges of War'

Peires' 'The House of Phalo'

Soga's 'The Ama-Xhosa'

S.A. Heritage booklet on the Southern Nguni.

(iii) Close-to-school visits. The historical aim here would be to engender enthusiasm for the subject by short visits to nearby selected sites. The ideal time would be for an afternoon or 'double period' during school hours. The emphasis of these visits is largely pupil directed, whilst the teacher's role is confined to providing preparatory background information, making transport arrangements, compiling worksheets and some on-site advice. Many sites are available in and around East London e.g. Baker's Well on the West Bank, Fort Glamorgan, Pato, Grey, Jackson and Waterloo, old German Settler homes in Chamberlain Street. An excellent example would be to visit Calgary Farm situated near Kidd's Beach. The owner, Mr. R.W. Wells, started collecting wagons and machinery of the early Border farms, restoring them painstakingly by himself and housing them for display. He gives an interesting and informative talk on the history of the wagons etc. as well as how to restore them. It is an impressive case of 'before' and 'after' when one sees the broken-down dirty carts and bits and pieces of carts lying around that are restored by a lot of hard work and ingenuity to the attractive collection on display. His initial hobby has now turned into a major collector's treasure chest. It has Scotch carts, one of which was donated by De Beer's of Kimberley, and another is unusual in that it has springs; ox carts; a sporty styled gig; a Scout Trek cart; a Spider (or Surrey) and various wagons. The most interesting exhibit is his replica of an old-time blacksmith's shop, with a mobile forge used by the British army during the Boer War, bellows, anvil, a variety of tongs and equipment for making wagon wheel rims.

Mr. Wells actually demonstrated how a rim is put on a wheel. First the steel strip is measured to fit the rim perfectly, then heated in a fire. When it was hot enough it was carefully placed over the wooden wheel and hammered on. Water was then thrown over it, which cools it rapidly and thus forces it onto the wheel. A worksheet for this trip could entail a large amount of pupil reference work, for example, on blacksmiths and wagon-making. Another idea could be for some pupils to tape Mr. Well's talk, while others could take slides, to make a tape-slide project. Some sketching ideas could also be incorporated. A point to be taken into account is the standard which is best suited to a visit to Calgary Farm. The advantage of doing it in standard eight is that it would act as a stepping stone or background information for a visit to another site done on the extended three day or holiday trip. This site is the remains of the last wagon-making factory left to see today and is found in Keiskamma Hoek. Here the original water-mill with its machinery for cutting the timber needed in constructing the wagon is still found, as well as the blacksmith forges and wheel rim bending machines.

(iv) Multiple visits to one site. This approach needs a large amount of time and is largely pupil-directed with the teacher acting mostly in a passive role. This approach has the attraction of allowing an in depth survey of a site being conducted. A perfect example of this type of approach for the East London schools is to adopt one of the nearby derelict and overgrown forts and restore it. This would not entail any excavational work, but would simply require a large amount of bush clearing. The cleared remains could then be surveyed and plotted and recaptured in a model made at school. This exercise would obviously entail a large amount of reference work, especially those connected with the original building plans. An interesting way of recording the classes' efforts would be to video its progress. This would have the two-fold advantage of the pupils actually seeing the progress made as well as keeping it to show to future classes. Obviously permission would have to be obtained from the owner as well as from the museum historian,

who would monitor progress, offer advice and see that no damage to the remains occurs.

(v) The extended trip approach. This is an approach that is directed at pupil participation with the teacher playing a minor advisory role. This approach can take the following forms:

(a) Problem solving visits - here the method would be based on the use of questions set out on a worksheet. Pupils would take an active part in the visit. Pupils might be called upon to do pre-visit reading or post-evaluation testing. The problem-solving visit is simply aimed at allowing pupils free thought and free rein in tackling problems set by the teacher. The answer would be derived from the evidence before them or from background information clues issued in the worksheet. For example, the geographical position of a site could be tested by asking the question: "Why is the fort here?". This calls upon the pupil to 'see, hear and feel' a piece of historical work. Thus the pupils are given the opportunity to work on their own, or in groups, without teacher spoon-feeding. Their direct experience, initiative, enquiry and discovery would hopefully lead to an exciting way of learning, thus negating the often boring classroom situation. The worksheets found in appendix A are to do with the death of Sandile, the trading link at Fort Willshire, the workings of a mill, the Martello Tower and the battle of the Waterkloof.

An example of a worksheet that is based on problem solving is the one on the Martello Tower. The tower is found in Fort Beaufort and is in excellent condition. The preamble to the worksheet gives an extensive amount of background information on the history of all Martello Towers, while the worksheet questions call upon the pupils to locate 17 points of interest on the Tower and then answer questions. The answers to the questions are to be found in the background information or in the evidence that lies before their own eyes. This is testing their skills of observation, interpretation, analysis, extrapolation, application, comparison and comprehension. The problem solving approach fits into the 'History Around Us' component of the Schools Council Project History 13 - 16. A major piece of advice, related by Graves (1982, pp 204 - 206), that has been noted by teachers using

this fieldwork approach is that the focus must be on visible remains, as the intangible often caused pupils to fail to identify or interpret them. Pupils found it difficult to balance imagination and historical fact, as well as difficult to imagine a period or culture other than their own or put aside their own feelings and concerns (e.g. in order to imagine what it was like to be a sentry on the Martello Tower, pupils could be made to stand watch and then describe their feelings. Like the British soldier they would feel the cold and boredom. But they would find it more difficult to imagine the land as being filled with ferocious warriors). The trick then is to set questions that fall into their ability and imaginative fields. Thus maximum information and guidance is necessary to avoid disjointed work. The teacher guide to 'History Around Us' advises teachers to ask certain questions in order to prepare their pupils fully (Graves, 1982, p 206);

(a) What is the evidence which we can see today?
(b) What documentary evidence helps us to understand it?
(c) How does the site fit into the background of History?
(d) What was it like to live then?

(b) On site simulation. This is another version of the problem solving type visit. But here the aim is to place the pupils into a position where they can mimic the actual action of an historical event. Here pupils would be given free rein to implement the simulation, forcing the pupils to work together and use their imagination in order to recall the past and visualise the actions needed to copy their predecessors. Worksheet E of Appendix A is an example of this type of historical field trip. This worksheet concerns two of the seven British attempts to remove Macoma from his Kroomie Mountain stronghold. The pupils actually walk up the pass that the soldiers did in order to experience personally the handicaps the British soldier had during this campaign, e.g. the steep terrain, thick bush, clumsy uniform, heavy pack to carry, single file marching, skirmishing tactics of the Xhosa etc. Then a mock battle would be arranged with the groups acting the roles of one of the enemy, British troops and Xhosa warriors, as well as a retreat down the pass. The success

of this type of exercise depends upon the teacher preparing himself thoroughly. He needs to do extensive research, as well as visiting the battle area, in order to work out the route that the pupils will walk. He also needs to pass this information on to the pupils and a useful way would be to add it to the worksheet as an appendix.

(c) Thematic Approach to Field Work - This approach falls under the extended trip category and can make use of the on site simulation and problem solving exercises already discussed. Graves (1982, pp 175 - 176) shows that the adoption of a theme or topic helps considerably in structuring tour itinerary as the tendency to be sidetracked to extraneous, unrelated sites or visits is more easily avoided. This approach also narrows the range of resources needed and allows more time for assimilation, application and understanding. It also makes it feasible to visit an area with different groups for different purposes or with the same group on a developmental basis over several years. Thus by approaching an area thematically with the syllabus as guide, the same area offers many itineraries over shorter distances and with greater intensity of approach. Some suggested themes are:

The Rise of the Xhosa

The Difeqane in the Eastern Cape and Transkei

The evolution of East London

The Eastern Cape Frontier Wars

The 1820 Settlers

The thematic approach does aid those teachers who find the syllabus too long, as it enables them to involve the child in some depth - study, some perspective and yet satisfy the chronological dictates of the sequencing of history from standard to standard.

(d) Area Excursion - This approach concerns a long-distance itinerary and revolves around using worksheets, problem solving and simulation exercises and a theme. This approach can be from a two-day to a week excursion. This approach is also largely pupil directed. An example of this type of field trip is dealt with in chapter eight.

This chapter discussed the kinds of field work and the following one covers a detailed explanation on the educational objections to field trips.

CHAPTER FOUR

POSSIBLE EDUCATIONAL OBJECTIONS TO FIELD WORK

One must not be misled into thinking that field trips are the magic potion to solve all history teaching problems. Field trips are not like a magic wand, as many potential problem areas can occur during field work. There are at least ten problem areas that need to be considered.

The first concerns time,as field work is definitely time consuming. For the teacher it is quicker to teach a topic in the classroom than outside as preparation takes time. According to Shortle and Meeve (1969, p 305) teacher preparation involves the following types of time consuming tasks: reconnaissance survey of the route, stops and bus parking; planning of objectives, and exercises to achieve these objectives; the organisation of materials for classroom teaching and worksheets for the trip; the organisation of the physical side of the trip - transport, accommodation etc. Thus the field trip area must become well known to the teacher, as there is no time to get lost, to be unable to find the site or to ad-lib. Woodall (1981, p11) emphasises this point by explaining that there is no simple quick textbook way of getting the working knowledge needed for lively local history teaching. It thus entails a lot of hard work from both teacher and pupil if the field trip is to be successful as "the more you know, the more there is to find out!". Shortle and Meeve (1969, p 307) point out that pupil hard work involves the problem of the teacher initiating the development of the pupils' attitudes. They claim that this entails the pupils having to: accept responsibility and, in some cases, leadership; handle group situations; to tolerate and understand others; to represent the school to the public; to develop a set of values which represent responsible behaviour patterns acceptable to the school and society; to develop initiative in the pupil to undertake work without direction.

Another problem area raised by M.E. Marker (1976) is to do with selecting sites. Thus an understanding of the difference

between field trips and visits is essential. A site-seeing tour is not field work, because all the learning facilities are not brought into play. Thus the site must be carefully chosen and must have sufficient potential and remains to allow children to participate and to discover independently under guidance. Thus field work is not an excuse to leave the classroom, but is an opportunity for genuine pupil participation and problem solving.

The third problem area is to do with the teacher's approach to discipline and control. Numerous teachers do not realise that field trips are in many ways a teaching period out-of-doors and is, therefore, closely linked to classroom techniques of discipline, approach, learning experiences and control. But field trips do not allow the teacher to use the same discipline techniques as used in the classroom. Thus field trips are a testing time for the relationship between teacher and pupil. If the teacher has not managed to control his pupils by personal relationship, he should not embark on such an expedition. Thus this whole area of discipline could be a problem spot as those teachers who lack confidence or rapport with their pupils would be reluctant to conduct field work. In fact the longer the trip the more the pressure on the teacher and this calls for something more than enthusiasm. Humanity, personality, leadership and experience are needed.

Another problem concerns the preservation of historical sites. Here careful consideration needs to be spent on those pupils bent on mischief. The taking of mementoes, for example, not only is illegal, but causes ill-feeling and gives the school a bad name. The problem then is to inculcate into the pupils a set of values which represent responsible behaviour patterns acceptable to the tour leader, school and society.

The fifth problem area deals with the need to integrate field work with the complete syllabus and not be mere fun trips. The problem arises from the fact that many pupils have the impression that local history is 'fun' and bears no relation to the syllabus (is not examinable) and its conventional classroom lesson. This point was clearly made by Gosden and Sylvester (1968, p 34):

> Too often local history is considered as an incidental attraction, if not as an actual

> sop; it is the sugar on the unpalatable, but necessary pill that has to be administered to the young. This point of view has tended to create in the child's mind an impression that local history is 'good fun' which can have no true relation with the conventional lesson--.

Thus there is a need to integrate the total learning plan for the year (the syllabus). This point leads on the problem of how to introduce this local material into the school syllabus. The Cape Education Department approach lays no emphasis on field trips. Thus Cape history teachers face the added problem of having no official backing or guidance or support or information concerning field work. Thus one would have to illegally trim parts of the chronological departmental syllabus to find the time to fit in field work. Most schools, however, are willing to allow trips, but these are virtually broad interest affairs and seldom delve deeply into the historical object being visited. No field work is recognised departmentally as part of the examination system. (This is the opposite view of the History 13 - 16 Project.) It all depends on the enthusiasm of the individual teacher. But field work, to have maximum effect, should be integrated into the teaching and examination system. It should never be a fancy extra, but part of the learning situation, as well as seen as one of the many teaching techniques.

Jones (1981, p 9) adds the interesting problem area of there being inadequate training for teachers in local history techniques. South African teachers have no specialised training at college or university level in the sphere of field trips, the reason being that the school syllabus dictates what one must teach and our Cape history syllabus does not support local history study. Hence the lack of training in this field. The solution thus depends on a Cape syllabus revision that would be strongly influenced by the success of projects like the 'History Around Us' component of the History 13 - 16 Project. Alternatively this history technique could be offered as an in-service training for teachers.

A further problem, according to Jamieson (1971, pp 1 and 5) is to try and prevent history teachers relying too heavily on the 'chalk and talk' method. Instead methods are needed to get pupils involved in history - here field work would be an ideal method. Thus variation of approaches is vital for successful history teaching. But the main stumbling block is to get teachers to move from tried and tested methods to those that are unfamiliar. Thus the crux is to get teachers to examine their objectives and their methods. This has caused history to be severely critisized by the pupils for its dullness and irrelevant content: the main reason being the pressure of external examinations, the lack of initiative in using varied teaching methods, the reluctance of teachers to abandon the chronological syllabus and the failure to keep pace with the rapid development in educational technology. The problem then is that history is in the doldrums and the whole study of the past, in the education of children, needs to be reconsidered. But what alternatives can be offered to these 'chalk and talk' teachers? In-service training could be a viable proposition.

Woodall (1981, pp 10 - 11) suggests the following methods on how to get pupils interested in local history. Firstly, it is often difficult to get pupils interested in the local historical sites "as they seem to know more about the seaside resorts they went to than architectural treasures five miles from their doorsteps." He suggests the solution that one introduces the field site with an account of a colourful story or amusing anecdote in order to capture their attention and promote interest. A second problem concerns the background reading material being written for adult or teacher level rather than in simple English that the pupil can understand. Douch (1974, p 108) sums up here by saying that the study of the past in the education of children needs to be reconsidered as "all will become adults and citizens, few will become historians." Thus the main purpose of studying the past in school should be to help children know their own world and to live in it more satisfyingly and more effectively.

A further problem related by Douch (1974, p 10) consists of the number and variety of source materials with which both teacher and children may need to be familiar. Unfamiliar source material presents difficulties and there are few local guides - thus only personal experience will suffice. Much of the teacher's local knowledge will be hard-won and depends entirely on teacher effort, iniative and finance.

Whatever the problem the good teacher should always rise above any syllabus and make the subject alive. Coltham (1971, p 20) takes up this point and concludes that as well as pupil interests, a teacher's interests should be the guide i.e. "where the teacher is enthusiastic, so the children are likely to be interested."

CHAPTER FIVE

THE NINE FRONTIER WARS IN SUMMARY

This chapter consists of a table that broadly covers the Nine Frontier Wars. The aim is to give a historical overview and background to the possible sites or relevant events that are available today, so that teachers and pupils know where they are in relation to the existing syllabus.

The numbers in brackets after place names refer to chapter six. This is in order to obtain more information about various sites whilst using the summary.

FRONTIER WAR	DATES	MAJOR XHOSA LEADERS	XHOSA FRONTIER POLICY	CAPE GOVERNOR	CAPE FRONTIER POLICY	MAJOR BATTLES	RELEVANT SITES FOUND TODAY
First	1779-1781	Rarabe.	Tribal custom recognised ownership of land usufruct fashion; policy was to take cattle from white farmers.	van Plettenberg.	Cattle thieving forced the Cape Government to declare the Fish River as its Eastern boundary, therefore adopting a complete segregation policy. Further clashes forced the Governor to send a Commando under Adriaan van Jaarsveld, which temporarily cleared the Zuurveld of Xhosa and took about 5000 head of cattle as booty. Adopted a policy of appeasement towards the Xhosa.	A series of cattle raids.	Fish River - as boundary (58); Bruintjieshoogte - as site of first clashes
Second	1789-1793	Ndlambe (as Regent for Gaika)	The D.E.I. Company policy of appeasement was seen as being weak by the Xhosa and gave them confidence to raid. Consequently Ndlambe entered the Zuurveld to conquer the rival Gqwebe clans.	van de Graaff.	Pursued a conciliatory policy towards the Xhosa. But after Ndlambe's invasion two commandoes, under H.C.D. Maynier, penetrated as far as the Buffalo River and recovered many cattle, but were unable to clear the Zuurveld. Thus an uneasy peace settled over the Zuurveld.	Raids and skirmishes.	Zuurveld (known as Albany today).
Third	1799-1803	Gaika and Ndlambe.	Joined Hottentots (1) and attacked white farms in 1799; Klaas Stuurman, Hans Trompetter and Boesak led further Hottentot raids in 1801 against the Zuurveld boers; Xhosa remained in Zuurveld.	Yonge and Dundas.	First British Occupation government sent General T.P. Vandeleut to quell the second Graaff-Reinet revolt in 1799 - successfully accomplished by April 1799; Britain also saw Fish River as the boundary, but adopted a conciliatory policy toward the Xhosa. Hottentots joined Xhosa and skirmishes occurred; Dundas organised a peace agreement (in order to maintain peace Fort Frederick was built and garrisoned with 350 men) The third Graaff-Reinet revolt of 1801 prompted further Hottentot raids which were not successfully quelled. Thus Zuurveld still full of Xhosa.	Zuurveld and Graaff-Reinet skirmishes.	Fort Frederick - in Port Elizabeth (70).

FRONTIER WAR	DATES	MAJOR XHOSA LEADER	XHOSA FRONTIER POLIC	CAPE GOVERNOR	CAPE FRONTIER POLICY	MAJOR BATTLES	RELEVANT SITES FOUND TODAY
Fourth	1811-1812	Gaika and Ndlambe.	The Xhosa contined r raids as the Fish Ri was easy to cross and th dense bush provided excell cover. Graham's tr defeated Ndlambe eas the Sunday's River re killed indiscriminat no prisoners taken, cr and dwellings destroyed. Within a week the Xh had to flee across the F River or hide in the Zuurberg. Thus Xhosa defeated forced to leave the r- veld. Graham's camgn left the Xhosa shak and subdued.	Cradock.	Cradock decided to use force instead of conciliatory policy. He sent Lt. Col. Graham to use colonists and troops to free Zuurveld. This was accomplished i.e. 4th Frontier War. He also i. Reinforced frontier guards ii. Founded Grahamstown and Cradock to act as military bases; iii. Encouraged a denser farming population by granting quitrent farms in the Zuurveld; iv. Ordered a row of forts to be built to guard drifts across the Fish Rivers. They were farm-houses or wattle-and-daub or stone built shelters enclosed by primitive earthen redoubts e.g. van Aardt's (near Cookhouse), Kranz Drift (farm near present Pigot Bridge), Kaffir Drift Post, Upper Kaffir Drift Post (near Fish River mouth), Lombard's Post (farm near Bathurst). Cradock's policy was to draw a line between black and white by sweeping the Xhosa beyond the Fish River. For the first time the Zuurveld had been cleared of Xhosa.	British attack.	Kaffir Drift Posts (67); Lombard's Post (66); Grahamstown (59).
Fifth	1818-1819	Gaika. Ndlambe. Makanna.	The feud between Gai and Ndlambe caused this . After Ndlambe defeat Gaika at the Battle of Amade (Debe Nek flat) Gaik sked Somerset for help. by beat Ndlambe, who reiated by attacking Grahams with 18 000 warriors. Nmbe was aided by the fam witch doctor - Makanna - who was reputed to h masterminded Gaika's feat at Amalinde and the ack on Grahamstown. British regroup and defeat Nmbe and Makanna surrend (imprisoned on Robbesland) Gaika again a key fig.	Somerset.	Proclaims his 'spoor law' policy. Allows fairs to be organised at Fort Willshire where trade by barter system was allowed under military supervision. Somerset aids Gaika to defeat Ndlambe. Major Willshire kept Ndlambe out of Grahamstown and even-tually counter-attacked and defeated Ndlambe. Thereby regaining control of the Zuurveld. Negotiates a 'no man's-land' between Fish and Keiskamma Rivers - this neutral belt required many forts and a denser white pop-ulation. Somerset's obser-vation posts consisted of: a. An outer line 1. Kruger's farm (near Slagter's Nek), 2. Somerset Farm 3. Prinsloo's 4. Roodewal (Cookhouse) 5. van Aardt's 6. Paul Bester's 7. De Lange's 8. van der Merwe's 9. Junction Drift 10. Carlisle Bridge 11. De Bruin's 12. Kranz Drift 13. Waai Plaats 14. Old	Battle of Grahamstown Battle of Amalinde	Amalinde flats and giant worm casts; Makanna and the battle of Grahams-town (60); Fort Willshire (27); Kaffir Drift Posts (67); Lombard's Post (66) ; Gwali (Tuymie) Mission (39); Wesleyville Mission (13).

FRONTIER WAR	DATES	MAJOR XHOSA LEADER	XHOSA FRONTIER POLI	CAPE GOVERNOR	CAPE FRONTIER POLICY	MAJOR BATTLES	RELEVANT SITES FOUND TODAY
					Kaffir Drift 15. Upper and Lower Kaffir Drift's 16. Lombard's Post. b. An inner line stretching from Grahamstown to Uitenhage: 1. Assegaai Post 2. Rautenbach's Drift 3. Vermaak's Farm 4. Sandflats 5. Niewepos 6. Coerney 7. Addo Drift (see attached map section).		
Sixth	1834-1835	Macomo (as regent for Sandile); Hintsa.	Gaika's sons Macomo Tyali invaded the Zuurvelitter at being expelled ftheir Tyumie lands. Succfully devastated the areaween the Winterberg andsea. Smith retaliated in6. Hintsa shot. Tyali Macomo hid in theirreat in the Kroomie Mounis (near Fort Beaufort)	D'Urban.	Whites suffered heavy losses estimated at R600 000. As a result D'Urban ordered the following frontier forts to be built: 1. Fort Warden (west bank of Kei) 2. Fort Waterloo (Gonubie River) 3. Fort Hill and Fort Harding (in King William's Town) 4. Fort Beresford (16 km from King William's Town) 5. Fort Murray (12 km south-west of King William's Town) 6. Fort Cox and White (near Keiskamma Hoek) 7. Fort Thompson (to guard entrance to Tyumie valley 8. Fort Peddie 9. Fort Brown 10. Fort Montgomery-Williams 11. Post Retief. Sir Harry Smith's famous six day ride from Cape Town to Grahamstown heralded the white counter-attack. It started from Fort Willshire on 2 April 1835 with the arrangement that Col. Peddie should advance eastward upon the Buffalo River. Colonel Somerset was to move to the lower Buffalo River, cross it and sweep northward up the Gonubie River. Field Commander van Wyk was to move forward along the line of the Kabusie River to the Kei and then move southward. Major Cox was to hold a centre position midway between the Keiskamma and the Kei to protect the rear. This invasion was so successful that Smith pushed on across the Kei to Butterworth where Hintsa was killed and defeated. His son Kreli concluded a treaty extending the British boundary to the Kei with King William's Town as the capital of the annexed territory. (see attached map section).	Zuurveld; Buffalo River area; Butterworth.	Fort Beaufort (49 - 51); Battery Hill (63); Trompetters Drift (56); Harry Smith's ride (62); Lovedale (38); Gaika's grave (33); Fort Brown (53); Ecca Pass (54); Post Retief (46); Bailie's Grave (28); Fort Wellington (15); Martello Tower (50); Fort Armstrong (44); St. John's Church (64); Line Drift Post (57); Wool Mill, Bathurst (65); Fort Warden (17); Fort Waterloo (14); Fort Murray (23); Fort Thompson (37); Fort Cox (35); Fort White (26); Fort Peddie (55);

FRONTIER WAR	DATES	MAJOR XHOSA LEADERS	XHOSA FRONTIER POLIC	CAPE GOVERNOR	CAPE FRONTIER POLICY	MAJOR BATTLES	RELEVANT SITES FOUND TODAY
Seventh	1846-1847 (War of the Axe).	Macomo. Sandile . Kreli. (Hintsa's son).	Chief Tola rescued Kleintjie, who had b arrested for stealing axe near Fort Beaufo from two Hottentot sers and killing one of t They refused to give Kleintjie - started nth war. Defeated Brit at Burnshill and were ly undefeated during thar despite drought and 'scorched earth' tac of the Cape forces.	Maitland.	The Kleintjie incident sparked off the War of the Axe. Were defeated at Burnshill under Col. John Hare. Beat Xhosa at Gwanga in June 1846, but drought hampered their efforts and were unable to defeat the Xhosa in the Amatola Mountains during July-August 1846. But Stockenström eventually subdued Kreli which brought the war to an end. Maitland decided to control thefts and skirmishes by building forts in Xhosa tribal lands, i.e. Fort Dacres (temporary earthen fort at Fish River mouth); Fort Hare (to guard Alice); Fort Glamorgan (West Bank of Buffalo River). Between 1837 and 1846 the following signal towers were built, with semaphore masts: a. The Fort Beaufort line - Fort Selwyn, Governor's Kop, Grass Kop, Botha's Post, Dan's Hoogte, Fort Beaufort. b. The Peddie line - Fort Selwyn, Governor's Kop, Fraser's Camp, Piet Appel's Tower, Peddie. Maitland also started the military villages of Woburn, Auckland, Juanasberg and Ely in the Tyumie Valley.	Burnshill. Gwanga. Amatola Mountains.	Burnshill Battle (34); Emgwenyeni Flats and Grave (51); St. John's Church (64); Fort Beaufort line (52); Peddie line (55); Fort Selwyn (61); Fort Dacres (68); Fort Hare (36); Fort Glamorgan (8); Fort Grey (10); Fort Michell (42); Clay Pits, Hogsback (41); Waterloo Bay (69); Fort Albert (69).
Eight	1850-53	Kreli. Sandile. Nonquase. Mlanjeni .	Sandile was encouragy the prophet Mlanjeni attack the colony as Chiefs were distrustand suspicious of the n British policy of bring up the power of the fs. Attacked soldiers at mah Pass. Were joined some Hottentots under Hens Matroos and Willem Uithoalder. Withst British attacks for two years before bei beaten. National side of 1857 - Nonquase.	Smith and Cathcart.	Established the new Colony of British Kaffraria between the Keiskamma and Kei Rivers. White magistrates and missionaries used to undermine Chief's power. Led to Sandile's attack and the Hottentot rebellion. Hottentots were defeated at Fort Beaufort (Jan. 1851) and Fort Armstrong (Feb. 1851). The Gaika's in Kroomie Mountains proved a stumbling block - see note on Waterkloof battle. Kreli's defeat saw the end of the Xhosa attack. Cathcart's blockhouse policy to police the frontier called for the erection of eight towers between Keiskamma Hoek and the Kei River. Only Castle Eyre was built. Sir George Grey's 1857 German Immigration Scheme was an attempt to fill British Kaffraria with white settlers. A policy that led to improving farming in the Border area.	Boomah Pass (24 Dec 1850); Fort Beaufort; Fort Armstrong; Christmas Day Massacres at the military villages; Waterkloof.	Fort Stokes (29); Castle Eyre (31); Wagon factory in Keiskamma Hoek (30); Grey hospital and its underground water tank (24); King William's Town military square and mule train (24); Auckland church and comm. stone for military village massacres (40); Cove Rock and Nonquase's Pool (20); Fort Jackson (21) German Settler House (22); Waterkloof Battle (45); St. John's Church (64) Septon Manor (47); Corn Mill at Mill Bank (48); Boomah Pass (32); Fort Pato (11);

FRONTIER WAR	DATES	MAJOR XHOSA LEADERS	XHOSA FRONTIER POLICY	CAPE GOVERNOR	CAPE FRONTIER POLICY	MAJOR BATTLES	RELEVANT SITES FOUND TODAY
Ninth.	1877-78	Kreli and Sandile.	Kreli and Sandile joined forces, but were beaten at Kentani. Sandile continued battle in the Pirie Bush - defeated.	Barkly and Frere.	British troops sent to help the friendly Fingoes against the Galeka 's (Major Moore won the first V.C. in South Africa when he saved a convoy from ambush). As a result Kreli and Sandile joined forces, but were defeated near Butterworth (at Kentani). Sandile returned to the Pirie Bush. Battles at Thaba n Doda and Waterkloof and Sandile shot at isiDenge hill - war ends.	Kentani	Elands Post (43); Kentani battle (18); Major Moore and Draaibosch (16); Sandile's death (19),

CHAPTER SIX

EXANT SITES CONCERNED WITH THE FRONTIER WARS

This chapter is aimed at giving background information to the sites available in the Eastern Cape that cover the Frontier Wars. It is divided into two sections: (a) First, the sites in and around East London; (b) second, those further afield, which entails more preparation and planning. Each site is covered under the following headings:

(a) access i.e. where found, mileage, movement onto site
(b) historical background
(c) educational value i.e. syllabus relationship, generalisation possibilities, concept addition, strategy
(d) reference for more detailed information.

(a) SITES IN AND AROUND EAST LONDON

1. East London Museum

(a) Found at the top end of Oxford Street.

(b) Founded in 1931.

(c) A museum may be defined as a "storehouse of the past; a repository of relics which reflect the culture of man", (Oosthuizen, 1981, p 228). Thus its educational value is obvious and would be most beneficial for background information on the inhabitants of the Eastern Cape between 1800 and 1880. The museum has an excellent display of Bushmen weapons, dancers, life-like bodies and paintings. The Xhosa sections cover beadwork, pottery, initiation ceremonies, life styles etc. The early German settler is displayed from wagons to lace-work. The British soldier is also on display.

(d) The Museum's historian, Mrs. Gill Vernon, is the best reference for more detailed information.

2. West Bank Post Office

(a) Found in Bank Street on the West Bank.

(b) Originally used as a Magistrate's Court until 1882. Also housed the first public library which opened on 10 January 1867. The Norfolk pine tree behind it was reputed to have been planted by Mr. Orpen, the resident Magistrate, in 1874 (G.N. Vernon, p 2).

(c) Limited value as bears no direct relationship with the syllabus - thus only for interest.

(d) G.N. Vernon, Places of Historical Interest in West Bank, unpublished article, East London Museum.

3. Lock Street Prison

(a) Found in Lock Street, opposite the Fire Brigade building in Fleet Street.

(b) Built in 1870. The first goaler was Mr. William John Goodacre. It was able to accommodate 108 male and 36 female prisoners. There was also a condemned section and gallows - first death sentence performed in 1882 and the last in 1935. Stopped being used as a prison in 1979 (Watson, 1981, p 33).

(c) Valuable to illustrate the various methods of implementing the death penalty, especially in the previous century when the death sentence was more readily applied. Does not fit directly into the syllabus.

(d) J. Watson, The Urban Trail, p 33.

4. College Street School

(a) Found in College Street, which leads off Buffalo Street.

(b) The first school was held on the West Bank in St. Peter's church in 1861. In 1875 the Panmure school came into being. It moved in 1880 to the present College Street School site. The Headmaster's house was completed in 1882 and still stands today (J. Watson, 1981, p 16).

(c) No connection to the syllabus, thus for interest only.

(d) J. Watson, The Urban Trail, p 16.
J. Denfield, Pioneer Port, p 54.

5. Old Residential Homes

(a) Found in Wynne and Webb Streets, Southernwood.

(b) To ascertain the architectural details prevalent in those days, e.g. finials, fretwork, corrugated style, window variations, roof types, gable variations and stained glass (A.D. Montgomery).

(c) To help understand the concept of time by painting a picture of early housing in East London.

(d) A.D. Montgomery, East London Urban Trail, Appendix A.

6. German Settler Homes

(a) 42 and 78 Chamberlain Road, Berea.

(b) Built in 1873 and 1864 respectively (G.N. Vernon).

(c) For background information to the arrival of the German immigrants. The thickness of the walls and its solid structure are aspects of interest. These two homes are privately owned and may be viewed from the road only. Has no direct connection to the syllabus.

(d) G.N. Vernon, The German Settlers, unpublished article, East London museum.

7. The Harbour

(a) Walk from the new John Vorster Bridge, past the dry dock, towards the small pier. At the Yacht club there is a path to the Orient Beach, from where one can climb Signal Hill to the John Bailie Memorial.

(b) The Buffalo River entered history in 1835 when a port was needed by Colonel Harry Smith for the territory between the Keiskamma and Kei Rivers. Captain John Bailie investigated the possibility and his recommendation led to the area being surveyed. John Rex and the brig Knysna transported food and ammunition from Port Elizabeth. This initiated trade with the Xhosa and a small trading camp started. During the Seventh Frontier War (1846-47) the Governor, Sir Henry Pottinger, sent Lt. Charles Forsyth to investigate a port in order to supply troops. The report was favourable and the barque Frederick Huth was the first ship used in December, 1847.

The same year the port was officially named East London and Fort Glamorgan was built. In 1871 the breakwater was started to control the silt. In 1886 a dredger named the "Lucy" started operating and made the port effective (J. Watson, 1981, p 2 and 48).

(c) Time concept and understanding the origins of East London. Has no specific relationship to the syllabus.

(d) 'From Sail to RoRo - the story of a River Port' - a short article from the museum. Other references are a most valuable and interesting series of photographs of the early days of the harbour, which is also found in the museum, as well as a model of the 'Knysna', which can be found in the Ann Bryant Art Gallery.

Jeremy Watson's 'The Urban Trail' is an excellent source of information.

8. Fort Glamorgan (no admission)

(a) On the West Bank in the grounds of the prison.

(b) Instructed by Sir Harry Smith to be built when he visited the Buffalo River in December 30, 1847. Today only the powder magazine remains. (J.J. Oberholster, 1972, pp 168-169).

(c) Limited value as visits are not permitted as the site is within the grounds of the local prison.

(d) J.J. Oberholster, 1972, The Historical Monuments of South Africa, pp 168-169.

Noleen Hart, Forts on the Border, p 9.

G.E. Cory, The Rise of South Africa, vol. 6, p 47.

9. Baker's Wells

(a) Immediately below the Hood Point Lighthouse, on the West Bank of East London. Drive to the West Bank Golf Club, park near the lighthouse and walk towards the sea.

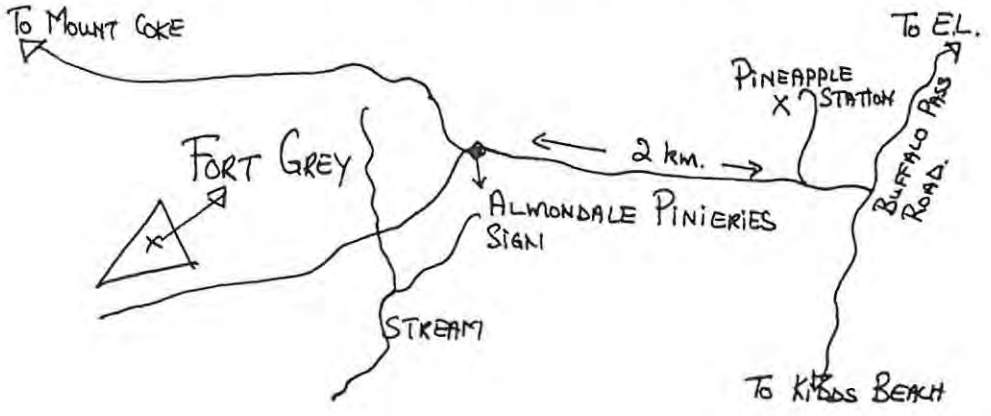
(b) During 1847 Captain William Baker found a fresh water spring which he had cleaned out and paved. It became the main water supply for the West Bank until 1885 (G.N. Vernon).

(c) To stress the importance of water when selecting any home, farm, fort etc. The hygiene and transport aspects of fresh water are generalisation possibilities.

(d) G.N. Vernon, Places of Historical Interest in West Bank, unpublished article, East London museum.

10. Fort Grey

(a) Situated two kilometres from the Buffalo Pass turn-off to Mount Coke near the Pineapple Research Station.



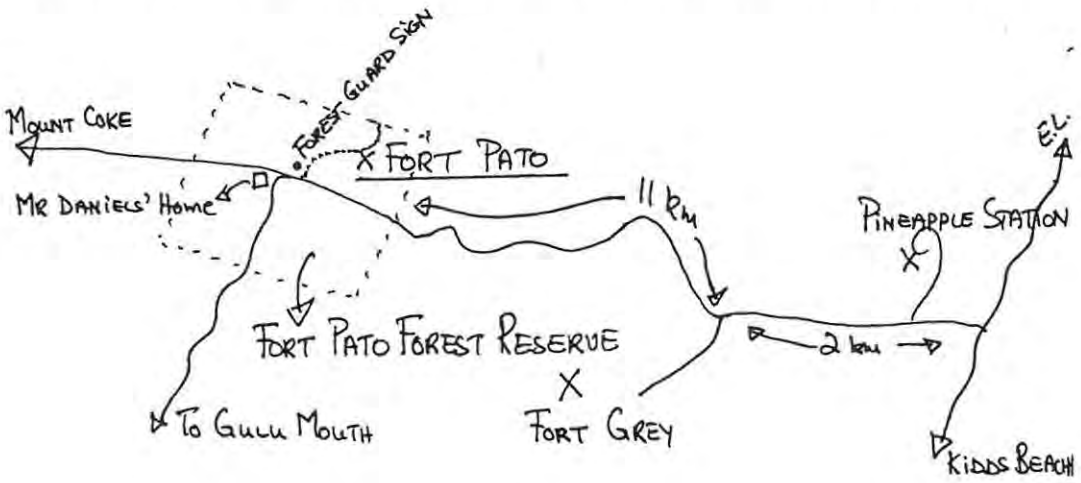
(b) Named after Earl Grey, Secretary of State for the Colonies and was built as one of the forts making up the Buffalo Line, around 1848, to protect the road from the Buffalo River mouth (Fort Glamorgan) to King William's Town (T. Archer, 1975, pp 18-20).

(c) No trace is left today. Mr. Terry Archer has tracked down an approximate site. Has limited educational value, except as a detective exercise, where pupils are encouraged to try and solve the mystery of the disappearing fort.

(d) Archer, T., 1975 In Search of Fort Grey, pp 18-20.

11. Fort Pato

(a) Found on the Mount Coke Road approximately 13 kilometres from the Pineapple Research Station. Look for the sign 'Fort Pato Forest' and the fort is immediately opposite it on the right hand side of the road. The movement to the site is difficult as it is overgrown with thick bush. Best method of finding the fort is to ask Mr. Daniels who lives opposite it in the forester's house.



(b) Named in honour of a friendly chief called Pato. It was an earthen redoubt fort that maintained the communication link between Fort Glamorgan and King William's Town, as the army in British Kaffraria was dependent on the port for its supplies. It was built in 1850 during the Eighth Frontier War (Godlonton and Irvine, p 18).

(c) Educational value could be obtained by the class clearing the bush and in doing so practise an archeological concept. Otherwise, as little is left barring a ditch, its value is limited.

(d) Godlonton and Irvine, Narrative of the Kaffir War II, p 18.

12. Calgary Farm

(a) Travel past Kidd's Beach to the Kayser's Beach sign post. Turn right and travel approximately eight kilometres on a good dirt road to Calgary.

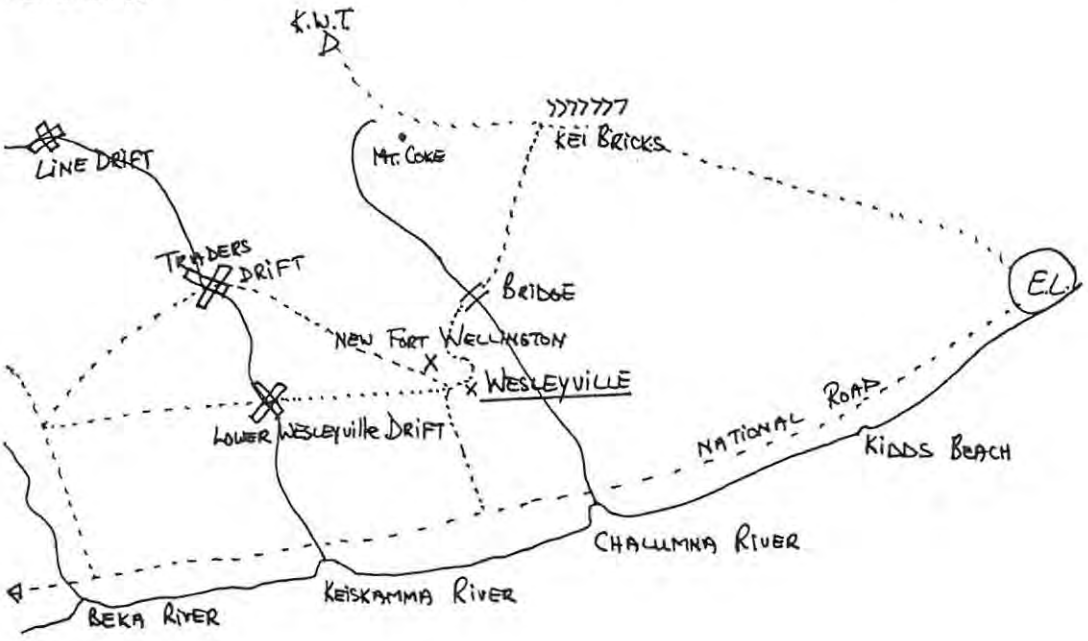
(b) Mr. Robin Wells became interested in restoring carts and wagons that were in use in the Border farming areas. He obtains old, broken down vehicles of yester-year and via hard work and ingenuity restores them. From there they are housed in open sheds for display to the public. He has an excellent display of Scotch carts, gigs, ox carts, spiders, Scout trek cart, heavy duty wagons, as well as a replica of an old-time blacksmith's shop. This is in complete working order and is used by Mr. Wells to fix or make wheel rims (S. Hughes, 1977, p 4).

(c) Has educational value especially in the concept of transport pertaining to the previous century. A simulation exercise could be set up to illustrate the actual use of a blacksmith's shop.

(d) S. Hughes, A Visit to Calgary, The Coelacanth, Vol. 16, No. 2, October, 1977, p 4.

13. Wesleyville Mission Station

(a) Travel to Mount Coke mission station and turn left at the Kei Bricks factory on Mount Coke Heights. Fifteen kilometres of good dirt road brings one to the bridge over the Chalumna River. A few kilometres further on one reaches a particularly heavily wooded bend in the river. The small ridge overlooking the river has a small church and immediately next to it is the monument.



(b) Established by Rev. William Shaw as a Methodist Mission Station in 1823. It was the first Methodist Mission Church in the South Eastern Cape. Burnt during the War of the Axe in 1848.

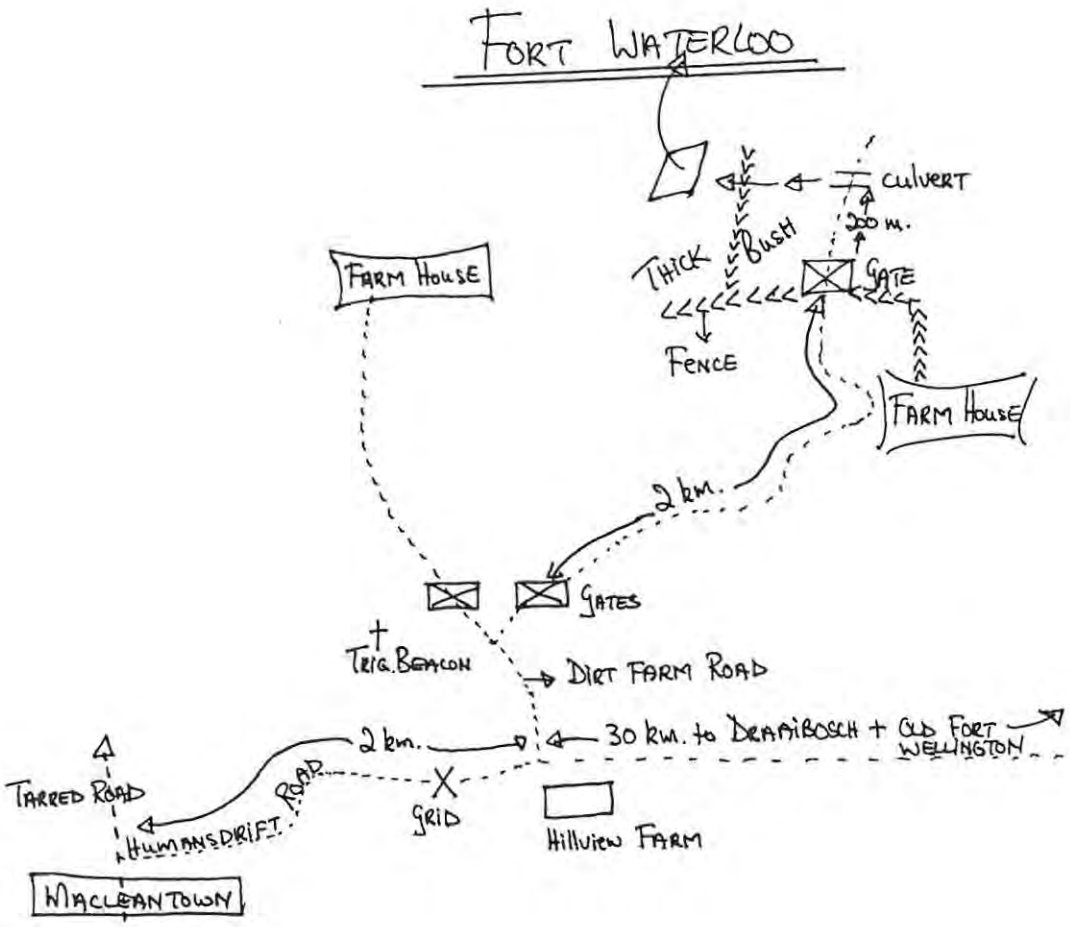
(c) This site has no direct syllabus relationship. However, it does help to show the influence of the Missionaries.

(d) Rev. Appleyard, The War of the Axe and the Xhosa Bible, p 85.

H.H. Driffield, Wesleyville, pp 17-19.

14. Fort Waterloo

(a) In Macleantown one turns sharp right along the Humansdrift Road. After crossing a grid one turns left. Approximately 400 m. on are two gates next to a beacon. Take the right hand gate marked Fort Waterloo Dairy and drive for two kilometres to a gate that crosses the road. Approximately 200 m. past the gate, at a narrow road culvert one stops and climbs the fence and the fort is about 40 m. into the thick bush.



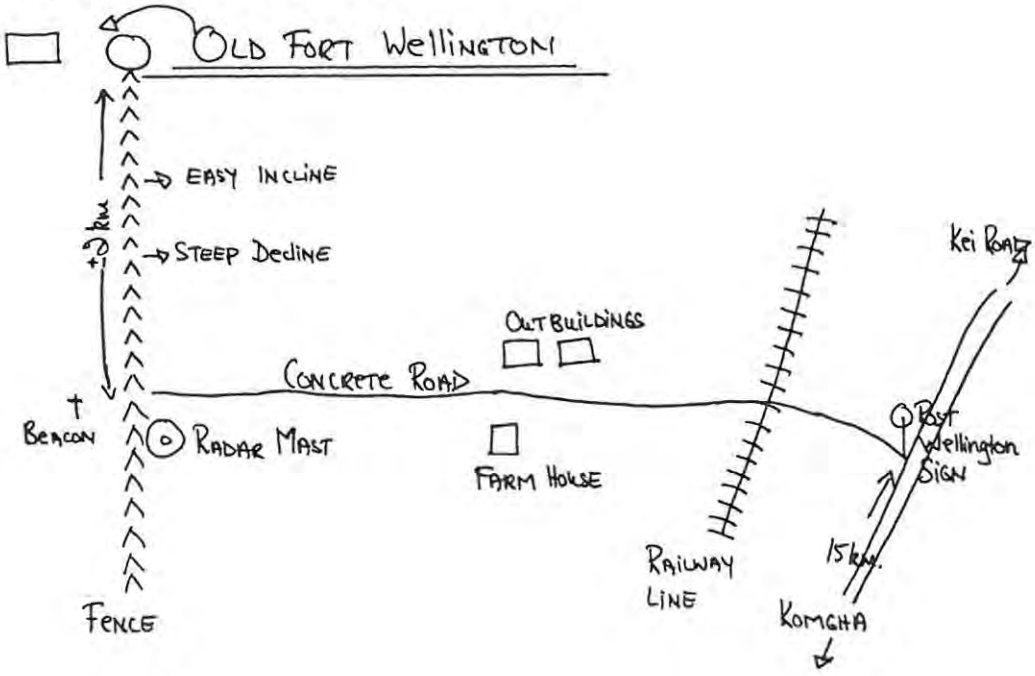
(b) Fort Waterloo was built to act as a temporary observation post on the road east of the Gonubie River. It was built by order of Governor D'Urban and established in 1835 on the Kamegha, a small river which flows into the Gonubie River. It is near Mount Keane or Taba Umhala. It was abandoned in October, 1836, but with the advent of the crown colony of British Kaffraria in 1847, it was re-occupied. It was made of earth ramparts surrounded by a ditch (N. Hart, p 5).

(c) The value here is in its position, thus has the generalisation possibility of two questions: why positioned there and why an observation fort?

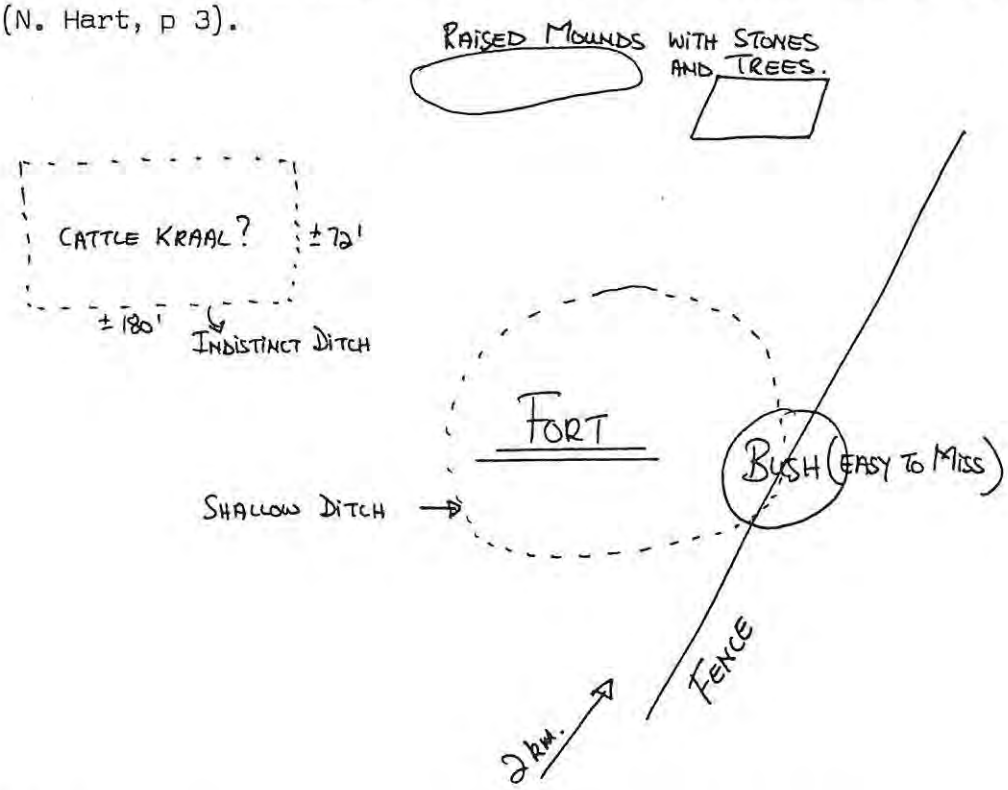
(d) N. Hart, Forts on the Border, p 5.

15. Old Fort Wellington

(a) Found on Don Corlett's farm named Post Wellington on the Gonubie Heights. It is 15 kilometres from Komgha on the road to Kei Road. Stop at the sign 'Post Wellington', drive up the concrete road over the railway line and past the farm buildings to the huge radar mast on top of the hill. At the beacon one turns right and follows the fence for approximately two kilometres - there is one steep decline and a fairly easy incline. The fence crosses over part of the fort's earth rampart - be careful as a bush hides it!



(b) It was built in 1835 and acted as a protecting link between Hangman's Bush (Kei Road) and Komgha. It consisted of a circular earth bank about sixty feet in diameter with a ditch on the outside. In the centre of this was a sentry box mounted high upon four tall tree stumps. Also within the eastern walls there was a powder magazine, a plastered store-room and four tents. On the outside a cattle kraal was built. On 20th July, 1835 the fort was attacked from six different directions by the Xhosa. After about an hour the attack was repulsed, but Robert Storey of the 72nd Regiment (Seaforth Highlanders) was killed in action. The fort was never used again after 1847. Its name was given to a new post on the Chalumna River near Wesleyville. The rough sketch map below depicts the site today (N. Hart, p 3).



(c) A difficult site to find and the terrain is harsh. Thus has little value except as a specific outing.

(d) N. Hart, Forts on the Border, p 3.
G.E. Cory, The Rise of South Africa, Vol. 3, p 168, 185.

16. Major Moore, V.C. and the Battle of Draaibosch

(a) Twelve kilometres west of Komgha the road to Kei Road passes the Bleakmoor railway siding. It is approximately seven kilometres from Post Wellington farm. A huge memorial stone is found next to the road near the siding which is also the site of the battle of Draaibosch.

(b) The battle of Draaibosch took place during the Ninth Frontier War on 29th and 30th December, 1977. On the 29th news was received of an advance by some 300 Ngqika men and Major Moore was sent out with a detachment of 32 men of the Frontier Armed Mounted Police (FAMP) to stop the advance. The two forces met at Draaibosch and the courageous Xhosa men forced Moore to retire. One of his men, named Giese, had difficulty with his horse and was overtaken by the Xhosa. Moore, accompanied by Harber, Court and Martindale, made a heroic attempt to save Giese. Moore was stabbed in the forearm by an assegaai and his horse was wounded under him. They were unable to save Giese, but succeeded in beating off the Xhosa. The assegaai blade was removed by a doctor on Moore's return to Komgha. On the following day Moore was again on patrol when they were attacked by 1600 men on the hill just east of Draaibosch. By his calmness, his remarkable bravery and strategy, he prevented a disaster and put the Xhosa to flight. The horse he was riding was wounded three times. For his bravery during the battle of Draaibosch on 29th December, 1877, Moore was awarded the first Victoria Cross to be earned in South Africa (J.J. Oberholster, 1972, p 169).

(c) Is directly related to the syllabus. Educational value here consists of exploring the concept 'bravery' and the Victoria Cross. Is an ideal section for pupils to do own research.

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 169.

A.F. Newey, Draaibosch, p 31

W. Brinton, History of British Regiments, p 181

J. Milton, The Edges of War, p 264

K. Anderson, Heroes of South Africa, p 343.

17. Fort Warden.

(a) Fort Warden is found on the west bank of the Kei River overlooking the river crossing about 24 kilometres down stream from the present rail bridge. It is reached by taking the highway to Butterworth and just before the first sharp left bend of the Kei Cuttings is reached, three kilometres from the Komgha turnoff, an unmarked farm road to the right is found. Travel four kilometres along it until a huge finger-like stone marker is found. Directly across from it is a gate that gives

access to the fort about 50 meters away. The fort is found on the Fort Warden Outspan farm belonging to Mr. D.D. Brill.

(b) Fort Warden was erected in 1836 by Governor D'Urban as a measure to protect his Province of Queen Adelaide. It was situated at the top of a precipitous kloof called the Impotshana. It was named after Captain H.D. Warden of the Imperial Cape Mounted Riflemen. It consisted of earth ramparts four feet high, enclosing a square space in which cattle could be protected, as well as a ditch outside it five feet wide and three feet deep. The bush for some distance around it was cleared to prevent unexpected attack. The fort was completed on 20th May, 1835. But the abandonment of the Province of Queen Adelaide by Glenelg forced the withdrawal of troops from the fort in September, 1836. The Target Stone - a stone target was fixed about 600 meters from the fort to act as a rifle range. There are six circles around the central bull's eye. It can be seen if one stands on the gate and looks over the finger-like stone marker towards the coast. (N. Hart, p 1). Graves - three well preserved graves are found about 100 meters to the east of the Fort.

(c) Has little value beyond exploration and interest as little is left of the earth ramparts.

(d) N. Hart, Forts on the Border, p 1.

G.E. Cory, The Rise of South Africa, Vol. 3, p 148.

18. Battle of Kentani Hill

(a) Lies south-east of Ibeka and not far from the Tyityaba valley i.e. south-east of Butterworth.

(b) Wilfred Brinton (pp 187-188) gives the following description of this battle:

Kreli (Gcalekas) and Sandile (Gaikas) decided to attack the camp at Kentani Hill in February, 1878, in order to capture ammunition and food. Captain Upcher was in command of the troops which totalled 416 Europeans and about 300 Fingoes. They had one nine-pounder, two seven-pounder field guns and one 24-pounder rocket tube.

The morning of 7th February, 1878 was misty and ideal for an attack. Hence Kreli assembled his warriors in three groups of a thousand men each, led by the chiefs Xito, Sigcawa and Kiva.

His Gcalekas were to attack from the south whilst Sandile from the north-west.

Upcher had the infantry formed into a square and the wagons laagered. The action started when the nine-pounder opened fire. A company of the 24th with Mounted Police and Carrington's Horse were ordered to attack and then pretend to retire with the view to drawing the Xhosa forward. The ruse succeeded as the Xhosa triumphantly rushed forward, believing the retirement to be a sign of defeat, only to be met by withering fire. The defending force was hard pressed and the turning point came when Captain Robinson arrived from Tutura with reinforcements. This caused the Xhosa to retire to the Mnyameni Bush as they feared being caught between two forces. They left behind 400 dead as compared to the seven wounded and two dead on the defenders' side.

Sandile and his Gaikas crossed the Kei River and continued a guerilla campaign in the Amatola Mountains, while Kreli fled into Bomvanaland.

(c) The concept guerilla can be explored here, as well as the differing styles of fighting between Xhosa and British, e.g. Why were so many Xhosa killed, compared to the Whites? What is the difference between a gun and a rifle? How are guns made? How are they fired? Did the Xhosa have guns and rifles?

(d) J. Milton, The Edges of War, pp 267 to 269.
W. Brinton, History of the British Regiments in South Africa. p 187.
J. Meintjies, Sandile, p 294.

19. Death and Burial of Sandile

(a) Sandile's grave is found 37 kilometres from King William's Town. One travels 27 kilometres on the main road to Stutterheim and 2,6 kilometres past the St. Thomas School for the Deaf you turn left. A sound dirt road of 9 kilometres takes one to the foothill of Mount Kemp (Isidenga) where the grave is found 100 m. behind the Mount Kemp trading store. (See Appendix A, worksheet A for more information).

(b) Sandile and his Gaikas controlled the eastern Amatola mountains (source of the Buffalo River) during 1878. After various setbacks Thesinger devised a new plan. Each division

was given an area to harass and freedom of movement. They even attacked at night. This plan removed the opposition little by little. On 29th May, 1878 a patrol attacked a small group of Gaikas near Isidenge Hill. Sandile's bodyguard, Dukwana, and sixteen Gaikas were killed. The patrol also saw a blood spoor leading away, which indicated that a seriously wounded man had been carried away. A week later on 5th June, Juba told the Peelton mission station that the blood spoor belonged to Sandile. Captain John Landrey was sent to investigate. They found the dead body of Sandile under a large rock. It was recognised by his withered leg. He was buried on 9 June, 1878 at the Isidenge camp. His death stopped the Gaikas fighting during the Ninth Frontier War. (J. Milton, 1983, p 278).

(c) The educational value here is to illustrate the concepts of bias and omission, as a heated controversy occurred over the actual death and burial of Sandile. A possible exercise is for the pupils to research the various accounts given and work out for themselves a possible solution and hopefully a realisation that the history textbook is not "the Bible" as authors vary their accounts according to their own individual interpretation.

(d) J. Milton, The Edges of War, p 278
J.H. French, The death and burial of Sandile, p 31
J. Meintjies, Sandile, p 297.

20. National Suicide of 1856

(a) The only sites related to this tragedy are Cove Rock, Gxara River (Nonquasa's pool) and Mpongo Pool (Nonkosi's pool).

(b) J. Milton (1983, p 226) writes that in May, 1856, Nonquasa, a fifteen year old Xhosa girl, saw strange men in a pool in the Gxara River. Her uncle, Mhlakaza, was a witchdoctor of the Galeka tribe, and he interpreted her vision to mean that all dead warriors would return to life and a great wind would drive the whites into the sea forever. Before that could happen, the Xhosa peoples must show their faith by destroying all their cattle and crops. Most tribes obeyed and destruction was rampant. Another young girl called Nonkosi added fuel to the fire by seeing many Ndlambe heroes emerging from the Mpongo Pool (near Macleantown). Eric Rosenthal (p 105) writes that over

200 000 head of cattle were killed. February, 18th, 1857 was the date on which the miracles were to happen - but nothing happened. A nightmare of starvation and despair descended upon the Xhosa. Official figures show that the population of British Kaffraria fell between 1st January, 1857 and 31st July, 1857 from 104 721 to 37 229.

(c) Fits closely to the syllabus and allows various aspects to be studied, like witchdoctors and their influence on the Xhosa; as well as the results of the aftermath and their contribution to breaking the military power of the Xhosa.

(d) J. Milton, The Edges of War, pp 226 - 234

A. Elliott, The Magic World of the Xhosa, pp 13 to 22

C. Brownlee, Reminiscences of the Kaffir Life and History 1896.

J. Meintjies, Sandile, pp 240-269

J. Heale, They made this land, pp 212-214

E. Rosenthal, Encyclopaedia of Southern Africa, p 105

W. Brinton, History of the British Regiments in South Africa, p 165 to 169.

21. Fort Jackson

(a) This fort is found 25 minutes drive from East London on the N2 highway to King William's Town. The huge quarry works on the right give the clue to its whereabouts. One must take the Fort Jackson turn-off opposite the quarry works. About 50 meters along this turn-off an earthen wall can be seem approximately ten meters above the boundary fence. The earthen wall is part of Fort Jackson.

(b) It was established in 1856-1857 due to fear of war owing to the prophecies of Mklakaza (of national suicide fame) - A.W. Burton, 1969, p 41.

(c) The value of this fort lies in its simplicity of construction. A useful example of the many temporary forts erected by the British. Further interest can be created by visiting the trading store that is situated just above the fort as there the remains of the gunpowder room can be seen interwoven with the roots of a wild fig tree. Also Mrs. Edkins (of bottled Chutney fame) once lived

here.

(d) A.W. Burton, The Highlands of Kaffraria, p 41.

22. German Settler House at Berlin

(a) This site is reached by turning left after the first butcher shop (travelling from East London on the old road) onto a dirt road. Approximately two kilometres along this road is Miss Elfrieda Winkelmann's home.

(b) It was built of stone in 1857 by Lieutenant-Count Rudolf von Ronnow of the British German Legion. He owned it until 1873. Close by is the cottage built by Private Joseph Moser of the British German Legion. He lived there from 1878 to 1889.

The remains of the original 'bakoven' or Dutchoven were rebuilt in 1901 by Miss Winkelmann's uncle - it is rectangular in shape with a dowed roof. In her article Miss Winkelmann quotes how it was rebuilt and gives various German recipes that were baked in it i.e. Zweiback (rusk) and Streusel Kuchen (sprinkle cake). Miss E. Winkelmann (April, 1982, pp 30-31).

(c) The site is in perfect condition and Miss Winkelmann is extremely willing to show visitors around. The value here lies in the fact that the house would help to illustrate the first wave of German military immigrants to the Border area. Also the concept of the British German Legion can be explored. Possible questions that could be explored are: How does one cut the stone blocks for the walls? How is a bakoven made? How does one bake in a bakoven?

(d) E. Winkelmann, Looking Back, pp 23-35

E. Winkelmann, Memories of Berlin, pp 6-23.

23. Fort Murray

(a) This partly restored fort is found ten kilometres south of King William's Town. One travels on the old road through Zwelitsha towards Mount Coke.

(b) This fort was built during the Seventh Frontier War, commonly called "The War of the Axe" of 1846. It was an extensive stone structure with barracks for infantry and cavalry. This fort saw little military action. It was too low-lying to be effective as a fort and its main purpose was to guard the road to East London.

In 1858 the two young prophetesses, Nonquase and Nonkosi appeared here before a special court to inquire into the Xhosa killing tragedy of 1857. It was last used during the Ninth Frontier War (1877-1878). Thereafter it was used as a training depot, proposed as a leprosy institution and suggested as a refugee camp during the Anglo-Boer War. It then fell into decay until lately when two rooms were restored (J.J. Oberholster, 1972, p 166).

(c) The size of this fort makes it an important site to visit. The stone building is also a contrast to the large number of earth redoubt style of building forts found scattered throughout Kaffraria. The concept of restoration can also be fruitfully explored here.

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 166.

24 King William's Town

(a) This town is found 56 kilometres from East London on the N2 highway.

(b) King William's Town came into being on 20th January, 1826 when John Brownlee arrived at the site to set up his Buffalo Mission Station. John Brownlee had a most adventurous experience during the Sixth Frontier War in 1834, where he single-handedly removed some attackers from the passage in his home. As a result of this war Harry Smith commandeered John Brownlee's home in order to direct military operations. The War of the Axe in 1846 saw Sir Harry Smith back in Brownlee's home and he selected King William's Town to be the capital of British Kaffraria. He also ordered the Military Reserve to be built here. (B.M. Randles, pp 1 to 5).

(c) As this was the hub of the British Military activities it has great educational value. Many places of interest remain today and the best method of seeing them is to contact Mr. Brian Randles, who is the historian at the Museum, for a guided tour. (see Map section for a map of the military reserve). Places of interest are the remains of the Military Reserve (i.e. officers' mess, magazine, mule train depot, magazine and an Eardley-Wilmot cannon), the Museum for its collection of weapons and a wealth of

material on the German Settlers, the South African Missionary Museum, John Brownlee's home, Grey's hospital and the Garden of Remembrance.

(d) B.M. Randles, The Residency, pp 1 to 5.
A.W. Burton, The Highlands of Kaffraria, pp 32 to 35
G.E. Cory, The Rise of South Africa, vol. 3, p 171.

25. Battle of Amalinde, 1818

(a) The battle of Amalinde took place on the Debe Nek flats. Debe Nek is found 26 kilometres from King William's Town on the main road to Alice.

(b) The Debe Nek area is known as 'kommetjievlakte' (i.e. the plain of little saucers) to Europeans or 'amalinde' (i.e. little saucers) to the Xhosa. The saucers are in fact burrowings of a giant earthworm, microchaetus, that grows to more than three metres in length.

Here a great battle took place between Gaika and his uncle Ndlambe in 1818. The reason, writes C. Danziger (1978, p 8), being as follows: When Rarabe died he left the son of his Right hand house, Ndlambe, to rule until the son of his great house, Gaika, was old enough to take over. When that day came Ndlambe was not willing to relinquish control. The traditional way would have been for one to have moved to a new area, but the whites across the Fish River made this impossible. The result was a savage feud between Gaika and Ndlambe for over 30 years. It was worsened by a quarrel over a woman called Tutula, whom Gaika was supposed to have stolen from Ndlambe. The resultant clash took place at Amalinde in November, 1818. J. Milton (1983, pp 68-69) adds that Gaika sent his 18 year old son, Maqoma, to lead his army against Ndlambe. The initial stages of the battle belonged to Maqoma, but Ndlambe's son, Mdushane, entered the battle with a huge force he had cleverly concealed in the nearby forest. The fight continued from midday to sunset with Maqoma desperately rallying his forces and fighting with conspicuous courage. But then he fell, severely wounded, and his bodyguards carried him from the field. As darkness fell his warriors fled followed by Mdushane's warriors who slayed them relentlessly. This battle was remembered for its ferocity in which kin slew kin and its slaughter - fires were even lit that night on the battle field so that they could see to slaughter

those who lay wounded there.

Gaika consequently asked Somerset for help and Bereton was ordered to attack Ndlambe and restore Gaika to his land and dignities.

(c) The potential here is to use the feud between Gaika and Ndlambe to illustrate the Xhosa chieftains and the concepts of Great House, Right hand House and paramount chief.

(d) C. Danziger, The Restless Frontier, pp 6 and 8
J. Milton, The Edges of War, pp 68 and 69
J.B. Peires, The House of Phalo, pp 63, 70, 73
G.E. Cory, The Rise of South Africa, vol. 1, p 372

26. Fort White

(a) This site is found approximately 100 meters past the Baptist Bible Institute about two kilometres from Debe Nek travelling towards Alice. It is about 50 meters off the left-hand side of the main road. A beacon stands on top of one of the earthen walls.

(b) A.W. Burton (1969, p 31) writes that the first Fort White (described here) was built in 1835 near the Ntaba N'Dada at the source of the Debe River. It was named in memory of Major T.C. White who served with the Burgher Forces and was killed near the Bashee River on 13th May, 1835. It was a collection of wattle and daub huts enclosed by a mud wall shaped like a star. It accommodated 100 men, but was utterly indefensible against a disciplined foe. Also the water supply was brackish and thus in 1852 the fort was removed to a spot near the Willmerton railway siding.

(c) Has limited educational value and is best used as an example of the earthen redoubt style of fortification.

(d) A.W. Burton, The Highlands of Kaffraria, p 31
G.E. Cory, The Rise of South Africa, vol. 3, p 125, 186

27. Fort Willshire

(a) The ruins of this fort are found in a bend of the Keiskamma River, about nine kilometres north of Breakfast Vlei on the road from Peddie to Alice (See Appendix A, worksheet B for more information).

(b) After the Fifth Frontier War (1818-1819) it was agreed by Somerset that the Keiskamma and Tyumie rivers would be the

western boundary of the Xhosa country, while the land between the Keiskamma and Fish rivers was to be a neutral zone in order to establish a clear separation between whites and Xhosa. Fort Willshire was shaped in a pentagon with a breastwork at each corner and would accommodate 200 men. It was positioned on a hill about one kilometre above the junction of the Keiskamma and Ngqakayi rivers. Work started in November, 1819, but when Donkin, who was acting Governor whilst Somerset was in England, visited the fort in May, 1820, he found that there was no shelter for the troops. So he suspended work and ordered Lieutenant Rutherford to build the Keiskamma fortified barracks for 250 men on the banks of the river itself. When Somerset returned the barracks were completed and were already occupied by troops and consequently the fort on the hill was abandoned and the barracks on the river became known as Fort Willshire.

In order to promote friendship and trade with the Xhosa, an agreement was made with Gaika that a fair would be held at Fort Willshire. Somerset was determined that no irregularities would occur by issuing a Proclamation in 1824 to control this trade down to the smallest details. This trade grew to remarkable proportions e.g. during seven months 22 500 kilograms of ivory was purchased and one firm sold more than 1 800 kilograms of coloured beads during the period August to December, 1824.

The outbreak of the Sixth Frontier War in 1834 caused the fort to be temporarily evacuated. However it was reoccupied as it was one of the most strategic points during the war. Also Hintsa's death enquiry was held there in September, 1836. At the end of the Sixth Frontier War, D'Urban's plan to annex the Province of Queen Adelaide failed when the British government once more fixed the Fish river as the boundary of the Colony. This meant that Fort Willshire was excluded from the Colony, with the result it was abandoned and it fell into disrepair. (J.J. Oberholster, 1972, p 164-165),

(c) This site has much potential as it serves to illustrate the British policy of separation (a concept problem) and trade with the Xhosa covers the vital area of economics of that time. A further fruitful exercise could involve using the original maps

of the first fort and the barracks and see what remains are visible today.

(d) J.J. Oberholster, The Historical Monuments of South Africa, pp 164-165.

A.F. Dodd, Fort Willshire and the Kaffir Fairs pp 22-28

G.M. Theal, Records of the Cape Colony, 1821-1822, pp 426-429.

U. Long, Notes on Fort Willshire, pp 78-85

J.B. Peires, The House of Phalo, pp 100-101

J. Milton, The Edges of War, p 87

F.C. Metrowich, Frontier Flames, pp 98-104

G.E. Cory, The Rise of South Africa, vol. 1 pp 400-403

G.E. Cory, The Rise of South Africa, vol. 2, pp 175-180, 113, 118, 342.

M. Wilson and L. Thompson, The Oxford History of South Africa, vol. 1, pp 241-242

G.C. Moore Smith, Autobiography of Sir Harry Smith, pp 727 and 737.

28. Bailie's Grave

(a) The grave stands under a young oak tree near the church on the left bank of the Mngqesha river. One takes the Keiskamma Hoek turn-off, past the Zwiletsha Industrial complex, for 500 meters where a bronze memorial stone to Bailie stands. One drives to the right of this memorial stone and immediately left onto a dirt road, which passes farm lands on the left hand side for about one kilometre until the Mngqesha river is reached. In the tree belt of the river is concealed a church (which has some interesting German settler graves). One walks about 200 meters past the church, slightly to the right and up-hill until the oak tree and grave is reached.

(b) Charles Theodore Bailie, writes A.W. Burton (1969, pp 15-21), was born on 1st August, 1810 in London. He came to the Cape with the 1820 settlers. He was deeply religious. He married in 1833 and ran a boarding school at Bathurst in 1834. He moved to Grahamstown from where he accepted an appointment as Lieutenant when war broke out in 1835. His job was mainly to preach to the troops in the field. On 28th June, 1835 he

and 28 Hottentot soldiers left King William's Town to look for Xhosa warriors near Thaba N'Dada. But the patrol never returned. Ultimately his father, Captain John Bailie (of East London origin fame) found out from Ganya, who was one of Gaika's councillors, that the party was slain near the drift on the Mngqesha river on 27th June, 1835. Apparently the Xhosa had enticed them to follow their spoor into rough terrain from where they were ambushed. Apparently they resisted all attacks that day, but were finally cornered in the act of crossing a small stream. The entire party was killed and Bailie retired into a small thicket from where he shot three warriors (one was a chief named Tchalecsay) before dying.

His father, John Bailie, eventually tracked down the spot and on Wednesday, 7th October, 1835 he buried all the remains in a mass grave and placed three large stones over it.

Between 1835 and 1931 the grave was neglected. But the Toc H Society of Keiskamma Hoek restored the site and placed a grey granite gravestone over it with the simple inscription :

Lieutenant C.T. Bailie
and Party
1835

(c) This site has limited connection with the syllabus, but does help to illustrate the skirmish and ambush ability of the Xhosa.

(d) A.W. Burton, The Highlands of Kaffraria, pp 15-21
G.E. Cory, The Rise of South Africa, vol. 3, pp 174-175
R. Godlonton, The Eruption of the Kaffir Hordes, pp 197-202.

29. Fort Stokes

(a) Fort Stokes is found five kilometres from the Bailie Memorial Stone on the road to Keiskamma Hoek. The earth ramparts are about ten meters down from the roadside.

(b) This fort was extensively used during 1846 and 1853 as it occupied a commanding position in a wide 'nek' with mountains on all sides. Sappers erected earth ramparts with a shallow ditch about 200 meters long on each side. At the east and west angles of the fort there were bastions from which all sides were defendable by rifle fire. The western bastion was the larger.

In April, 1852 Governor G. Cathcart visited the Border area and he condemned fieldworks like Fort Stokes, as he saw open ramparts to be useless and expensive. Instead he decided to build stone towers or blockhouses which he termed "castles" (A.W. Burton, 1969, p 11-12).

(c) Another earth rampart style of fortification. Perhaps their choice of siting the fort there could be explored?

(d) A.W. Burton, The Highlands of Kaffraria, pp 11-12.

30. Ballantyne Wagon Factory

(a) The factory is found by turning left immediately on entering the village of Keiskamma Hoek from Fort Stokes.

(b) The original furnace, bellows etc. of the old wagon factory can be found that used to make wagons and wagon wheels. Points of interest are the water-wheel that drives the timber cutting machinery and the equipment that was used to bend the iron for the wagon tyres.

(c) Not linked directly to the syllabus, but does add to the knowledge about transport and the making thereof. The present owner, Mr. M. Peter, still uses much of the original machinery for his yellowood furniture business.

(d) Grahamstown Historical Journal, Annals 1974, vol. 1, no. 4, p 27.

31. Castle Eyre

(a) The remains of this fort are found in the police camp on the outskirts of Keiskamma Hoek on the Boomah Pass road to Middle Drift.

(b) Sir George Cathcart announced that in 1852 more substantial forts were to be built. One of these was Castle Eyre in honour of Lieutenant-Colonel Eyre of the 73rd Regiment. The tower was of two stories with a flat roof which provided an emplacement for a swivel gun. His reason for a stone fort was that it was more secure than the earth redoubt, as the Xhosa had no cannon and would thus be unable to batter down the walls. (A.W. Burton, 1969, p 13).

(c) Has value in that is is fairly well preserved and thus pupils would actually be able to see and touch a stone fort.

(d) A.W. Burton, The Highlands of Kaffraria, p 13.

32. Boomah Pass Ambush

(a) It is reached from Keiskamma Hoek, about ten minutes drive towards Middle Drift.

(b) In December, 1850 Sandile refused to meet Sir Harry Smith concerning stolen cattle. He sent out expeditions to arrest Sandile. One column consisting of Cape Mounted Rifles, armed Kaffir Police and British Infantry, in all about 700 men, under Colonel MacKinnon, marched at daybreak on Christmas Eve, 1850 advancing up the Keiskamma river, to take Sandile prisoner. The route was along a narrow guage footpath through dense bush. Soon they came to the Boomah Pass, a narrow defile through high rocks. (Grahamstown Historical Journal, 1974, p 23). It was here that they were skilfully ambushed. The warriors on the heights above them allowed the Kaffir Police and Cape Mounted Rifles to pass and then attacked. The soldiers were caught unprepared - their muskets were not even loaded. Eventually they regrouped and fought their way out to Keiskamma Hoek. (F.C. Metrowich, 1968, pp 114-116).

The Boomah Pass with its commemoration plaque on a boulder will unfortunately be covered by the waters of the Sandile dam.

(c) Had great simulation possibilities, where pupils could actually act out the ambush, but the Sandile dam has scotched it. An excellent and vivid account of the battle and his wounds is given by Major Bisset, which is quoted by F.C. Metrowich.

(d) F.C. Metrowich, Frontier Flames, pp 114-116

G.E. Cory, The Rise of South Africa, vol. 4, pp 307-309

Grahamstown Historical Journal, Excursion to Keiskamma Hoek, p 23

C.B. Bisset, Sport and War, pp 128-159

N.C. Mapham, Waterkloof and the Terrorists of 1851, pp 2-14

33. Gaika's Grave

(a) The grave is found three kilometres before the Fort Cox turn-off on the road from Keiskamma Hoek to Middle Drift. One must turn right at the gate immediately after the Sandile dam water purification plant which is about eight kilometre down stream from the Sandile dam wall itself. Continue along a small dirt road over the hill and the grave is easily found under the only tree in the mielie field.

(b) Gaika was the son of Umlawu and was born about 1776. His uncle, Ndlambe, who at first acted as regent for him, opposed his claim to chieftainship and this led to a lifelong quarrel. In order to maintain his position, he tried to live in friendship with the Whites. In 1803 he concluded an agreement with General Janssens by which the Fish River was established as the western boundary of the Xhosa. He was also erroneously recognised by Somerset as the Paramount Chief of all the Xhosa. He also agreed to Somerset's 'spoor law'. In 1818 he was defeated by Ndlambe at the battle of Amalinde. This interference in Xhosa tribal quarrels led to the Frontier war of 1819. After the war Gaika agreed that the territory between the Fish and the Keiskamma rivers should be declared neutral (J.J. Oberholster, 1972, p 160). Gaika died on 13th November, 1829 near Burnshill Mission station on the Keiskamma river. He passed the heirship to Sandile, the son of his Great House, but as he was only eight years old, Macomo, the son of his Right Hand House ruled on his behalf until Sandile came of age in 1841.

(c) This site affords one the opportunity of discussing Xhosa tribal culture and chieftainship. An interesting aspect to explore would be to research the personality and character of Gaika - he was a noted drunkard and debaucher. The references given below would help unravel this question.

(d) A. Dodd, Impressions of Gaika, pp 35-40

B. Holt, Greatheart of the Border, p 44

G.E. Cory, The Rise of South Africa, vol. 1, p 372, 304-306, 399

G.E. Cory, The Rise of South Africa, vol. 2, p 396

34. Battle of Burnshill

(a) This battle took place near Burnshill Mission Station, near Fort Cox on the road between Keiskamma Hoek and Middle Drift.

(b) This battle heralded the start of the Xhosa invasion during the War of the Axe. On 11th April, 1846 troops under Colonel Henry Somerset converged on Sandile's kraal at Burnshill. They encountered no opposition so Henry Somerset took 50 men into the Amatola valley, leaving behind the supplies with an immense wagon-train of 125, which stretched a distance of five

kilometres when on the move. Many Xhosa were seen and Somerset spent the day skirmishing. The force left behind at Burnshill became alarmed when at 3.00 p.m. a handful of warriors drove off some oxen. Captain Bambrick of the 7th Dragoon Guards took a troop of Dragoons and some Cape Mounted Riflemen and went after the raiders. They were ambushed in dense bush - reinforcements were sent out from Burnshill, but it became apparent very soon that a great mass of warriors had surrounded the camp and the Dragoon troop fell back. Major John Gibson set about making defences. The Xhosa attacked as darkness fell, but were beaten off after a short fight. Gibson now received orders from Henry Somerset to strike camp and join him. He assembled the wagon-train and with guards placed at the head and rear, he set out the next morning. Thousands of Xhosa were seen, but no attack came. About three kilometres from Burnshill the track entered a narrow defile to a drift in the Keiskamma River - halfway through the Xhosa attacked. The drivers fled and the Xhosa cut the oxen from their traces, thus immobilising the wagons. Gibson collected his men around the last four wagons which contained the ammunition and set out to return to Burnshill. They left behind the wagons which contained uniforms, medical supplies, a selection of fine wines, the regimental silver and guns from the best London gunsmiths. Eventually Gibson reached Somerset, who decided to call off the invasion and to fall back on Block Drift. Thus the British had lost the first round of the War of the Axe, which gave the Xhosa the confidence to invade the Colony. (J. Milton, 1983, pp 157-159).

(c) This battle has tremendous educational value as it lends itself to a similation exercise of the reinactment of the battle. Another point to cover would be the British tactics, strategy and blunders. Author bias is well illustrated here by comparing J. Milton's and W. Brinton's versions of the number of wagons stuck and lost.

(d) J. Milton, The Edge of War, pp 157-159.
W. Brinton, History of British Regiments, pp 72-73
J. Meintjies, Sandile, pp 143-146

H. Ward, Five Years in Kaffirland, p 172

A. Gordon-Brown, The Narrative of Buck Adams ..., p 124-126

C.B. Bissett, Sport and War ..., pp 62-65

G.E. Cory, The Rise of South Africa, Vol. 4, p 429

35. Fort Cox

(a) The few remains are found in the grounds of the Fort Cox Agricultural College between Keiskamma Hoek and Middle Drift.

(b) This fort was built in 1835 and named after Major William Cox of the 75th Regiment (Gordon Highlanders). It consisted of four stone walls that formed a square sixty paces across. There was an entrance in each wall and inside there was a very strongly built powder magazine, officer's quarters, stables and a cook-house. There was no accommodation for the men who had to live in tents. Outside the fort, opposite each entrance there was a peculiar stone triangular sentry box (about ten paces from each entrance) for the purpose of watching the slopes below the fort.

It was from Fort Cox that the force under Colonel MacKinnon was attacked in the Boomah Pass on 24th December, 1850. Sir Harry Smith was at the fort at the time and consequently was virtually a prisoner in Fort Cox as it came under Xhosa siege. On 31st December, 1850, disguised as a Cape Mounted Rifleman, he made his escape to King William's Town. Fort Cox was only relieved on 31st January, 1851 (N. Hart, pp 8-9).

(c) As little remains are left this site has limited educational value.

(d) N. Hart, Forts on the Border, pp 8-9

A.W. Burton, The Highlands of Kaffraria, p 31

Dr. E. Gledhill, Settler Country ..., p 9

G.E. Cory, The Rise of South Africa, vol. 3, p 185.

36. Fort Hare

(a) On passing through the first set of gates into the University the remains are found 50 metres further on the right hand side.

(b) Fort Hare was started in August, 1847 and named after Lieutenant-Colonel John Hare of the 27th Regiment. It was more of a palisaded

military village than the usual fort. The outer walls were formed by poles twelve inches in diameter, cut down the centre. Those poles were placed with flat surfaces inwards and nailed to ribbands and sunk two feet into the ground and strutted. Outside these earth was banked up to within about a foot of the top of the poles. The enclosure thus formed was about 600 yards long and 266 yards wide. The magazine was made of brick and the whole enclosure was defended by ten circular bastions seven feet six inches high, on which large guns were placed. The bastion walls were made of stone set in clay and filled with earth. Accommodation for 560 infantry, a squadron of 100 calvary, a mess, hospital, stables, store-rooms for 500 tons of supplies and two magazines to contain 2,000 quarter barrels of gunpowder were found within this enclosure. Water from the Tyumie River was pumped into large tanks inside the fort (N. Hart, pp 10-11).

(c) The different building style of this fort is interesting, but otherwise has limited value.

(d) N. Hart, Forts on the Border, pp 10-11
A.W. Burton, The Highlands of Kaffraria, p 31
J.J. Oberholster, The Historical Monuments of South Africa, p 159
G.E. Cory, The Rise of South Africa, vol. 4, p 57.

37. Fort Thompson

(a) It is situated on the outskirts of Alice on the main road to Fort Beaufort. Look to the right immediately after passing the last garage and one can see the white painted walls.

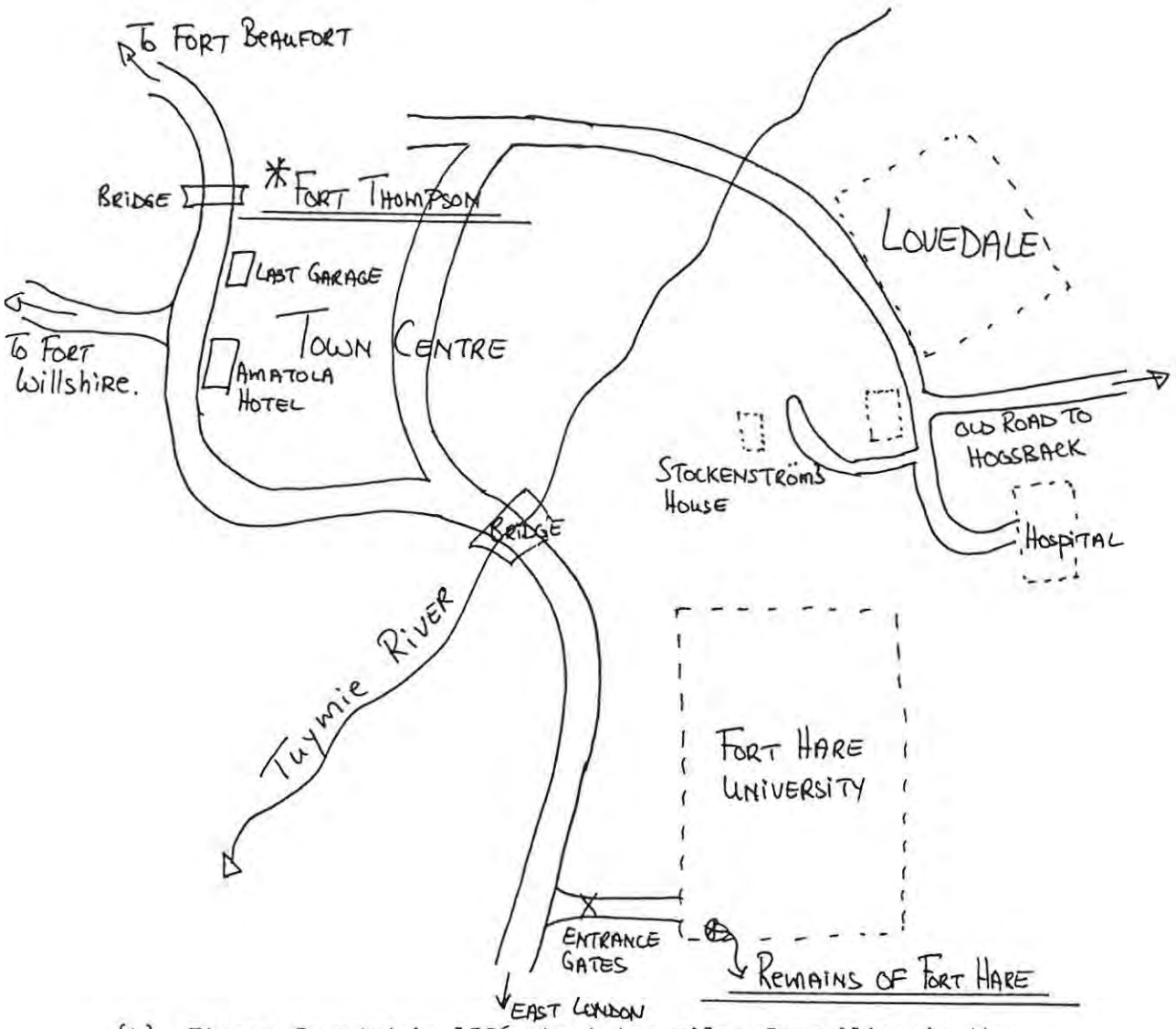
(b) It was erected during the Sixth Frontier War (1834-1835), in order to guard the entrance to the Tyumie Valley. It accommodated a garrison of ten cavalrymen, 30 British and 30 Hottentot foot soldiers. It was abandoned in March, 1837 (SESA, p 659).

(c) It is in good repair today, but as it is used as a Municipal store it is difficult to explore. Hence it has limited value.

(d) SESA, vol. 4, p 659
G.E. Cory, The Rise of South Africa, vol. 3, p 187

38. Lovedale, Alice

(a) Lovedale is a Bantu educational centre. The sketch map below shows its approximate position:



(b) It was founded in 1826 about ten miles from Alice in the Tyumie Valley, towards present-day Hogsback. It was first a mission station called Ncera or Incehra, but was renamed Lovedale in honour of Dr. John Love, who was secretary of the Glasgow Missionary Society. It was forced to move to Alice due to the various Frontier Wars. Thanks to the efforts of the Free Church of Scotland, which took over in 1844, it soon acquired great importance, especially under Dr. James Stewart (his memorial is seen on the hill overlooking Alice), for its educational standards. (E. Rosenthal, 1973, p 332).

(c) The value derived here is to illustrate the impact Lovedale had in printing, education and its hospital. It is also interesting to illustrate that Lovedale (Presbyterian), Healdtown (Methodist) and St. Matthews (Anglican) were all educational

giants and this could best be compared to the present-day rivalry between Dale, Selborne and Queens. Also many prominent African political leaders studied at Lovedale, e.g. Kaunda, Sebe, Matanzima, Banda and Kenyatta.

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 159.

39. Gwali (or Tyumie Mission Station)

(a) This station is reached by taking the tarred road to Hogsback. Turn left at the old Ballentyne farm (Woburn village) which is recognised by its huge dams and citrus orchards, and proceed for seven kilometres towards the Juanasberg mountain. Gwali is found at the base of this mountain range. It used to be owned by Mr. D.W.B. Cloete and was on his farm Douglasdale.

(b) In June, 1820 John Brownlee and his wife Catherine settled on the bank of the Gwali River (B. Holt, 1976, p 18). In January, 1821 John Bennie and Thomson joined them in order to draw up an alphabet for the Xhosa. John Ross and his wife arrived on 16th December, 1923 accompanied by a Ruthven Press. Within 14 days they had printed a small spelling book, a few hymns and the Lord's Prayer in Xhosa. Soon after the "first" Xhosa printed book followed with the lengthy title of 'Incwadi yokugula ekuteteni ngokwamaXhosa eTyumie, Ilizwe LamaXhosa yabadekwa Inbadeko Iwaba - Tunywa eGlasgo 1824 (is now in the Fort Hare library).

In 1824 Ross and Bennie moved the press some miles away and started a new mission station called Icera (became old Lovedale).

Both mission stations were destroyed during the various frontier wars. Lovedale and the printing press as a result moved to Fort Hare for protection, but Gwali remained until March, 1852 (S.G.V. Crawford, 1976, pp 28-39).

(c) Some of the missionary workers can aptly be dealt with here, especially their bravery, tenacity, faith and influence on the Xhosa.

(d) S.G.V. Crawford, Lovedale Press, pp 28-39

J. Meintjies, Sandile, p 65

L.J. Webster, Gwali or the Tyhume Mission Station, pp 71-74

B. Holt, Greatheart of the Border, p 18.

40. Massacres at the Military Villages

(a) These villages are situated in the Tyumie valley between Alice and Hogsback.

(b) Juanasberg, Ely, Woburn and Auckland villages were settled with discharged soldiers from the Seventh Frontier War (1846-1847). This experiment did not work as most of the men moved away and the 25th December, 1850 setback put an end to it. The Xhosa mounted a three-pronged attack:

Woburn - a total of 16 men lived there and on Christmas morning, 1850 Mr. T. Shaw who was sitting in his garden quietly smoking, was suddenly shot dead. This was the signal for the Xhosa attack and the 15 men ran to the large stone house with loop-holed walls that they had built for protection. Mr. J.M. Stevenson managed to escape on horseback. Eventually all the men were killed.

Auckland - here 22 men and 30 women and children had lived. A large group of Gaikas congregated here and Mr. Gibson and his son and Mr. Munroe took them bread and coffee. At that stage the Xhosa attacked, killing the three men immediately. The remaining 19 men and women and children congregated in a stone house. The women and children were given safe conduct to the Tyumie Mission Station, but all the men were killed and all the houses burnt.

Juanasberg - where eight men lived. Mr. Stevenson who had escaped from Woburn managed to warn them with the result that five of them managed to escape (W. Brinton, pp 87-88).

(c) A commemoration plaque is found at the Auckland Church (found one kilometre off the tarred road on the Macasane Road to Seymour). This is the only visible historical evidence left. A concept to use here would be the reason for the Xhosa granting the Auckland women and children safe conduct. W. Brinton's book has various accounts of this event e.g. Mr. J.M. Stevenson, Henry McCabe and Rev. George Brown. These are eye-witness accounts and a possible exercise would be to cross-reference them to modern day authors for bias.

(d) W. Brinton, History of the British Regiments in South Africa, pp 87-100

F.C. Metrowich, Frontier Flames, pp 207-214

J. Milton, The Edges of War, p 188

G.E. Cory, The Rise of South Africa, vol. 4, p 311.

41. Clay Pits

(a) Found in the Tyumie river bed at the base of the Hogsback mountains.

(b) The Xhosa name for Hogsback is Qabimbola - the Qaba means 'to paint on the face' and the Imbola means 'red clay'. (A.J.T. Cook, p 5).

(c) The value here is to discuss the role of clay in Xhosa culture. For example, the term for the Xhosa is 'red blankets' and this is due to the staining of their blankets with red clay. Also the 'abakwetha' initiates paint their bodies with white clay. Proof today of the clay deposits is realised when one travels up the pass to Hogsback and young Xhosa boys attempt to sell clay animals to you.

(d) A. Elliott, The Magic World of the Xhosa, pp 13, 31, 48, 49, 93.

J.H. Soga, The Ama-Xhosa : Life and Customs, p 413

42. Fort Michell

(a) This is reached by walking from the Hogsback golf course along the escarpment towards Tor Doone. In the notch before the slopes of Tor Doone one finds the earth ramparts.

(b) It was used as a lookout post for Fort Hare. As its strategic view of the Tyumie valley was used to watch for Xhosa movements. It was kept in contact with Fort Hare (Alice) by smoke signals. (A.J.T. Cook, p 4).

43. Elands Post

(a) It is found by first finding the Hotel in Seymour and then travelling from it towards the Kat River dam and by turning left on the town's outskirts. One travels for 50 meters and then sharp right towards the Magistrate's residence.

(b) This stone walled fort was built in 1862 beneath the slopes of the Katberg and Elandsberg ranges. It received its name from the eland buck that abounded there (J.J. Oberholster, 1972, p 159).

(c) It is extremely well preserved, mainly as it was the Magistrate's residency for many years. A sundial used to be kept in the garden

to enable the soldiers to accurately tell the time (is now in the Fort Beaufort Museum). This might lead to a fruitful question like "How did people tell the time in those days?" "How does one tell the time on a sundial?".

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 159.

44. Fort Armstrong

(a) Is reached by travelling from Seymour to Balfour. The tower is a prominent landmark on a farm on the outskirts of Balfour.

(b) It was built in 1835 and came into prominence during the Eighth Frontier War of 1850-1853. The Kat River Hottentot rebellion was led by Hermanus. He was killed in January, 1851 whilst leading an attack on Fort Beaufort. William Uithaalder assumed command and led an attack on Fort Armstrong. The whites at the fort escaped and it became Uithaalder's stronghold and storehouse for plunder. In February, 1851 a force assembled at Post Retief which consisted of 200 English, 400 Burghers, 200 Fingoes and volunteers under Commandants Currie, Bowker, Pringle, Haugh, Ziervogel, Delport and Captain Ayliff. They proceeded to Fort Armstrong where they met with stubborn resistance until reinforcements arrived on 23 February from Fort Hare. Two howitzers were used to breach the walls, but the Hottentots held out and it took considerable effort to recapture the fort, as it took hand to hand fighting to do so. The fort was not restored after the battle and only the main tower has survived.
(E. Gledhill, p 9).

(c) An excellent opportunity to handle the Hottentot contribution to the Frontier Wars (J.S. Marais is an excellent reference in this connection).

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 159

J. Milton, The Edges of War, pp 194, 199-201, 203

Godlonton and Irvine, Narrative of the Kaffir Wars, p137-138

J.S. Marais, The Cape Coloured People, p 216-245

G.E. Cory, The Rise of South Africa, vol. 4, pp 351-354

45. Battle of Waterkloof

(a) These series of battles took place in the Kroomie Mountains between Fort Beaufort and Adelaide (see Appendix A, Worksheet E for more information).

(b) The Kroomie Mountains spread along an east-west axis. The flat topped Kroomie Heights were linked to a further open plain to the north by a narrow ridge of 1,5 kilometre long and a kilometre wide. From this ridge two majestic kloofs occur - to the west was the Waterkloof and to the east was Fuller's Hoek, which was also known as Maqoma's Den or stronghold. The whole complex was a formidable defensive position with its steep and narrow ravines which were perfect for ambushes. The natural vegetation also aided the defenders with its wag-n-bietjie bushes and dense forest trees and vegetation that forced the soldiers to walk in single file.

Sir Harry Smith sent Henry Somerset in 1851 to deal with Macoma, who had moved into the Kroomie Mountains with a large force. On 7th September Colonel John Fordyce marched on the Kroomie Heights with 613 men. They climbed the south face past the Blakeway's farm and rested in the noonday sun waiting to attack in the cool of night. They were attacked unexpectedly by Macoma's men and had to retire down into Waterkloof. The steepness and dense forest caused the withdrawal to be a desperate hand-to-hand affair. Fordyce lost 13 men killed and 14 wounded and left with the certain knowledge that Macoma had won the first round of the Waterkloof campaign (J. Milton, 1983, pp 206-210). The capture and torture of Bandmaster Hartong is vividly explained by James McKay (1970, pp 107-109) who wrote that Hartong was placed flat on the ground and strong wooden pegs driven through both wrists and his feet tied to a stake and left in the hot sun. Later on he asked for water, but instead one of the Xhosa cut a vein in his right arm and thigh and collected the blood in a calabash and offered it to him instead. Hartong suffered throughout the night and for food he was given a portion of his own body that had been cut off - this final act caused his death.

J. Milton (1983, pp 211-216) describes the second attempt at clearing the Kroomie Mountains as another victory for Macoma.

Two divisions were used - one under Fordyce would attack from the south and the other under Colonel John Michel from the north. This operation took place on 12th October, 1851. Some fairly heavy skirmishes took place before Somerset ordered his cavalry to charge, which they did, but little damage was done as they had left their sabres in camp. It did, however, break up the Xhosa formation, thus allowing the soldiers to retire.

The third attempt took place on 6th November, 1851. The 74th Regiment under Colonel Fordyce marched to the top of Blinkwater Pass; Colonel Michel's brigade took up a position at the top end of Fuller's Hoek; whilst Colonel Sutton, with a force of Cape Corps and horse artillery, went up the Bush Nek at Hadden to attack from the rear. M.R. Dorrington (1967, p 40) adds that Fordyce's men came under fire from Xhosa and Hottentot warriors in the horse-shoe shaped glen on the ridge between Waterkloof and Fuller's Hoek valleys. Fordyce at one stage ran out into the open to give an order and was shot, dying in the arms of his orderly. This demoralised his men who were rallied to storm the bush, but lost more men in their escape. Again Somerset was forced to withdraw and again Macoma was master of the mountains.

J. Milton (1983, p 213-216) adds that Sir Harry Smith led the next attack on the mountains. His plan was to devastate the area and fill the Amatolas with men. He started his scorched earth policy in January, 1852 by sending seven columns of troops into the Amatolas and the soldiers, armed with sickles, bayonets and scythes, cut down the corn fields and burnt huts. Next he deployed three forces - to the east, south and west of Mount Misery, the name given to the ridge between Waterkloof and Fuller's Hoek valleys. Operations began on 10th March, 1852. The troops scoured the kloofs, chasing Macoma's people away. On the next day Macoma's Den (his personal and hitherto inaccessible stronghold in Fuller's Hoek) was bombarded and then stormed. After three days of fighting Smith dislodged Macoma, but was unable to get him to surrender.

Smith was recalled from duty and Governor Cathcart continued the Waterkloof campaign. In July, 1852 he invaded the Waterkloof

and after a few days fighting drove Macoma into hiding. Cathcart erected a post, which he called a castle, on the high ground near Mount Misery close to the place where Fordyce was shot. This gave him control of the Waterkloof and Fuller's Hoek Heights. Then he assembled 3 000 men and attacked the Waterkloof area and finally drove Macoma and his followers out of the Kroomie Mountains and on 12th October, 1852 was able to say that the area was now 'entirely abandoned and deserted by the enemy'.

(c) This episode has enormous potential for a simulation exercise. The following are some ideas: let the pupils walk up Waterkloof; or let them act as Xhosa ambushers; let them retire down the pass; research Fordyce's death; compare Hartong's torture to those perpetrated by Lakeman's troops; draw a rough sketch map of the heights whilst up on the mountains; discuss bush warfare as compared to orthodox warfare; find out what food, clothing and weapons the soldiers carried compared to the Xhosa warrior; compare the situation with a similar modern day one with its modern weapons of automatic rifles, mines and helicopters; finally to make a model of the Kroomie Mountains as a class project.

(d) J. Milton, The Edges of War, pp 206-213
F.C. Metrowich, Frontier Flames, pp 215-222
M.R. Dorrington, The Events Leading to the Death of Fordyce, p 40
J. McKay, Reminiscences of the last Kaffir War, pp 107-109
S. Lakeman, What I Saw in Kaffir-land, pp 94, 95, 104
N.C. Mapham, Waterkloof and the Terrorists of 1851-52, pp 15 - 238
G.E. Cory, The Rise of South Africa, vol. 4, pp 406-409, 463.

46. Post Retief

(a) This post is found in the Winterberg range on a range at the foot of the Didima Mountain which overlooks the Blinkwater valley. It is clearly sign posted on the tarred road between Fort Beaufort and Seymour.

(b) This post was on the last farm of Piet Retief in the Cape.

It was established by Sir Benjamin D'Urban in 1836 in order to guard the head of the pass that drops steeply down into Blinkwater valley, near Fort Beaufort. It came into prominence during February, 1851 when it became a refuge from the Hottentot and Xhosa forces and was cut off from all supplies of water and food for four days; relieved by a command of 130 burghers and 140 Fingoes under Captain Ayliff, W.M. Bowker and Dodds Pringle (E. Gledhill, Settler Country ...). Colonel Fordyce was buried here after being shot in the Waterkloof campaign. (N.C. Mapham, p 173).

(c) This site is of no direct importance to the syllabus and can be viewed for interest.

(d) N.C. Mapham, Waterkloof and the Terrorists of 1851-52, pp 164-173.

G.E. Cory, The Rise of South Africa, vol. 3, p 190, 194.

47. Septon Manor

(a) This fortified farm is found approximately eight kilometres from Fort Beaufort on the main road to Adelaide. The sign post is clearly seen and takes one on a two kilometre dirt road to the farmhouse. Mr. Adler is the present owner.

(b) This farm was owned by William Gilbert during the Waterkloof campaign of 1851-52, and was well known for its defences. It had a tower in which was mounted a swivelled two-pound gun and a high rectangular wall. The wall encompassed a hectare of land on which was found a spring and a fruit and vegetable garden. There was also a store house filled with a year's provisions. Gilbert was also able to keep many of his sheep and cattle there as well. The fort was guarded by a staff of 'faithfull' Hottentots. The farm was attacked on 1st January, 1851 and was abandoned due to the Hottentot guards deserting to the enemy (N.C. Mapham, pp 35 and 44).

(c) Today this fortified farm is in a fine state of preservation and is an interesting example of the defences used during the Frontier Wars.

(d) N.C. Mapham, Waterkloof and the Terrorists of 1851-52, pp 33 and 44.

48. Corn Mill at Mill Bank

(a) This mill is found on the farm Mill Bank about three kilometres from Fort Beaufort on the main road to Seymour. The mill is situated 100 meters from the farm house. (See Appendix A, Worksheet C for more information).

(b) The mill was built by William Ainslie in 1859 on a 12 acre piece of land granted by the government. The machinery and large water wheel came from Leeds in England and was reputed to have been one of the first cargoes landed at Port Alfred. The mill walls are of stone and the timber for the beams, bins and stairs are yellowood. A diversion furrow brought water from about eight kilometres further up the Kat River. The mill was closed down in 1963 (M.F. Johnson, 1972).

(c) This site has much educational value and interest as it is well preserved and can illustrate the link between soldier and farmer.

(d) Wm. Ainslie, Sixty Six Years Residence in South Africa, p 137.

M.F. Johnson, The Mill

J. Walton, Water Mills, Windmill and Horse-mills of South Africa, pp 23-27 and 51-111.

49. Fort Beaufort Historical Museum

(a) The museum is in Durban Street.

(b) The Historical Museum was the former Officers' Mess and dates back to about 1835.

(c) A useful hour can be spent here as the Curatortrix, Miss Dugmore, gives an excellent account of the history of this old town and the influence it had on the Frontier Wars. The museum is full of comprehensive information about the 1800's.

(d) -.

50. Martello Tower and Military Museum.

(a) The tower and museum are found in Bell Street, Fort Beaufort (See Appendix A, Worksheet D for more information).

(b) At the end of the Sixth Frontier War (1834-35) the construction of strong fortifications was commenced at Fort Beaufort on the instruction of Sir Benjamin D'Urban. The major fortification was the Martello Tower. Its name is thought to originate from 'Mortella' and relates to the British naval attack on Cape Mortella

in Corsican in 1794 where the defenders of a tower of this type were able to offer prolonged resistance to a superior force. As their success was ascribed to the design of the tower, similar towers were erected in England for coastal defences, as well as three in South Africa. The tower was completed in 1837 (J.J. Oberholster, 1972, p 156).

Immediately adjacent to the Martello Tower is the Officers' Quarters, built in 1849. Today this building houses the Military Museum which depicts various aspects of the regiments stationed in Fort Beaufort. One can see a large scale papier-maché relief map of the Eastern Cape region depicting all the forts and posts erected during the Frontier Wars.

(c) An important site to visit as the Martello Tower is unique. It differs markedly from all the other forts erected during the Frontier Wars.

(d) J.J. Oberholster, The Historical Monuments of South Africa, p 156.

Martello Newsletter number 17, pp 2-12.

Mrs. S. Sutcliffe, Martello Towers.

51. Emgwenyeni Flats and Grave (War of the Axe)

(a) These flats are found in Durban Street, Fort Beaufort. The grave is found on the Queen's Road to Grahamstown. About 18 kilometres out one takes the Sulphur spring bath and Klu Klu farm signs and close to the old double stoned home is the coloured grave.

(b) The site of the Emgwenyeni Flats is where Charles Holiday's shop was situated from which a 4d. axe was stolen by Tsili (also called Kleintjie). He was caught in the act and imprisoned. As he was of the clan of Tola, chief Tola went to Fort Beaufort on 16th March, 1846 to obtain his release. He was told that Tsili had been sent under escort to Grahamstown. Later that day the escort was attacked by Tola's men at Mildenhall's Kloof and Tsili was rescued. He had been manacled to another prisoner, a Coloured man, who was stabbed to death and his hand hacked off so as to slip the manacles. In the scuffle the escort shot one of the rescuers, by ironical coincidence, a brother of Tsili.

Angrily Colonel John Hare demanded the surrender of the thief and the murderers of the Coloured man. Tola refused, pointing out that the death of the Coloured man was already avenged by the killing of the thief's brother. On hearing this Hare instigated action as he concluded "that war with those people is now unavoidable". (J. Milton, 1983, p 155).

(c) An excellent opportunity to discuss the cause of wars. In this event was it worthwhile for the British to spend £2 million on the 'War of the Axe' over a 4d axe?

(d) J. Milton, The Edges of War, p 155
J. Meintjies, Sandile, pp 140-142
G.E. Cory, The Rise of South Africa, vol. 4, pp 421-428.

52. The Fort Beaufort Line of Signal Towers

(a) The stations on this line are found close on the main tarred road between Grahamstown and Fort Beaufort.

(b) In 1837 Lt. Col. Griffiths Lewis recommended that communications with Fort Beaufort and Peddie be improved by a series of signal towers based on Fort Selwyn at Grahamstown. The survey of suitable sites was done by Henry Hall of the Royal Engineers. The stone-built towers were about 30 meters high. They had only one entrance, to the first floor, and it was provided with a ladder which could be drawn up before the door was closed. A staircase led to the flat roof of the tower on which was mounted a semaphore, a type of signalling mast first developed by Claude Chappe during the French Revolution. The mast was composed of a 'regulator' pivoted at its centre so that it could rotate and also slide up and down. At either end of the regulator were indicator arms which could each be placed in seven different positions.

The stations on this line went from Fort Selwyn to Governor's Kop, Grass Kop, Botha's Post, Dan's Hoogte and Fort Beaufort. When war broke out in 1846 all these towers had been completed and were equipped with semaphore masts. Unfortunately the signals could not be easily read unless the tower was against the skyline and furthermore the telescopes supplied were not sufficiently powerful (E. Gledhill, no. 7).

(c) This signal system allows the concept of communication to be dealt with.

(d) E. Gledhill, Settler Country ...

53. Fort Brown

(a) This fort is found about 27 kilometres from Grahamstown travelling towards Fort Beaufort. Today it is part of a Police Station and is situated near the bridge over the Fish River.

(b) It was originally called Herman's Kraal after the Hottentot Hermanus Xogomesh and was established by Somerset for the protection of the boundary in 1817. In 1835 D'Urban converted it to one of the largest of the border posts and eventually it cost R8 000. It consisted of a group of buildings surrounded by a high stone wall and provided ample accommodation for men and horses. At one corner there was a 3,5 meter square tower "for mounting a gun". It was reached by means of a stone stairway which led to a room with loopholes. Under the floor there was a powder magazine and on the roof a three pound mountain gun which could be swivelled around. The fort was garrisoned until 1861 (J.J. Oberholster, 1972, p 155).

(c) The gun tower remains today and is a fruitful example of how negligence has destroyed much of the remains of Fort Brown.

(d) J.J. Oberholster, The Monuments of South Africa, p 155

54. Ecca Pass and Andrew Geddes Bain Monument

(a) The Queens road runs from Grahamstown to Fort Beaufort. At the top of Ecca Pass, 16 kilometres from Grahamstown, on the left of the road, there is a monument.

(b) Bain was appointed to build roads in 1837 in the Grahamstown area. His first job was the road to Fort Beaufort. The worst section he had to build was the heights and pass named after the nearby Ecca River (later called the Brak River). The word Ecca was to become famous as a geology term. Bain, after reading Charles Lyell's book called 'Principles of Geology' recognised the stratigraphy that stretched from the Ecca Heights to the Katberg Mountain as being unknown. Thus he termed the blue shales and mudstones found in the pass as the Ecca Series (J.J. Oberholster, 1972, pp 138-139).

(c) This site meshes history to geography as well as a lowing the opportunity for roads and transport to be discussed.

(d) J.J. Oberholster, The Monuments of South Africa, pp 138-139.

55. The Peddie Line of Signal Towers

(a) These stations are found alongside the national road between Grahamstown and Peddie.

(b) This line operated via Governor's Kop, to Fraser's Camp, Piet Appel's Tower and Peddie. These towers had all been completed when the 1846 war broke out, but had not yet been provided with semaphore masts. They were not a success as the signals were difficult to decipher, the up-keep of the garrisons was expensive and water was a problem. Thus Henry Hall's words that "within one month of the outbreak of war (1846) all these towers were in ruins, abandoned by us or burnt by the enemy", proved how unsuccessful they were (E. Gledhill no. 7).

(c) Again South Africa's "first telegraph system" is a communication concept. Also the question why it failed and the reason for military communication can be explored.

(d) E. Gledhill, Settler Country, no. 7.

56. Trompetter's Drift Post

(a) Is found on the bank of the Fish River close to where the Grahamstown to Peddie tarred road crosses the Fish River. The Post is part of the farm owned today by Mr. A.G. Willows.

(b) This post was named after a Hottentot freebooter Hans Trompetter. It is situated at one of the oldest and best known drifts across the Fish River. Somerset built a post here in 1817 in order to pursue his Spoor Law. The main body of the Xhosa who attacked Grahamstown in 1819 passed this post, but it came into prominence during the Sixth Frontier War as Sir Harry Smith chose Trompetter's Drift as his temporary headquarters from which he counter-attacked the Xhosa. On 6th March, 1835 the post was attacked and the guard had to fight their way out, but five Whites and four Hottentots were killed. The entire camp plus the unfinished pont across the river was lost. Barely three days later Commandant Rademeyer and 175 men were led into a trap in the vicinity of the post. His losses were five killed and seven wounded. After the war the post was rebuilt into a proper fort under orders of D'Urban. In the War of the Axe the bush around Trompetter's Post was the scene of various skirmishes, e.g. in May, 1846 a Fort Peddie detachment was ambushes and was

only with great difficulty able to reach the post; two weeks later a convoy of 43 wagons with supplies for Fort Peddie was captured and again the escorting soldiers were hard pressed to reach the safety of the post (J.J. Oberholster, 1972, pp 161-163).

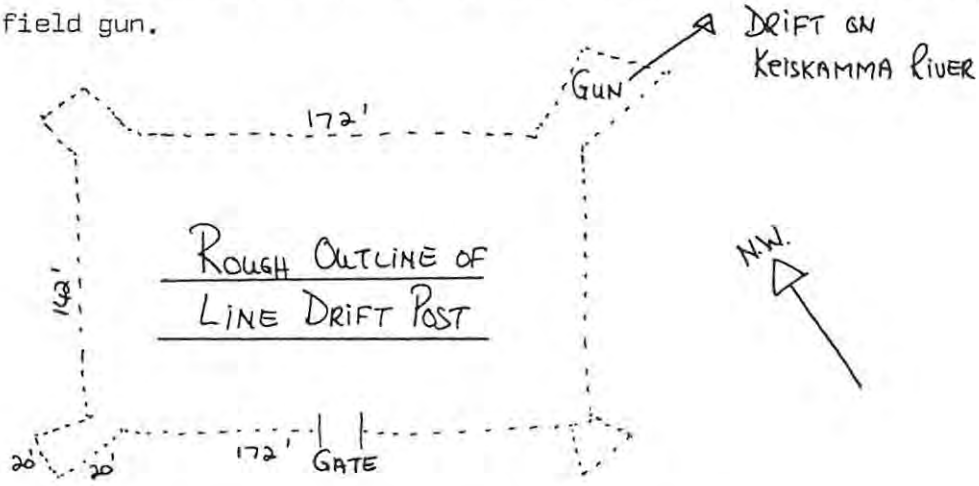
(c) The buildings of this post are in outstanding condition mainly through the efforts of the owner who uses them for farming purposes. Unfortunately for practical reasons the post is not open to the public, but as the post has much to offer, it is worthwhile contacting the owner for special permission. The major point of interest here is that the Post guarded one of the main routes to the interior, which gave the trader access to 'Kaffirland'.

(d) J.J. Oberholster, The Monuments of South Africa, pp 162-163.
J.R. Heaton, Trompetter's Drift Fort, Eastern Cape Province, pp 27-53.

57. Line Drift Post

(a) It is found 500 meters from the new bridge over the Keiskamma River on the tarred road from King William's Town to Peddie. A tall slender rock has been erected to commemorate the site. It is also close to where the old Line Drift hotel used to be.

(b) This post was built in 1835 in order to protect the Fingoes, who had been moved into the area, and maintain communication with King William's Town. The post was constructed in the form of a hollow square. The outer stone walls were loopholed and formed the outer walls of the rooms, commissariat stores and stables. Provision was made at the eastern corner, which overlooked the drift, for a field gun.



On 28th December, 1850 the local chief, Seyolo, who had promised

to help the post, defected. The two Whites of the unit were lucky to escape when the Gaikas attacked. The post was ransacked and burnt, but it was considered sufficiently important to be rebuilt. This was done and troops were stationed there until 1862 (J.M. Donald, pp 71-73).

(c) None of the stones from the wall remain as they were used to build the bridge over the Keiskamma River, but many artifacts litter the site today. A military cemetery of 22 neglected graves is found hidden in the bush to the west.

(d) J.M. Donald, The Line Drift Military Post, 71-73
G.E. Cory, The Rise of South Africa, vol. 3, 1 188.

58. The Fish River as a Boundary or Frontier.

(a) The Fish River rises near Cradock and enters the sea between Hamburg and Port Alfred.

(b) What is a frontier? Danziger (1978, p 2) writes that a frontier was the name given by Whites to the furtherest boundary that marked off their area. As most history of South Africa was written by Whites one tends to obtain a one-sided view of the events that took place, especially as most Bantu never recorded their history in writing. The struggle between the Xhosa and the Whites in and around the Fish River region aptly portrays the problem of a boundary. This area was known as the Eastern Frontier, which is a White view, but perhaps was seen as the western or southern frontier by the Xhosa. Also the wars that were fought there were called the 'Kaffir Wars', but when the word 'Kaffir' became unfashionable they were then called the 'Xhosa Wars' - again a White label. As the Xhosa might think of them as the 'British Wars'. Today historians have settled for the expression 'Frontier Wars'. But whether we call it the Eastern or Western Frontier, all frontiers have certain things in common. Firstly they are far from the law and in times of trouble official help takes a long time in coming. Thus frontier people often take the law into their own hands. This was applicable to both white and black frontiersmen as both parties were often far from their leaders. Secondly, misunderstandings occurred because black and white knew little of each other's customs, i.e. they differed in attitude towards the ownership of

land, to the authority of a leader or chief, to a meaning of a signed treaty etc.

(c) The major educational value to be achieved by actually visiting sections of the Fish River would be to clarify the point that the Fish River was not a boundary that could effectively keep white and black from mixing (segregation), as the water level made it easy to cross and the dense bush along its banks made it excellent cover for raiding parties. An excellent view of the River could be obtained by joining the schools' outdoor club and organising either a hike or canoe expedition down the river.

(d) C. Danziger, The Restless Frontier, p 2.

59. Grahamstown

(a) Grahamstown is found between Port Elizabeth and King William's Town.

(b) In 1812, at the end of the Fourth Frontier War, the Governor Sir John Cradock, decided to establish a military outpost near the Fish River. Colonel John Graham and Andries Stockenström chose the site in May,1812. It was originally an old loan farm called "De Rietfontein". The old farm house was restored and converted into an officers' mess. Around it the soldiers were quartered in wattle and daub huts. The town was surveyed and laid out in June, 1814 by Baron J.B.C. Knobel. In the same year the military camp was moved in a south-easterly direction to the 'Wit Rug Camp' - later became Fort England. By 1819 the town consisted of approximately 30 "good" houses (J.J. Oberholster, 1972, pp 138-139).

(c) Grahamstown is steeped in Frontier history and needs an excursion of its own. Time is needed to visit the following places of value - the old goal; the Drostdy Gateway; the old military hospital; Shaw Hall; Huntly Street School; Hill organ; first diamond to be identified in South Africa; Provost Building; Sugarloaf hill and gunpowder magazine; the Cathedral. An excellent method to study Grahamstown is via a guide and speaker from the Grahamstown historical society.

(d) J.J. Oberholster, The Monuments of South Africa, p 138-145.
F. van der Riet, Grahamstown in Early Photographs, p 7-111

G.E. Cory, The Rise of South Africa, vol. 1, 247-252.

60. The Battle of Grahamstown, 1819.

(a) Found in the valley to the east of Grahamstown, below Makanna's Kop and just south of the national road from King William's Town.

(b) The Fifth Frontier War broke out in 1819 and the first objective of Ndlambe and Makanna was the destruction of the major military headquarters of Grahamstown. The military camp was garrisoned by 301 men under the command of Colonel Thomas Willshire. On 21st April, 1819 the Xhosa sent a provocative message to Willshire expressing their intention of attacking the next day, but Willshire refused to take the message seriously. The following morning he went off to reconnoitre the high country east of Grahamstown. However, during the morning he realised that the countryside was swarming with Xhosa and hastily returned to Grahamstown. Meanwhile 10 000 Xhosa under Makanna attacked from two directions - towards the village and the barracks. Captain Trappes countered the threat by detailing 60 men from the Royal African Corps to defend the barracks. The remainder, plus 32 civilians he deployed in a long line in the direction of the present-day railway station. The Xhosa attacked at one o'clock. The leading warriors were allowed to come within 36 meters before the defenders fired. Hundreds of the Xhosa were shot and after an hour they withdrew. The attack on the barracks was fiercer as the warriors were led and fired by the presence of Makanna himself. The Xhosa stormed right up to the barracks and broke through into the square where more than a hundred were shot. At about five o'clock they admitted defeat and withdrew. Thousands of Xhosa were killed compared with the three killed and five wounded on the British side (J.J. Oberholster, 1972, p 143).

(c) This was a significant battle as a handful of men prevented the Xhosa force destroying Grahamstown and the rest of the Zuurveld. An interesting exercise would be to research and make a model layout of the battle - a similar exercise was done by a Standard Eight class from Kingswood College and can be seen on display in the 1820 Museum.

(d) J.J. Oberholster, The Monuments of South Africa, p 143
J. Meintjies, Sandile, pp 55-59

J. Milton, The Edges of War, pp 69-73

J.B. Peires, The House of Phalo, pp 71, 144

F.C. Metrowich, Frontier Flames, pp 30-38

G.E. Cory, The Rise of South Africa, vol. 1, pp 385-394

61. Fort Selwyn

(a) This fort stands on Gunfire Hill behind Rhodes University, and is in the grounds of the 1820 Settler Monument.

(b) Sir Benjamin D'Urban in 1835 issued orders that a fort be built on the hill to the south of Grahamstown. It was a star-shaped battery named after Captain C.J. Selwyn who commanded the Royal Engineers in Grahamstown from 1835 to 1841. It was the centre for the signal towers that stretched towards Peddie and Fort Beaufort (J.J. Oberholster, 1972, p 145).

(c) The value here is in seeing the Semaphore signal mast and telescope that was used to communicate with Governor's Kop.

(d) J.J. Oberholster, The Monuments of South Africa, p 145

P. Barnes, Charles Jasper Selwyn, p 11.

62. Sir Harry Smith's Famous Ride

(a) This ride was from Cape Town to Grahamstown.

(b) W. Brinton (pp 44-45) writes that after the invasion of the Zuurveld by the Xhosa in December, 1834, the white command was in disarray as a result Sir Benjamin D'Urban ordered Sir Harry Smith to take command.

This entailed him leaving Cape Town and reaching Grahamstown as quickly as possible.

The following is his own description of the six day ride which was an outstanding achievement both in time and horsemanship:
"I started with a single Hottentot for a ride of 90 miles on 1st January, 1835, the heat raging like a furnace. My orders, warrants, etc. were sewn in my jacket by my own dear wife. From the anxiety and exertion of the previous days running about Cape Town from store to store and the little sleep I had had, I rode the first 25 miles to the first change of horses. I arrived at Caledon at one o'clock when it was threatening a heavy thunder storm. I had then 25 miles to ride. The rain poured behind me, but I reached my stage Field Cornet le Roux by three, perfectly dry.

The next day I started before daylight and got to Swellendam for breakfast. In Swellendam I wrote letters of instruction to that able fellow, the civil commissioner, Harry Rivers, and then

I started for an additional ride of 70 miles. I found the Buffelsjags River out. My first horse from Swellendam had a 20 mile stage, but through having to go up the river, this gentle little four-year-old had 30 miles which he did, crossing the river too, in two hours, 20 minutes. I was so pleased with him I wrote to Rivers to buy him and bring him up with the Burghers. I afterwards rode him very hard for two years. This day was excessively hot. I reached my stage at three o'clock.

I started the next day for George with a long ride of 100 miles before me. Unfortunately, after a ride of 100 miles I found all the civil authorities and inhabitants prepared to receive me, a ceremony I could readily have dispensed with.

I was off before daylight with a tremendous ride before me over mountains etc. About half way I met the mail from Grahamstown. Not till I had opened the last bag did I find the pack of letters I wanted from the Commandant and the Civil Commissioner, Grahamstown. Their descriptions of disaster, murder and devastations were awful. The Commandant talked of the troops being obliged to evacuate Grahamstown. I got hold of Field Commandant Rademeyer and sent on expresses all night to have the horses ready a day before they were ordered, being determined to reach Uitenhage the next night (the fifth from Cape Town - 500 miles).

One river I had to cross seven times. About half way to Uitenhage the heat was so excessive my horse knocked up. I reached Uitenhage at five o'clock having been beating grass-fed post horses from three in the morning until that hour and ridden over some very bad and mountainous roads 140 miles. A Colonel Cuyler, an officer retired on half pay, of great experience and abilities on this frontier, waited on me. He was very communicative, of great use to me, but being as deaf as a beetle, the exertion of calling loud enough for him to hear, I cannot describe.

I left again next morning for Grahamstown. If the previous day's work had been excessive, it was short of what I had on this day encountered for the knocked up horses ready for me. About half way I found the country in the wildest state of alarm, herds, flocks, families etc. all fleeing like the Israelites. Everything

that moved near a bush was a kaffir. I was forced to have an escort of Burghers on tired horses, but oh, such a days work, until I got within ten miles of Grahamstown. There I found waiting for me a neat clipping little horse of Colonel Somerset's and an escort of six Cape Mounted Rifles. I shall never forget the luxury of getting on this horse, a positive redemption from an abject state of misery and labour. In ten minutes I was positively revived and in 40 minutes was close to the barrier of Grahamstown, fresh enough to have fought a general action after a ride of 600 miles in six days over mountains and execrable roads on Dutch horses living in the fields without a grain of corn. I performed each day's work at the rate of 14 miles an hour and I had not the slightest scratch even on my skin." (Wilfred Brinton, History of the British Regiments in South Africa, 1795-1895, UCT printers, pp 44-45).

(c) This ride was indeed a famous one, but the value here is that Harry Smith transformed the Grahamstown peoples' morale and organised a counter invasion.

(d) W. Brinton, History of the British Regiments in South Africa, pp 44-48

G.C. Moore Smith, The Autobiography of Sir Harry Smith, pp 369-375.

63. Battery Hill

(a) This was a small post on the hilltop just to the north of Bathurst. It is found immediately on the right when travelling from Grahamstown, at the final bend before entering the long downhill straight to the Pig 'n Whistle.

(b) A small earthernwork redoubt was built between 1820 and 1834 with a stone walled powder magazine that could store 600 pounds of gunpowder, 7 000 rounds of ball cartridge and six guns (E. Gledhill, no. 4).

(c) Has limited value as only the powder magazine stands today.

(d) E. Gledhill, Settler Country, no. 4

G.E. Cory, The Rise of South Africa, vol. 3, p 201.

64. St. John's Church

(a) Found in Bathurst.

(b) In March, 1832 the first sod was turned and in May the foundation stone was laid. The walls were made of stone and

finished by mid 1833, but all work stopped in 1834 due to the outbreak of the Sixth Frontier War. The local farmers used the incompleted church as a place of refuge. The men mounted guard round it and repeated attacks by the Xhosa were beaten off. In January, 1835 the army used the Church as its centre and had to withstand several attacks. After the war work resumed and finished on New Year's Day, 1838.

In April, 1846 the 'War of the Axe' broke out and once again the Church was used as a refuge. The windows were blocked with sandbags and 300 people lived in it until the end of the war in January, 1847.

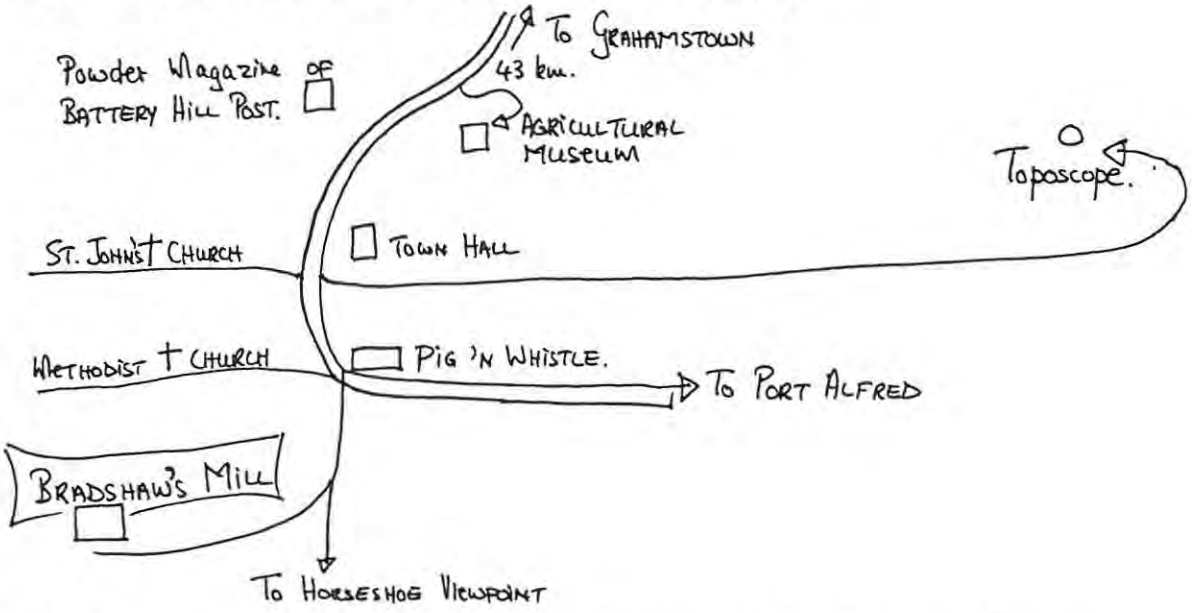
In December, 1850 the Eighth Frontier War forced the Church to be used for a refuge. In November, 1853 it was dedicated to St. John (J.J. Oberholster, 1972, pp 148-149).

(c) The Church is in perfect condition and the graves surrounding it make this aspect of Frontier history most vivid.

(d) J.J. Oberholster, The Monuments of South Africa, pp 148-149
St. John's Church pamphlet.

65. Bradshaw's Wool Mill

(a) The restored mill stands on the lefthand bank of the Bathurst River about one kilometre south-west of Bathurst.



(b) The 1820 British Settlers suffered through the lack of elementary necessities. Clothes and blankets were scarce, so Samuel Bradshaw, a

weaver from Gloucestershire, saw an opportunity to erect a wool mill. He was assisted by Richard Bradshaw, a carpenter Isaac Wiggill and a sawyer Jeremiah Goldswain. Goldswain was paid R4,50 per month with free board and lodging to saw up the massive yellowood beams for the interior of the mill. It was completed in May, 1822. The machinery, consisting of a loom and spinning machine, was imported from Gloucestershire. The roof was of slate from North Wales, brought out as ship's ballast. A weir was built above the mill to ensure a regular supply of water. A furrow lead the water to a millrace which directed the water onto a 5,4 meter diameter waterwheel. The mill produced mainly woollen blankets and kersey, a kind of coarse twill. In was in production until 13th March, 1835 when it was set on fire by Xhosa warriors. Although the equipment was destroyed, the yellowood beams were merely blackened. (J.J. Oberholster, 1972, p 150).

(c) This wool mill helped initiate the wool industry of South Africa. It has been restored and is an essential site to visit. It has the makings of a useful worksheet. The sketch map above also illustrates other sites to visit which are interesting.

(d) J.J. Oberholster, The Monuments of South Africa, p 150.
J. Walton, Watermills, Windmills and Horse-mills of South Africa, pp 107-110.

66. Lombard's Post

(a) This post is found inland from Bushman's River near Port Alfred.

(b) Colonel Graham in 1811 recommended that Lombard's Post be erected on the loan farm of Commandant Piet Lombard. It became a key point in the frontier wars. In 1835 Benjamin Keeton erected a fortified farm house close to the site of the old post. The stone buildings of the farm were placed so as to enclose a spacious hexagonal farmyard, as well as having the outer walls loopholed. It saw its last action during the 1850-53 war (E. Gledhill, no. 2).

(c) Has limited value.

(d) E. Gledhill, Settler Country, no. 2.

67. Kaffir Drift Posts

(a) Follow the Kaffir Drift signpost situated about two kilometre south of the Fish River mouth on the national road. Little remains today and the police station needs to be telephoned to obtain permission to visit.

(b) It played a limited role in allowing early travellers and the military access to the east bank of the Fish River and especially to Fort Fredericksburg on the Gwalana River (G. Bell-Cross, 1981, pp 45-48). Dr. E. Gledhill explained that there were various posts with the name Kaffir Drift - the old Kaffir Drift Post (or Cawoods Post) was about an hour's ride from upper Kaffir Drift Post, which was established on the heights overlooking the actual drift, and is not to be confused with lower Kaffir Drift Post about three kilometres further down the Fish River and about 13 kilometres from the mouth (E. Gledhill, no. 2).

(c) This site is of interest only, but could be well used if incorporated into a hike down the Fish River.

(d) G. Bell-Cross, An outing to the Fish River Mouth and Kaffir Drift, pp 45-48

E. Gledhill, Settler Country, no. 2

G.E. Cory, The Rise of South Africa, vol. 1, pp 308-309.

68. Fort Dacres

(a) Situated at the Fish River mouth on the western bank near the bridge. Ask at the farmhouse on the immediate left after crossing the bridge if travelling towards Port Alfred.

(b) It was a temporary earthen fort built by seamen of H.M.S. President as a base for troops crossing into the war zone during the Seventh Frontier War of 1846-47. It was named after Admiral Dacres. Its aim was essentially to guard the crossing across the Fish River mouth (E. Gledhill, no. 8).

(c) It has limited value as little trace is left today - most of the stones were removed to be used in 1950 for the bridge across the Fish River.

(d) E. Gledhill, Settler Country, no. 8.

69. Waterloo Bay and Fort Albert

(a) Situated on the east bank of the Fish River mouth. It is reached by taking the sign on the national road titled 'Old Woman's

Creek'.

(b) Fort Albert was built in 1846 and situated just behind the sand dunes of Waterloo Bay. It was a collection of tents and wattle and daub buildings. Its aim was as protection for the anchorage and to be the stepping-stone for supplies to reach Peddie and King William's Town.

Waterloo Bay was used as an anchorage to off-load troops and supplies during the Seventh Frontier War of 1846-47. An anchor (still visible today) was implanted in the rocks, to which a rope was extended to a buoy anchored in the Bay in order to warp supplies to the shore. It was a dangerous anchorage (G. Bell-Cross, 1981, p 45).

(c) Has value as six graves near the river bank, porcelain at Fort Albert, the anchor and the remains of two wood and iron hotels can be searched for.

(d) G. Bell-Cross, An outing to the Fish River Mouth and Kaffir Drift, p 45.

G.E. Cory, The Rise of South Africa, vol. 4 p 463.

70. Fort Frederick, Port Elizabeth

(a) The fort is found today on the bluff overlooking the Port Elizabeth harbour, immediately beyond the King Edward Hotel in Belmont Terrace.

(b) This fort was built under orders from Major-General Dundas in order to house 200 soldiers in Algoa Bay. A prefabricated wooden blockhouse was built in Cape Town and sent round in pieces on board the 'Camel' to Algoa Bay where it arrived in August, 1799. It was placed near the beach so as to command the Baakens River and the landing place.

On a hill behind the wooden blockhouse, a second massive stone redoubt, named Fort Frederick, was built. The walls are eighty feet long and nine feet high, the wide arched entrance with a double gate is found on the western side. Inside the fort was a powder magazine capable of holding 2 000 lbs. of gunpowder and to the left of the entrance was a small guard room. Inside the wall was a raised platform for patrol duty and defence. The heavy armament consisted of eight twelve pounders and the full compliment was 350 men, most of whom were housed in barracks near the fort and the first blockhouse (E. Gledhill, no. 1).

(c) Has limited value for Eastern Cape schools as it would entail a separate visit.

(d) E. Gledhill, Settler Country, No. 1
G.E. Cory, The Rise of South Africa, vol. 1, pp 95-101, 117, 121.

CHAPTER SEVEN

AN APPROACH TO SITE SELECTION

This chapter attempts to give the teacher some background information on selecting and finding information about sites. Furthermore an attempt has been made to illustrate each point with examples that the author himself encountered whilst preparing a field excursion.

Two writers have provided general principles for choosing a site, which would be useful before any site work is started. They are Cook (1969 p 173) and Douch (1967, p 16). Cook's principles are seven in number: The subject matter should be within the comprehension of the age and ability of the group concerned; pupils need to be active; work should be set which demands thought and involvement from all concerned; questions should be posed to stimulate investigation and discovery; some preparatory work to be done by the pupils should be devised; follow-up work back in the classroom is essential; pupils should be given a broad general background of events - to enable the pupils to fit the local site into the broader chronological pattern wanted by the syllabus.

Douch (1967, pp 17-115) adds other guide lines in site selection. These are more practical in their application, i.e. (i) In order for teachers to obtain their own background information; for sifting material for pupils' use; for original quotations; for drawings; for obtaining the 'flavour' of history, they need to make use of maps, books, periodicals, personal interviews, newspapers, archives, museums and place names. Maps - these are useful in order to obtain distance and direction information. The government printed 1 ; 50 000 topographical map series are detailed and have a great deal of historical information on them. Another major benefit is that the network of modern roads are illustrated, thus enabling one to marry the historical site to the modern situation. Historical maps which portray, or attempt to portray, some aspect of the then contemporary landscape are useful, but because they were often on

small scale and often inaccurate, they are difficult to use today. An example of this point can be found in Worksheet E which concerns the 1850 and 1851 Waterkloof battles. The contemporary map depicting this battle area can be found in Milton's book "The Edges of War" on page 207. It unfortunately does not offer the reader any idea of the complexity of all the valleys and kloofs, nor of the density of the bush and overall harshness of the terrain, whilst the 1 : 50 000 topographical map does.

Books - these are obviously essential and the following type of book research is recommended: (i) General works. These are necessary in order to obtain the relevant background information. The examples used in this thesis were Milton's (1983) 'The Edges of War', Peires (1981) 'The House of Phalo' and Danziger's (1978) 'The Restless Frontier'; (ii) Local biographies. A search should be made for any writing by people who lived, worked or fought in the area that one is studying. An example from this thesis in this connection was William Ainslie's autobiographical sketch entitled 'Sixty-six Years Residence in South Africa' and proved much value in the construction of Worksheet C.

Periodicals - a great deal of information on specialised aspects of local history is in the form, not of books, but of articles, e.g. the Coelocanth, which is the journal of the Border Historical Society. The Fort Willshire worksheet in this thesis received vital background information from articles written in the Coelocanth.

Newspapers - the local newspaper often contains relevant and interesting information about local affairs. The major problem here is that newspapers are seldom indexed and thus searching through them is time-consuming. An interesting version of this concerned the Sandile worksheet. This worksheet is a detective exercise on finding out how Sandile died. The entire idea and relevant newspaper articles occurred by sheer luck. An elderly lady handed in to the East London museum's historian the various Daily Dispatch clippings, dating back to 1912 and 1925, on the various letters written by people who were involved with the death of Sandile. She passed them onto the author who used them as the basis for the Sandile worksheet. This aptly illustrates

the fact that research is often to do with luck. In the Sandile letters situation the author had no knowledge that the letters had ever been written. Thus the author would never have found these letters via his own perusal, yet they could become the centre of a worksheet.

Archives - these represent primary source material like diaries, letters, church and government records, but again is a time consuming source of information. Added problems are documents being written in a foreign language, unfamiliar handwriting and strange abbreviations also exist. For example the Sandile worksheet cuttings are faded and almost illegible in places, but the original newspaper in the East London main library proved to be just as faded. This problem, plus the fact that the librarian refused the author permission to attempt to photostat them for fear of damaging them, left the author with no alternative but to use the newspaper clippings he had been given as background material for Worksheet A.

Personal Interviews - people are a useful source of information and these might include officials and private individuals. Most towns have an unofficial person who is a storehouse of detailed local information. The local history society also often has knowledgeable people in their ranks. Old inhabitants of an area with their memories of the changes they witnessed during their lifetime are another useful source. A point to remember here is not to abuse the kindness of such people, as one is asking for their help and not demanding it. A short thank-you note would do much to foster sound relations. The example in this thesis of people who aided the gaining of information was the chance meeting of an elderly farmer in the Seymour hotel, who passed on valuable information about the local fort (Elands Post) - he had in fact lived in it as a young boy as it had then doubled as a Magistrate's home and school.

Museum material - museums are repositories of movable remains and thus are of importance here, as the exhibits represent ready-to-use information and the staff are also able to give advice and assistance. The author's first-hand experience of this point concerned the East London museum historian who had additional material which is not displayed, as well as maps, books, subject

card-indexes and other aids. She was also helpful in obtaining information from other museums or private collections, as well as taking the author to many of the historical sites which were difficult to find.

Place names - names were often given to landscape features in memory of an event or personality connected to local history. The interpretation of them is often tricky, but can offer useful information to the site being studied. Example: The Kroomie Mountain Range between Adelaide and Fort Beaufort used to be called the 'Roggeberge' and the 'wild rugged mountains' is an apt description of this mountain range whose rugged features caused the British troops to attack the Xhosa chief Macoma seven times during the Eighth Frontier War of 1850-53.

Pictorial records - paintings, drawings, engravings and etchings supply information for the local historian. Early photographs. as found in G.E. Cory's 'Rise of South Africa", which illustrate how the site looked approximately 70 years ago, are a valuable source of information in helping to find or reconstruct a site. A useful painting, used in the Waterkloof worksheet to help illustrate to the pupils how dense the bush was and how difficult it must have been for the British troops, was that of Thomas Baines' "Attack of the Kaffirs on the troops under Lt. Col. Fordyce, Kroomie Forest, 8th September, 1851." It is also seen on the dust jacket of Milton's book "The Edges of War".

(ii) The second general point that teachers should do is to relate the site not only to the printed sources (as discussed above), but also to the following:

Geological and geographical factors - like the rock structure which usually conditioned the materials from which buildings were constructed e.g. the stones for the Border forts were locally quarried. This factor lead to an interesting avenue of discovery for the author. One of the questions in the worksheets for this thesis was "How were the stones quarried?". In order to insert this question the answer had to be first obtained. This proved to be a rather interesting exercise as no book or archive material could be found to explain fully how the stones were cut into blocks. Eventually the Manager of the modern quarry in East London obtained information from one of the retired pensioners who could remember

how it was done. (The answer is found in the appendix chapter on possible answers to the worksheets).

Another geographical factor concerns the physical setting, whereby the general position of the site must be seen as well as the site itself. Questions to ask here would be: does a natural barrier isolate the site? Does a river provide communication and transport to the site? An example of this was the setting of the Martello Tower. The worksheet on this fort posed the question whether the setting of site was advantageous or not. Water is an important factor here, as the importance of a good water supply and drainage is a vital area to consider, e.g. can the water be used for agriculture, to drive mills or for defence purposes. The Mill worksheet obviously well illustrates the agricultural role water played, whilst the Martello Tower worksheet shows that one of the negative factors of this fort was the lack of a permanent water supply for the tower.

Climate was another geographical factor - the influence of the climate on the attitude, health and energy of people should also be taken into consideration. An example would be the siting of the Xhosa huts in order to catch the morning sun.

A final geographical factor concerns the soil and vegetation at sites. These are important aspects to study as agriculture played an important role in ancient times. As a rich soil led to a prosperous community, or it could also lead to a virulent natural vegetation which often played an important role in warefare, e.g. the thick bush of the Fish River valley made British army activity difficult. Also the type of grass lead to Xhosa tribal movement - a nomadic style of life which was caused by the Zuurveld of the Eastern Cape. This sour grassland has a high summer carrying capacity, but drops off in the winter months, which causes the cattle farmer to trek in search of grazing. This was an important underlying problem of the Eastern Frontier.

Place names - the geographical reference depicted by place names is another factor that the teacher should be aware of when studying a site. The interpretation of them is often tricky and an illustration of this can be seen in the Waterkloof worksheet where

the apex of the mountain was known geographically as Mount Pleasant, but was nicknamed Mount Misery. This was due to the soldiers being made miserable there during the 1850-53 war due to the cold, lack of food, fighting, stiff climbing and dense bush.

Buildings - the point the teacher should look at here is the human manipulation of a site. He can do this by first studying the general setting of the building, e.g. the site, the reasons for its choice, its name, the grounds and outbuildings. Then a careful look from without and within is necessary to obtain clues about its function, how it was erected, its size, its attractiveness, material used etc. The perfect example of this is found in the early German settler home found today on the outskirts of Berlin. The house was built in 1859 of local stone quarried in the nearby river by Count Lt. Rudolf von Runnow of the British German Legion and is now owned by Miss Winkelmann. It is in perfect condition and is an ideal example for study.

(iii) The third general point for the teacher to consider when choosing a site is its archeological value. This is obviously a different and more difficult task as teachers and pupils do not have the training or expertise in archeological work and ought not to attempt any actual excavation, but derelict sites, for example Fort Willshire (see Worksheet B), offer valuable insight into local history and also allows pupils free rein with their imagination - tasks like measuring the bounds of the fort; sketching the main fortification features; guessing at the meaning of a sinkhole; trying to see where the Xhosa forded the river are possible.

(iv) The final factor concerns further points that the author personally found useful in selecting sites in the Eastern Cape: firstly, a practice run is essential. Once the teacher has collected all his information then the vital practice run over the chosen route needs to be done. The difficulties of actually discovering each site must be overcome before the pupils are taken on the field trip. As no time can be lost in aimless searching, which restricts the number of sites that can be covered, as well as losing the interest of the pupils. The only exception to this would be if the teacher set up an exercise

aimed at allowing the pupils to find a site by themselves. The practice run also allows the teacher to experience possible difficulties and weaknesses of his original trip and thus allows him time to rectify these before the actual pupil trip. Secondly, the teacher must accept or reject the site chosen. This is another important reason why a practice run is vital, as the teacher is now in the position to decide whether the site is relevant and important enough to warrant inclusion in the trip. If the site is in any way limited then the teacher must reject it. A third reason concerns integrating the site with the prescribed Cape syllabus. Each teacher considering organising a field trip must ascertain which standard best suits their local historical sites. For example the standard eight pupils in the Eastern Cape are ideally suited to studying the events that actually took place on their doorstep, e.g. Frontier Wars, 1820 Settlers and German immigration. The fourth point concerns examples of various trips that can be organised for a school based in East London, i.e.

(i) A double period trip to the Museum

(ii) A double trip period trip to sites in East London

(iii) Day trips to:

1. Cove Rock, Buffalo River line of forts, Calgary farm, Fort Murray, King William's Town, Berlin and Fort Jackson.

2. Forts Jackson, Waterloo, Wellington, and Warden, Draaibosch, and Major Moore, Nonquasa's Pool.

3. Coastal road to Wesleyville, Peddie barracks, signal towers to Grahamstown, battle of Grahamstown, Fort Selwyn, Bathurst mill, St. John's Church, Cuylerville road to Kaffir Drift Post, Fort D'Acres and Waterloo Bay.

4. Fort White, Bailie's Grave, Fort Stokes, Wagon factory, Castle Eyre, Boomah Pass, Gaika's Grave, Fort Cox, Burnshill and Fort Willshire.

5. Forts Hare and Thompson, Lovedale Gwali Mission, Hogsback, Elands Post, Fort Armstrong, Waterkloof battle, Fort Beaufort museum, Martello Tower, Queens road to Grahamstown, and its signal towers.

(iv) A week long trip which would encompass most of the above, i.e. Fort Jackson, Berlin, King William's Town, Keiskamma Hoek, Alice,

Hogsback, Seymour, Fort Beaufort, Grahamstown, Bathurst, Fish River mouth, Kaffir Drift, Trompetter's Drift, Peddie, Wesleyville, Buffalo River line of forts and back to East London.

CHAPTER EIGHT

THE IMPLEMENTATION OF A PILOT STUDY

This chapter deals with a field trip, organised by the author, whose basic aim was to act as a pilot study for this thesis. It is sub-divided into pre-trip planning, the trip itself and post-trip work and each of these areas are described in detail and assessed so that a tentative conclusion can be made as to the importance of field work to the teaching of history.

A. Pre-Planning Organisation

The details of the pre-planning organisation are briefly as follows:

The author met Mr. P. Preston, who is master-in-charge of history at Hudson Park High School, on 23rd May, 1983 to discuss and plan a field trip. The vital problem of the author not teaching any of the Standard Eight pupils (as he was on long leave) was raised. It was decided that Mr. Preston would act as mediator between pupils and author and also stimulate and create an interest in the trip. The following points were discussed: the tour date was decided; the route, transport, night-stops and size of party (10) was explained; it was agreed that the pupils would have to study Danziger's 'The Restless Frontier' beforehand; costs were fixed at R25,00 per pupil; food provision, presents for hosts and worksheets were assessed. Finally it was decided that Mr. Preston would return to all the Standard Eight history pupils and outline the tour; select the party; collect the money; start work on the Danziger's reading; book transport; get permission from the headmaster; an elementary first aid box with elastoplast, diarrhoea tablets etc. to be collected.

The author then did background work and prepared the worksheets, maps, pupil guides and questionaire. These were checked by the supervisor of the thesis. The author arranged for permission from farmers, museum officials, accommodation hosts and owners of sites (see Appendix D for list of names and telephone numbers.)

The pupils' handouts were typed and printed well before the expedition and were handed out to the pupils a week before the trip and were pasted into a A4 note book, in order to protect them whilst carried on the tour itself. The pupils then received a typed itinerary, maps, background information, tour aims and worksheets - they knew well in advance what to expect.

Mr. Preston collected the tour money and overcame the problem of selection of pupils by saying that the first ten to pay would go. This somewhat unorthodox method proved to be highly successful as some of the pupils were so keen that they were waiting for him in the car park before school started. It was noteworthy that all the tour pupils were higher grade candidates.

The group was divided into five committees, i.e. food; wash-up group; cook group; luggage carriers and bus cleaners. This was in order to spread the load and to ensure that no teacher did this work - instead it was to allow leaders to emerge spontaneously from the group and its socialisation benefits.

One particular transport problem had to be solved. In working on the Waterkloof Battle site, the bus was needed to drop the pupils at one site and pick them up later at another. This meant one of the teachers would lose out on the exercise. In order to offset this it was decided to take all the pupils up to a Forest Ranger's cabin on the previous evening, partly to leave a picnic lunch there for the following day (meant food need not be carried) and partly to orientate the pupils to the site and terrain. On the Waterkloof Battle day itself, a circular walk was planned, which returned the pupils to the bus, but enabled them to have lunch far from it, without having to carry provisions. (This problem is an excellent example of pre-trip planning and the decisions that have to be made).

The following events took place during the last week: food bought; bus checked; hosts and site owners contacted again to confirm and to give approximate arrival time; the Sandile worksheet (see Appendix A) was done in class to prepare the pupils for the broad aims of the trip. This exercise was not marked by the author as the pupils' individual teachers did this as a class exercise. The aims of the trip were to make the pupils -

(i) do detective work
(ii) think critically
(iii) realise that history is uncertain
(iv) understand the concepts of bias and omission
(v) study 'evidence' - by looking at evidence and not for evidence
(vi) use imagination to reconstruct past events
(vii) use an enquiry/discovery approach.

Finally the author met the pupils for a final briefing on the itinerary; the aims of the tour; clothing to take; the rules and discipline; post-trip project topics; and generally to encourage and interest.

The final paragraph concerns an assessment made by the staff and pupils on how they saw the pre-tour planning and administration - the following points are taken from the questionaire they answered (see Appendix C).

Good points:

(i) No wandering around looking for sites as organiser knew where they were
(ii) Good time schedule worked out and kept to (especially the Sunday hike)
(iii) Not a boring route as made to observe the surroundings
(iv) Time allocated to discussion - improved understanding.

Improvement areas:

(i) Should have been given the worksheets much earlier in order to read through in more detail
(ii) Class teachers did not give pupils enough pre-planning aid, e.g. more time to discuss worksheets in class
(iii) Teachers to use Boyce to explain the concepts of bias and omission beforehand
(iv) Must make an explanatory worksheet for the Fort Beaufort Museum as the exhibits are crowded together and jumbled up, e.g. make a plan of the rooms indicating specific items relating to tour sites etc.
(v) Leave more space on the actual worksheets to answer the questions
(vi) Pupils to bring tape-recorders to avoid frenzied note taking while the teacher is talking.

(vii) Need to start the South African syllabus at the beginning of the year so that the necessary background information would have been done in order for pupils to have a solid background of the Eastern Frontier history - here Danziger's 'Restless Frontier' is essential

(viii) Plan a more detailed menu in order to cut costs

(ix) Water bottles with Game to be kept in the bus - to stop cafe over-visiting.

B. The Trip Itself

Itinerary

Day 1:	7.30 a.m.	Leave school
	8.00 a.m.	Fort Jackson
	8.15 a.m.	German Settler House at Berlin
	9.15 a.m.	Arrive King William's Town; visit Miss. Museum, Brownlee House and remains of Military Reserve, Buy Bread
	10.30 a.m.	Bailie's Grave; Amalinda Battlefield; giant earthworms; Fort Stokes
	11.30 a.m.	Arrive Keiskamma Hoek; visit Wagon factory; Castle Eyre
	12.00 p.m.	Boomah Pass; Gaika's Grave; Burnshill and Fort Cox
	1.00 p.m.	Arrive Alice; buy refreshments for lunch;
	1.45 p.m.	Arrive Fort Willshire; lunch on river bank and do Worksheet B
	4.00 p.m.	Alice; visit Forts Hare and Thompson; Lovedale
	4.30 p.m.	Travel up Tyumie Valley and see Woburn Farm and Auckland Church
	5.30 p.m.	Arrive Hogsback; Braai
Day 2:	7-8 a.m.	Breakfast
	8.30 a.m.	Elands Post in Seymour
	9.30 a.m.	Fort Armstrong
	10.30 a.m.	Fort Beaufort Museum; buy bread and food for Sunday
	11.00 a.m.	Martello Tower and Worksheet C
	12.00 p.m.	Cafe - buy own lunch
	1.00 p.m.	Hottentot Grave; Dan's Hoogte; Sipton Manor
	3.00 p.m.	Mill at Millbank farm; do Worksheet D

	4.30 p.m	Drive up to Waterkloof from Lower Blinkwater; see Graves and Fort Fordyce; leave supplies for lunch; orientate for next day
	5.30 p.m.	Arrive at Riverside Farm; Braai.
Day 3:	7-8 a.m.	Breakfast
	9.00 a.m.	Arrive in Waterkloof; leave bus; start walking; do Worksheet E
	12.00 p.m.	Lunch at Fort Fordyce (from supplies left the previous evening)
	1.00 p.m.	See Harry's Kloof; Tenth Pass; Niland's Pass and Wolf Back Pass
	4.00 p.m.	Descend to Benmore Farm and back to bus
	5.00 p.m.	Leave for East London; arrive approximately three hours later.

The details describing the above itinerary were recorded by the author in diary form and the verbatim account of the trip is as follows:

Day 1: Itinerary kept to, but time lost in leaving school and on sites - underestimated the interest the pupils had on the sites and found it difficult to get them to leave. Arrived at the major site (Fort Willshire) at 3.00 p.m. instead of 1.45 p.m. - made this worksheet rushed - not as well received as planned (extreme heat also played a role here) - also there was a subconscious resistance to this type of worksheet enquiry/discovery type of questioning as it was the first time ever encountered by the pupils. They found it difficult to use their imaginations to answer some of the questions and were insecure when they realised that there was not a 'perfect' answer, but only a 'likely' answer.

Thirty-six-degree berg wind conditions did not make matters easy - also increased cafe stoppages which in turn wasted time. Despite the excess heat the pupils were surprisingly positively motivated.

Arrived at the Hogsback holiday shack at 7.00 p.m. Missed seeing the Tyumie valley and scenic drive up to Hogsback as was dark.

Author used the intercom. system in the bus to illustrate any passing site or to give more background information or to

stimulate and help understand. Braai prepared by pupils - all had tasks. All shared the bath as hot water was limited. Too rushed a day.

Day 2: Pupils woken at 6.00 a.m. - left Hogsback at 7.55 a.m. Schedule kept to. Day hot and windy. Michells Pass and Martello Tower were highlights. Sipton Manor and Hottentot grave site were left out as clouds started to gather - decided to go immediately to the Mill and do Worksheet D.

Picnic lunch under oak trees next to the mill. Mill's workings puzzled the pupils as they had not prepared themselves adequately enough by reading the background information.

Drove up Kroomie Mountains to prepare pupils for next day's simulation exercise - lunch left with Forest Ranger. Braai at Painter's farm.

Day 3: Left farm at 7.30 a.m. - drove to Adelaide. Left luggage at relative's farm for safety. Drove to Waterkloof - started walking at 9.00 a.m. Took one and a half hours to reach Fort Fordyce at top of mountain. Used the old British military footpath. Weather perfect - warm and no wind (very lucky). Magnificent view.

Picnic lunch at Forester's home (30 minutes) - forgot butter, plates and knives!

Explored passes and ravines relevant to the simulation exercise.

Pupils reminded to think and feel what it must have been like to have been one of the British soldiers.

Arrived at bus at 4.00 p.m. - a seven hour hike.

All tired but triumphant - a feature was the lack of complaining and moaning.

Had tea, cake and scones at author's relative's farm. Left at 5.00 p.m. - arrived East London at approximately 7.45 p.m. Dropped pupils at various central homes.

The following section deals with the assessment of the trip itself:

Firstly some comments made by the pupils themselves as recorded during the trip by the author and unbeknown to the pupils (many are pertinent and penetrating) are given below. These comments are

most illuminating as they reflect a spontaneous and non-teacher prompting response i.e.

1. Q. What did you learn from the Sandile worksheet?

A. "They were all writing junk. They were writing what they were wanting to write, to make themselves look good." (i.e. bias and omission in simple language).

2. After visiting the two old ladies who own the German Settler home near Berlin - "History on two legs!"

3. Teacher: "Shall I use the intercom. system?"

A. No, no - then it will just be like an organised tour (i.e. they were enjoying the informal chatting, lecturing style given by the author).

4. Teacher: "Have a sleep."

A. "No, I'm too scared to miss any information."

5. Pupil: "What a pity more subjects are not handled like this."
Another pupil: "Yes, it makes it more interesting."

6. Very hot berg wind day at Fort Willshire brought the following comment: "Now I know why Donkin moved the fort. Because he must have arrived here on a similar hot day, in uniform and asked: "Where is the water chaps? What, no water! Right then, move the fort to the river."

7. Time at sites: "Would'nt it be nice if we could take a whole day to do one of these worksheets?" (i.e. hint for fewer sites).

8. Teacher: "Why do you think we are walking around these mountains?"

A. "To make us feel how tiring it was to be a soldier."

A. "To put into practice the theory."

The second assessment of the trip itself is taken from the points made by the pupils and staff on the questionaire (see Appendix C) filled in on the last evening of the trip. These points are written verbatim and thus any errors in grammar and style reflect the pupils' own writing.

> The food and accommodation was good; like home food, especially the braai's; no-one could have been hungry. The Fort Willshire worksheet was difficult as not used to imaginative work - but a start had to be made somewhere? Friday too rushed - not enough time to think things over - perhaps a handout needed with short questions based on first morning's sites.

Saw things one never realised about before - right in one's backyard too!

Not boring as background information, worksheets and intercom. talks helped one to understand.

If one did not read the background information then one lost out on the worksheet.

Worksheets showed one about bias and omission. The quality of the worksheets tasks were: (i) Constructive, interesting and of a high standard; (ii) toned our brains towards imaginative thinking; (iii) made one think like the people in that time; (iv) challenged the brain - but frustrating at first; (v) not like ordinary question papers, as they highlighted the places we visited by making one observe in depth; (vi) lots of research put into the questions asked; (vii) tasks given to us made us use our initiative and to realise that historical accounts are biased and that many key facts are often omitted.

Perhaps a longer excursion in order to prevent Friday's rush.

Will benefit my essay style as I now try to look beyond the textbook.

Friendships made - learnt other's likes and dislikes - started out as individuals and ended up as a group - the Sunday Waterkloof assimilation hike welded pupils into a group - also made for closer contact with teachers, thus it strengthened pupil-teacher relationship.

Trip made one <u>see</u> historical events rather than read it out of a monotonous textbook - thus history is not just learning fact after fact, but more interpreting those facts and making a 'likely' answer.

C. <u>Post-trip</u>

The post-trip details hinge around the pupils' project work and worksheet answers.

The worksheets were handed in the day after the trip ended, i.e. they were given a day's grace to neaten answers. They were then marked by the author and returned to the pupils as they might have needed the information for their project (see Appendix B for the likely answers to the worksheet tasks). The author then photostated the pupil and teacher questionaire comments in order to make analysing easier. The project hand-in date was set for the first week of the fourth term. The reason for the delay was that the pupils were busy with their examinations and so were forced to do the project work later than was the ideal, that is, during the September holidays. The following instructions were given to the

pupils concerning their project work:

Firstly the type of topic was discussed. They could choose either a diary or do deeper research into one site, or construct a tape-slide account of the trip.

Secondly, no length limit was set - as it depended on the type of topic (the diary would be longer) and on the information available. Pupils had been advised to be conscious on the trip of recording any information that would be needed for their project. Lastly, a bibliography had to be included. The worksheets were marked by the author and the projects by the other tour teachers (see chapter nine for analysis). The projects were left to the last minute to be completed by the pupils, consequently there was a scramble for information. Notwithstanding this, the results of both worksheets and projects were of a high standard.

Unfortunately the timing of the trip just before the examinations meant that the worksheet answers were not revised and discussed by the teachers. This is essentially the crux of the entire trip as it helps to 'cement' the trip by bringing into perspective what they saw and wrote with what the teacher wanted as regards likely imaginative answers.

This chapter attempted to convey the details and general comments on the various aspects of the tour, while the next chapter will analyse in greater depth the work done by the pupils.

CHAPTER NINE

ASSESSMENT OF THE PUPILS' WORK

This chapter analyses the field trip pupils' worksheets and projects and also relates back to the Sylvester grid that was discussed in chapter two.

Analysis of the Worksheets

The mark scheme used by the author for the worksheets was one mark for an answer obtainable from their background reading, two marks for a little imagination and between three and seven marks for answers that required more analysis, imagination and comprehension. Appendix B has the likely answers used by the author as well as the mark allocation.

The table below is an analysis of the worksheets:

Names	Fort Willshire (50)	Mills (50)	Martello Towers (50)	Waterkloof (50)	Tot	Ave %	Pos.
Stefania	39½	32	43	39	153½	76	1
Narelle	41	26	38	35½	140½	70	3
Malcolm	35½	25	32	30	122½	61	8
Warren	33	32	39	32	136	68	6
Peter	30	32	38	38	138	69	5
Sarah	42	29	36	33	140	70	4
Lee-Ann	29	29	27	35½	120½	60	9
Donnè	38	33	35	28	134	67	7
Jackie	38	34	38	38	148	74	2
Rodney	24	19½	30	28½	102	51	10
Total:	350	291½	356	337½	1335		
Ave. Mark:	35	29	35	33	33		
Ave. %:	70%	58%	71%	67%	66%		

These results are encouraging especially when seen against the background that for all the pupils this was the first time that they had encountered discovery/ enquiry questions. Little teacher help had been given during the pre-tour preparations on the background information for the worksheets. The main reason for this was that

the teachers were finishing the term's syllabus in time for the September examinations. It should also be remembered that the teachers were also new to this style of teaching history. (In actual fact they did not know what to expect or what was expected of them and were thus unable to clarify or aid the pupils on matters they themselves were unfamiliar with). Another point was that the author did not teach any of these pupils and was thus at a disadvantage as he did not know their abilities or personalities. It can also be seen by these results that the Mill results were the poorest and this indicates strongly to the author that a new approach is needed, or that more help needs to be given to the pupils in the pre-trip area so that they are more adequately prepared to deal with the complex machinery that powers the mill. At the other end of the scale the Martello Tower results were the highest. Possible reasons for this could be that the background information is easier to read and that the seventeen areas the pupils have to find makes it clearly understandable.

Analysis of Project Work

The post-trip project work was marked according to the following scheme:

(i) Historical Content (out of 40 marks). This includes detail structure, insight, interpretation, use made of source material, i.e. Excellent 33; Good 26; Fair 20; Poor 14; Very poor 7.

(ii) Presentation (out of 24 marks). This includes logical exposition of subject matter, style, illustrations, bibliography and footnotes, i.e. Excellent 20; Good 16; Fair 12; Poor 8; Very poor 4.

(iii) General Impression (out of 16 marks). This includes originality, neatness, effort, etc., i.e. Excellent 14; Good 12; Fair 9; Poor 7; Very poor 5.

The ten tour pupils received the following results out of a total of 80:

Pupil	Sub-section	Total	%	Position	Comments
Stefania	30, 19, 14	62	77	3	Sound and detailed facts; could have interpreted more; a diary account.
Narelle	25, 15, 9	49	61	8	In places presumed the reader knew the back-ground; more interpre-tation; diary form .
Malcolm	29, 16, 12	57	71	6	Well documented; interpretation lacking.
Warren	28, 18, 12	58	72	5	Good detail; lacked personal understanding; on the Martello Tower.
Peter	33, 20, 16	65	81	2	Refreshing and original; needed more personal feelings and thoughts; wrote as Lt. Fordyce attacking Macoma.
Sarah	31, 23, 12	66	82	1	Excellent well structured account; more personal interpretation needed; diary form.
Lee-Ann	22, 14, 10	46	57	9	Fair record of the tour; needed more personal touches; diary form.
Donné	24, 16, 10	50	62	7	Well recorded detail; more insight needed; diary form.
Jackie	30, 18, 12	60	75	4	Good; well researched; more insight needed; on Fort Willshire.
Rodney	13, 7, 5	25	31	10	Inadequate historical facts; vague; precise information given about irrelevant facts; diary form.
		538	66%		

The first impression of these projects was that all pupils had put a lot of time and effort into them. This was clearly seen in the well documented, detailed and logical presentations. All the pupils attempted some interpretative work. The major criticisms of all the topics, however, was that the pupils could have interpreted more from what they saw on the trip. They also refrained from expressing their own personal thoughts, feelings and from making deductions based on the facts they had researched or actually seen.

The blame lies not in the pupils, but on the teaching method they have been subjected to over their school careers. Their interpretative efforts were a considerable improvement on their Standard Seven project work as there the emphasis was on "prettying" the essay topic with drawings and photostats, and not on the content. Consequently when the emphasis shifted to content, understanding and style in Standard Eight, most pupils floundered. Thus their interpretative efforts were a sure sign that they were beginning to understand that history is an exercise in analytical discovery and comprehension, not merely a factual subject to be swallowed without question and regurgitated in parrot fashion.

Another variable that could have influenced their lack of interpretative questioning was that neither class teachers reinforced the type of style and questioning that was necessary. Thus the fact that the projects were done during the holidays and six weeks after the tour helps to substantiate the idea that it was more lack of teacher preparation and little practise at asking themselves interpretative questions, rather than the tour's fault.

It was also obvious that the diary type of project was too easy and did not lend itself to developing questioning skills, detective work, interpretation and understanding. Thus no diary projects will be allowed on the next trip.

The average percentage of 66% was the same as obtained for their worksheets. This indicates that the worksheets and topics were well balanced and stimulated them to produce an above average percentage result.

The final conclusion to be made is that the post-trip project work showed that they had maintained and carried over from their trip exercises and experiences the facts and skills they had learnt. This in turn tentatively reflects the fact that field work organised in this way has a meaningful contribution to make towards helping pupils to learn the skills of a true historian.

Relationship to Sylvester Grid

Sylvester's grid was discussed in Chapter Two and the question whether field work was linked to the skills advocated by him was

shelved until after the responses of the pilot study pupils had been analysed.

The field trip definitely developed opportunities for the concept understanding of bias and omission. Documentary and site evidence, the understanding of time, background reading, making notes, comparing two accounts of the same event, making sketches, internalising and imaginative reconstruction were all areas where the pupils were given opportunities to develop in. The added notes to the Sylvester grid (duplicated in chapter two) are the author's attempt to overlay the skills practised by the pupils on the trip with those advocated by the Sylvester's grid, for the teaching of history in its totality.

Unfortunately the tour pupils need further practice and this the Cape Syllabus does not cater for. Thus the individual teacher will have to provide additional material and field work if the pupils are to become progressively more sophisticated in these skills. A start has been made and some of the skills found in the grid have definitely been incalcated into the pupils. An example of this is his 'understanding evidence' skill - here the pupils have definitely progressed. This was seen by the pupils' attitude to the first worksheet (Fort Willshire) where they were lost as there was no teacher or textbook to gain the answers from. Instead they had to look <u>at</u> the evidence in order to obtain a likely answer, but by the time they were doing their final worksheet (Waterkloof battle) they were 'seasoned compaigners' with regard to inquiring into the evidence presented to them.

The author's opinion is that there is a marked relationship to field work and the skills as advocated by Sylvester in his grid.

<u>Conclusion</u>

The evidence shows that field work conducted in this way does benefit the pupils and improves their historical skills and understanding. In support of this the view of Mrs. Anne McGladdery (one of the trip teachers) is given:

> "The striking note of this history tour was the incredible amount of research that the author had to put into it. Virtually all the sites had been visited by him beforehand and the information given on the sheets and orally was exceptionally detailed and very interesting. En route he informally imparted information which inspired the pupils

> to ask questions and discuss opinions. Pupils displayed tremendous confidence in his grasp of history and his enthusiasm was infectious and inspiring. His continual reminders to them to try to imagine actually being part of the history and not merely observers certainly had the desired effect. The worksheets required both factual information and answers that required more subjective handling. The latter stimulated discussion and argument which is exactly what was required - pupils were being asked to think, comprehend and assess and to give an opinion; and since all opinion contains bias or prejudice, they could then grasp the idea that history is subjective in many cases and not the facts, necessarily, in a text-book. The value of this trip lay in its working approach - when pupils are required to do something as well as see and hear, the results can only be highly successful. There is no doubt in my mind that the ten pupils involved have a fresh and exciting view of history and although the information was in a sense limited to a specific region, the approach required of them will doubtless spill over into all other areas of their work."

Finally the following long term benefits were seen by tour teachers: Mr. Preston - (i) that pupils would question evidence more; (ii) that pupils may want to read wider in an effort to have more knowledge so that they can judge for themselves; (iii) that the pupils were excited about history. This would hopefully have a chain reaction effect on prospective historians and thus more would take history if they realised that there was more to it than just learning facts.

In conclusion then one could argue that from the evidence related in this chapter that the aims of the pilot study were met, which in turn leads one to the tentative conclusion that field work could be most beneficial to the overall teaching of history at senior school level and does form an alternative to the chronological traditional style of teaching presently in fashion today in the Cape Province.

CHAPTER TEN

CONCLUSION

This chapter covers various proposals regarding the teaching of history outside the classroom.

The pilot study described and analysed in chapters eight and nine showed that history outside the classroom could be a feasible method of teaching history. This pilot tour certainly had an impact on the pupils in the area of interest and introduced them to the skills of the historian. For many of the group this was a traumatic experience in that the enquiry/discovery approach used was completely new to them and thus placed them, initially, in an unfamiliar position. They were then encouraged to use their imagination and to deduce and analyse on their own. The intention of the trip was to initiate an attitude-change towards history. Their project work and worksheet answers showed that they were beginning to interpret for themselves, as was also seen by their grasp of the concepts of bias and omission. This concept-growth substantiates the point made by Schemilt (1980, p 12) that the degree of abstract understanding of pupils doing the History 13 - 16 syllabus was "significant, consistent and uniform." This also tends to suggest that the followers of Piaget in the 1960's and 1970's were too pessimistic, as the 13 - 16 Project pupils (and the pupils of the pilot study in this thesis) showed that they were handling concepts much better than was expected from Piagetian analysis. Their conceptual grasp tends to show that it is the methodology of learning (i.e. the nature of the teaching) that assists children to learn, rather than the difficulties inherent in history (i.e. the nature of history) that causes history pupils to obtain formal operational thought later on in their school careers. Thus ideally it would be more useful to cultivate training in methods and attitudes than to concentrate on the absorbing of facts and this means that the rushed certainties of the traditional South African chronological syllabus needs to be substituted for by a new method of teaching. The use of only "chalk and talk" methods

of teaching needs to be discouraged and an approach based on an imaginative, interesting, active and stimulating style needs to be encouraged. The pupil needs to be taught to handle evidence, to ask questions, to explore and to formulate his own conclusions.

This thesis has broadly examined historical field work and has included a pilot study to see whether field work is feasible in the Cape Province. The success of the pilot study shows that it can be an effective teaching tool for teachers. The question remains, however, how to encourage this teaching tool in the Cape, as there the departmental syllabus dictates in such detail what one must teach. The following proposals attempt to offer advice in making more effective use of history field work.

1. Literature.

The major stumbling block is that no uniform field work materials exist to cover all historical sites of the Cape Province. For example, East London is rich in sites to fit the standard six and eight syllabi, whilst Kimberley would benefit the standard nine area. No common ground is found to fit them both. The problem then appears to be one of linking local history to timing. If one takes the age of 16 as the optimum age to grasp concepts, then it stands to reason that field work should be timed to fit the syllabus by 16 (or standards eight or nine). The following table is an attempt to show where and when field work could be done in the Cape:

	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10
Cape Town	✓	✓	✓		✓
Boland	✓		✓		
Kimberley				✓	
Queenstown	✓		✓		
Graaff-Reinet	✓		✓		
Grahamstown	✓		✓		
Port Elizabeth	✓		✓		
East London	✓	✓	✓		
King William's Town	✓		✓		

This table can be extended to a much longer list of towns in the Cape Province.

This table clearly shows that the optimum standards for field work are six and eight, as these syllabi are related to sites that pupils can actually see, touch, examine, explore and analyse. The ideal field work set-up would be to start the pupils gradually with field work by using day trips in standard six and thus to initiate them into the skills of the historian and the style of outdoor education. By the time these pupils reached standard eight they would have become accustomed to the style of field work and would then really do justice to a three-to-five day outing. Graves (1982, p 357) supports this idea by saying that the focus of field work should begin (as with the History 13 - 16 Project) with a specific narrow goal, i.e. to utilise the environment to develop skills of enquiry. As the pupils advance in this, then the focus can be widened to incorporate other historical skills.

This would suggest that literature is desperately needed on resources, types of site activities, types of field work, follow-up projects, objectives and aims of field work. Without this elementary resource back-up, field work might only remain for the enthusiastic. How to obtain this literature is an obvious problem. Bolwell (1969, p. 320) suggests a possible solution with the organising of local in-service workshops. Here small groups of teachers work together under the guidance of group leaders to discuss and select the ways to use material and additional sources that might be further investigated. The basic aim is for each teacher to bring to the workshop any relevant material on the chosen topic. He obtains, in return, carefully sifted and processed material in a form which the pupils could use without the constant assistance of an adult.

2. Organisational support structure.

An organisation like the Transvaal Education Department's School Journey Service is an ideal support structure for teachers. This teacher support service came into being in 1954 with the following basic aims:

(i) to arrange for organised groups to visit places of interest;

(ii) to arrange for groups of pupils to go on educational journeys;

(iii) to collect and furnish information on places of interest;

(iv) to arrange accommodation, meals and transport;

(v) to seek the co-operation of persons in charge of zoological gardens, museums, libraries, monuments, historical buildings and all persons and bodies capable of promoting the Service.

The implementation of a similar service in the Cape would remove much of the pure administrative load (i.e. literature, accommodation, transport and food) from the teacher and allow him to concentrate on the more educational aspects. Tours would also be possible to any part of the Cape as the Service would supply the necessary background information to the teacher for him to plan and draw up worksheets to be used at that distant historical site (Graves, 1982, pp. 12 and 357).

3. Training.

At present the training of teachers in local history techniques is inadequate. South African teachers leave college or university with little specialised training in field work. This is in contrast, for example, with what Douch (1967, p. 154) describes as occuring in British teacher-training institutions with field work. Winchester's one year History Curriculum Course has a strong element of local history. It illustrates some of the major features of national history through the history of Winchester via lectures and visits. It joins with the Art and Craft Department to run a course on various aspects of architecture (e.g. churches, houses, building materials, clay, furniture). The course is deliberately restricted to the Winchester area in order to show what a wealth of material lies at one's door. The course also ensures that students visit a prehistoric site, a church, a castle or a country-house and discuss their history and the teaching possibilities which each site affords. As far as possible the students take an active part in the planning and follow-up work. Graves (1982, p 353) adds a further example from a Teacher College in New Zealand, where all students majoring in social studies are required to do field work allied to historical outdoor education. This covers a ten-week period and also has a ten-day session at an outdoor centre, where they assist the permanent staff. On return to their colleges the students have to evaluate their experiences. Another example of

overseas involvement in outdoor work is that of the University of Northern Illinois, U.S.A. which has a three-year outdoor education course. The first year is designed to sharpen student perception, reawaken the senses and focus on concept formation. In the second year, the focus is on the content areas of the primary curriculum. Ways and means are investigated of supplementing subject matter through firsthand observation and direct experience. In the third year, students work with pupils, planning for teaching them in an outdoor situation.

It is clear that South Africa is lagging behind in the sphere of pre-service field work. A start has been made in the Rhodes University Education Department's history course work for post-graduate secondary teacher training to rectify this situation. The author took a group of these students on parts of the itinerary described in chapter eight. The basic aim was to give them field work experience, which they would be able to use when they started actual teaching at schools by conducting their own field trips. Why then is little field work training attempted? Firstly, the crowded pre-service year makes field work difficult to incorporate into the curriculum. A situation similar to school with approximately 30 periods per week can easily arise and negate attempts to incorporate a field work syllabus. A second problem is that the students have varied backgrounds in historical content as it depends at which university they trained and what their undergraduate syllabus covered. Also if one takes a particular topic for field work then many of the students face two problems: (a) they must research that topic from scratch and (b) they have to learn a new teaching technique. Thus there are major content input as well as technique input problems for the students to handle. These two pre-service year problems complicate, but do not deny the fact that field work needs to be done. One of the things that can be done is to start with museum work. Perhaps the minimum requirement at pre-service training level would be a detailed exercise in museum work. It can be done very quickly as the field trip is aimed at the museum in the centre where they are being trained. This also removes all the other organisational problems of food, transport, accommodation etc. Thus if the students obtain the field trip

techniques at the museum, they can, by extrapolation, apply them to other areas.

In-service training can contribute as much to the effective preparation of field work as the pre-service training does. A suggested siting could be the teacher's centre, as the local teacher's centre leaders could be the co-ordinators of this type of training and the building itself, with its library and duplicating facilities, could be an ideal meeting place for in-service courses. These courses could be held over three days which would facilitate the bringing-together of teachers from a large area. These teachers could then be prepared in advance with a preliminary input handout describing the course content. This would familiarise them with the content in advance and then the in-service course could be devoted to utilising the handout information when learning how one can bring this information meaningfully to the level of their pupils with pre-work and follow-up activities.

An idea that has emerged from this thesis, which involves the East London teacher centre, concerns the in-service training of local history teachers in 1984. The first term meeting of the local history teachers' society will consist of a lecture on field work by the author. At the end of that term the head of the teacher centre and its media teacher will film and take slides of the author's standard eight field trip. These will be shown to the teachers during the second term and an offer made to them to repeat the same trip under the leadership of the author during the third term. Thus these teachers will receive handout information, visual back-up and a personal experience of field work in action.

4. Syllabus revision or manipulation.

As discussed in the preceding paragraph, it is clear that teachers in the Cape have two options open to them at the present time: (i) to plead for a major syllabus revision; or (ii) to manipulate the present syllabus by incorporating field work.

The ideal situation would be to acquire a syllabus revision based on the 'History Around Us' part of the History 13 - 16 Project. This would require a vast amount of lobbying and effort by interested teachers in order to get a revision made. The

easier and quicker solution would be to work within the present system by manipulating it to incorporate field work. A possible way to do this might be to allow the teachers the choice between field work and project work. Thus interested field work teachers with suitable local field sites for their schools could undertake a comprehensive field trip in place of the present project essay (which is part of the Cape syllabus requirements) and have it incorporated into the year mark which is then built into the December final examination mark.

5. Enquiry/discovery learning.

It is recommended that teachers move away from the traditional pupil passive "chalk and talk" style of teaching and instead cultivate an enquiry/discovery teaching style. This allows the pupils to work on their own and make their own deductions and conclusions about historical events, as self-learning is more satisfying and challenging than being "spoonfed" fact after fact. Being a historical detective leads to the arousing of interest in history. The field excursion with well-thought out and stimulating worksheet questions is one method of doing this. Proof of success of this discovery/enquiry style of learning was seen in the project field trip described in chapters eight and nine, where a 66% average was obtained for both worksheets and project work. This leads one to surmise that this style of teaching does have merit. The success of the project trip pupils' in answering the worksheet questions, which were based on a enquiry/discovery style, is even more meritorious when it is realised that this was the first time that these pupils (and the two staff members) had ever experienced this style of history lesson (let alone a field trip itself). Thus it proves again that it is the method of teaching history, rather than the nature of history that is of paramount importance. Further proof that this style of teaching was successful was shown by the way in which the pupils had internalised the knowledge gained on the trip and recalled it in the post-trip project work. The greatest benefit accruing from field work is that all the pupils take part and are actively engaged in history, rather than being a passive spectator in a classroom.

APPENDIX A : WORKSHEETS

WORKSHEET A THE CASE OF THE MYSTERIOUS DEATH

Background Information:

(i) The photostated information is in the school library. They are NOT on loan, so you must find time to work there on your own.

(ii) Make sure you understand the terms bias & omission, i.e. look them up or ask.

(iii) This worksheet is a preliminary exercise to your trip and is not directly related to field work. The objective is to allow you to be a detective, to find clues and to try and solve the mystery surrounding the death of Sandile. This worksheet will also attempt to gain an understanding of the concept of 'evidence' as being any material related to an investigation; to gain experience in analysing and interpreting evidence in order to work out a plausible explanation to Sandile's death; to appreciate the tentative nature of many conclusions drawn from evidence; to be able to recognize gaps in evidence; to be able to select relevant evidence; to be able to see that no conclusion might be reached.

(iv) The clues to this worksheet are to be found in the letters written by eye-witness people. But the same detective work will be needed when you visit historical forts and sites, as there the clues are visual. This worksheet, on the death of Sandile, is to act as a practice exercise for you before you attempt the other worksheets on your trip.

(v) Sandile was the chief of the Gaika clan of the Xhosas who formed the backbone of the Xhosa resistance during the Ninth and last Frontier War (1877 to 1878). Sandile used the Amatola Mountains and especially the Pirie section as his headquarters for this war. His death caused the Gaikas to give up fighting and this proved to be one of the major factors in bringing the war to a close.

(vi) The aim of this worksheet is to make you realize that your textbook, or any account of a historical event, is not the absolute truthful one. That your textbook is only a view of history as seen by that particular author. You must therefore not believe blindly in what you read but come to the realization of the uncertainty of history and that bias and omission play a role in the reconstruction of events.

TASK 1

The death of Sandile, the chief of the Gaika clan in June 1878, during the Ninth Frontier War, is well illustrated by John Milton in his book 'The Edges of War.'

Your first task is to read this account on pages 278 & 279 (see library photostats).

I have also summarized this account - see Appendix A.

TASK 2

Milton s account seems to be a very detailed one. But there are some disputed facts. Thus in order to check Milton's version you must take any three photostated accounts of Sandile's death and briefly summarize each one in the columns next to my skeleton summary of Milton's account (See Appendix B).

These accounts were written by people who were actually involved in finding Sandile's body and are thus of great importance to checking Milton as they were actually there.

TASK 3

Answer the following questions as briefly as possible :

(a) How long after Sandile's death were the accounts written?

/2 ...

(b) Are all the accounts the same?

(c) What role did the persons play in the Ninth Frontier War that you have summarized in Task 2 above?

(i) Account number ..... =

(ii) Account number ..... =

(iii) Account number ..... =

(d) Do you think bias played a part here?

(i) Yes/No (Tick your answer).

(ii) Briefly give your reasons.

(e) Have the author's omission of facts played a role here?

(i) Yes/No (Tick your answer).

(ii) Briefly explain your reasons.

(f) Whose account do you think is the most likely answer?- state your reasons.

(g) Who do you think has the correct answer?

TASK 4

Now write a brief account of the quality of Milton's story. Would you agree with his version (explain why)? Do you think his version has faults? (If so, which faults?). Can you suggest why his account is unsatisfactory. (Think along the lines of omission, bias, insufficient detailed research etc.)?

A P P E N D I X A

MILTON'S ACCOUNT	ACCOUNT NO	ACCOUNT NO	ACCOUNT NO .....
1. 29 May 1878 skirmish			
2. Dukwana shot --> sharp shooter --> Sandile's body-guard			
3. 16 Gaikas killed			
4. Blood spoor found			
5. Juba's story on 5 June states: Sandile wounded & hidden in bush - lasted for 6 days - died on Tues. 4 June - they stripped body - hidden under a rock			
6. Capt. John Landrey + 40 K.R.'s sent to investigate			
7. One Ranger finds the body			
8. Landrey recognises it by its leg			
9. Landrey says its Sandile			
10. Body was naked			
11. Bitten by wild animals			
12. Slung over a horse			
13. Taken to the Isidenge camp			
14. Cause of death was a gunshot			
15. Buried on Sunday 9 June 1878			

On 29 May a patrol of Mfengu operating near the isiDenge hill in the north-eastern plateau country came upon a small party of fleeing Ngqika. Attacking it, they met with a stubborn resistance. One warrior in particular, a man wearing European clothes, poured an accurate and steady fire on the Mfengu, killing two and wounding four. But at last he was shot down and the Mfengu were able to push in after the others. The Ngqika fled, leaving behind sixteen bodies. Examining that of the sharpshooter who had fought so hard, the Mfengu recognized it as that of Dukwana, Sandile's chief bodyguard. Looking around they saw bright splashes of blood on the forest floor, showing that seriously wounded men had been carried away from the scene of the skirmish.

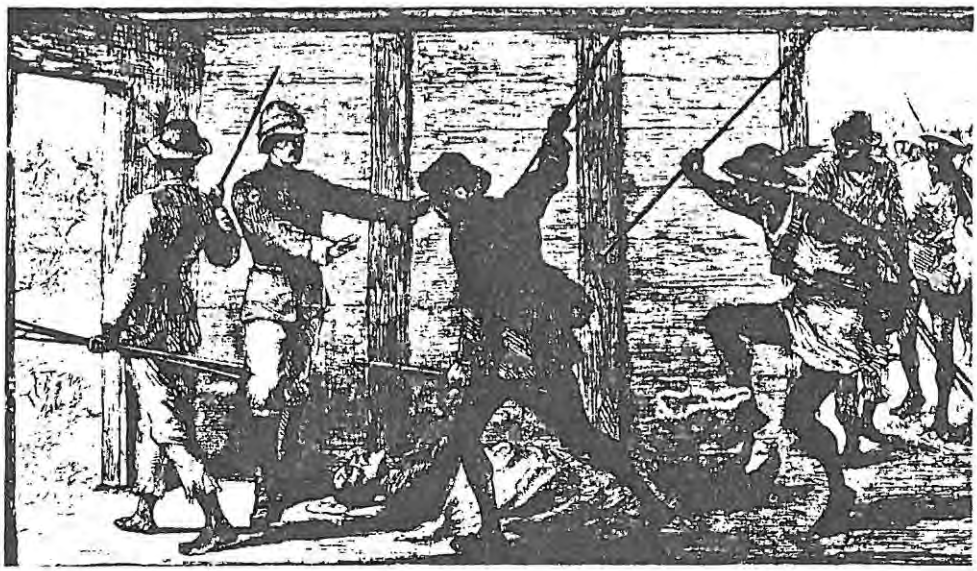
Whose blood it was was learnt a week later. A Ngqika named Juba appeared at the Peelton mission station on 5 June. Sandile, he said, was dead and he knew where his body lay. Though sceptical, the authorities ordered Captain John Landrey of the Frankfort Volunteers to investigate. Taking 40 men of the Kaffrarian Rangers Landrey rode out. Guided by Juba this force entered the bush, proceeding with some caution lest they were being led into a trap. Suddenly one of the rangers called to Landrey, 'There's a dead nigger', and pushing aside some brushwood under a large rock, Landrey found the body. Peering at the corpse he saw it had a withered leg. 'Yes', he called out, 'it's Sandile.'

The body, which was naked and had been gnawed at in places by wild animals, was slung over a horse and taken to the camp at isiDenge. There it was examined by a doctor, who estimated that the man had been dead for some four days. The cause of death was a gunshot. Although there was no doubt about it, the body was formally identified as that of Sandile.

Juba told what had happened. The band of Ngqika encountered by the Mfengu on 29 May had been Sandile and his bodyguard escaping from the Buffalo River valley. In the fire-fight with the Mfengu in which Dukwana had been slain, Sandile had been hit in the side. His bodyguard had carried him away from the fight and hidden him in the bush. His wounds were very great and there was nothing they could do to save his life. The old man had lingered on for six days, dying only on Tuesday 4 June. His men had then stripped the body and hidden it under a rock.

On Sunday 9 June 1878 his enemies buried Sandile, 'decently and properly', as the officer in charge reported, 'but without any military consideration'. It was a fine, clear day and the burial was made something of an occasion. Civilians and guests were invited to the isiDenge camp to witness the proceedings. When they arrived they were able to inspect the body of the old man which lay in a wooden shed, naked and stiff on an old wagon sail. The body had been washed and the arms were crossed. The face was turned slightly, hiding the places where the left eye and cheek had been gnawed by animals. Some of the visitors leaned over and cut locks of

hair from the head and beard of the chief. After the guests had finished the Mfengu were allowed to view the body. They filed past, chanting and triumphantly shaking their assegais over the body.



75 Mfengu viewing Sandile's body.

A grave had been dug beneath an apple tree, in the corner of a deserted garden. At 11.00 am detachments of the 24th Regiment, the Kaffrarian Rangers and Frankfort Police were drawn up in a hollow square. The body of the chief was brought out, now wrapped in the wagon sail and secured with ropes. Eight Mfengu carried it on their guns to the grave. The bundle was lowered into the pit and the senior officer present, Commandant Schermbrücker, addressed the congregation. He spoke no eulogy of the dead man, but rather drew attention to the fact that he had been a rebel against his Queen and had suffered the fate of a rebel.

Then the grave was filled in and the officers and their guests retired to the Commandant's headquarters. There they poured drinks, toasts were drunk, speeches were made, and somebody raised a laugh when he referred to the 'wake' that they were attending. After a while they went away and Sandile, who was the Great Son of Ngqika, and the only chief of his line to die in battle against white men, was left to the peace of his grave.*

* In the garden of a remote farmhouse in the Cotswold Hills near Cheltenham is a tombstone which bears the following inscription: 'Here lies the head of Sandilli chief of the Gaika nation killed in action at the Perie Bush King Williams Town 1878.' That the skull of a Ngqika warrior lies beneath the stone is certain. That it is Sandile's must be doubted.

TCH. FRIDAY, JUNE 2, 1911.

Correspondence.

THE LATE CHIEF SANDILLI.

To the Editor, "Daily Dispatch."

Sir,—With a view to clearing up the matter of the recovery and final disposal of the remains of the late chief, I think I should state first of all, that happening to be in King Williamstown on 6th June, 1878, and when passing the Court-house on my way to Frankfort, the late Mr. I. R. Innes, Resident Magistrate, called me, saying, "You are the very man I want. I have here one of Sandilli's councillors named Gadu, who reports Sandilli's death, killed by Fingoes from Keiskama Hoek. Take charge of him and take steps to test his statement." I did so, and made a report, of which the following is an extract:—

Frankfort,
12th June, 1878.

I. Rose-Innes, Esq., C.C. and R.M.,
King Williamstown.

Sir,—With reference to verbal instructions received from you on 6th instant, I have the honour to state as follows:—

Taking the prisoner Gadu in charge I returned to Fort Innes that evening. On the following morning, 7th instant, I, accompanied by my son Alfred, Corporal Thomson, Private Rahn, Private Lahner, G. Rehse and G. August, of my detachment of Stutterheim Police, also my native Matross, and the prisoner Gadu, started for Isidenge camp. On arrival at the camp and in the absence of Commandant Schermbrucker (absent on duty at Stutterheim), I applied to Captain Gorman, Kaffrarian Rangers, for some men to assist me with my party in scouring the forest. Captain Gorman and Lieut. Simpson, with about 35 men, accompanied me on this duty.

The position of this large patch of forest is the extreme northern end of the Isidenge range; the whole kloof faces the east, and slopes a little to the north, on towards Fort Merriman (old Kabusie Post), and distant therefrom about 2½ miles, the post being visible from the forest, the wooded part terminating at Sugar Bush Flat. The forest is extremely rugged along the top or western boundary.

On arrival at the edge of the forest I dismounted my men and told off a party to guard the horses, whilst the others searched the bush. Before going into the forest I handcuffed the prisoner Gadu, explaining to him that he was to lead, and I would follow close behind; that he was not to leave me; that if he attempted to make his escape I would shoot him. At the same time he was clearly to understand that I was answerable to the Government for his life, and that if he behaved himself properly he had nothing to fear. Gadu took us to the extreme south end of the kloof, and then entered a little footpath where he said Sandilli went in. We beat the bush from south to north, and when within about 200 yards of the north end of it, came across the remains of a native lad, about I should say, 18 years of age. This body had been much eaten by wild animals. Here Gadu came to a standstill, and said Sandilli's body ought not to be far from this. Still, he did not know those remains, but recognised some trees, and said there should be a body, a Kaffir man that he knew, besides Sandilli not far off. After looking round some little time he took an easterly direction down the kloof. I allowed him to go about 100 yards, and then stopped him, taking him back to the place where the body above mentioned was resting. I told him to look carefully round, not to hurry himself, and not to mind what other people said, but listen to me. I told him if we could not find Sandilli's body that day we would search again the next day, or until he was satisfied he had found the place where Sandilli fell. He replied he was sure he could find the blood stains on the rocks where Sandilli fell. We then turned south, going back towards the path we came in at. All the men I brought into the forest were busy searching through the undergrowth. When almost close to Gadu and myself, I heard someone say, "Oh, that is the fellow." Passing through the thicket we got to the body resting against rocks, quite naked, no covering whatever.

I have known Sandilli since the year 1847, and have frequently seen him since. Immediately I saw the body I took hold of the withered leg with my right hand and carefully examined the whole carcase. Gadu said, "That is the Chief Sandilli's body." Matross also knew it. The body was lying on its right side—flesh of right arm and left cheek eaten away. There was no foul smell, and he could not have been dead more than three or four days. The only thing on the body was a necklace of beads which I subsequently handed to Commandant Schermbrucker. I also got a walking stick which Gadu recognised as Sandilli's. The body was found at 3 o'clock p.m., 7th June, 1878. Having satisfied myself that we had found Sandilli's body, I called out for all who were near by and knew Sandilli in life to come and see for themselves. All were perfectly satisfied as to the identity. I then took the handcuffs off Gadu, and took it upon myself to release him, telling him at the same time that he might find a residence on my farm for the remainder of his life. I trust that you may be pleased to ask the authority of the Government for my having done so. I took Gadu's blanket off his back, laid Sandilli's body on it, and in this way had it conveyed out of the bush on to the open ground. From thence I requested Captain Gorman, K.R., to have it removed to the camp at Isidengi for further identification if necessary, whilst I went to Dohne to report myself to Commandant Schermbrucker, and telegraphed to you the result of my search. The message was handed in at Kubusu Bridge Station at 7 o'clock p.m., 7th instant, and should have reached you very shortly afterwards. I remained at Dohne that night.

At daylight on the 8th, accompanied by Dr. Everitt, medical officer in charge of the sick at Dohne, I started for Isidenge camp, arriving there about 8 o'clock a.m. I saw the doctor carefully examine the wound Sandilli had received; he was wounded by a Snider bullet, which passed through the right side of his body, smashing two of his ribs and injuring the liver. I saw the body buried in a grave alongside of those of Troopers Villiers and Woods in Schuch's garden at Isidenge camp at 11 a.m. on Sunday, 9th June, 1878.

(Signed) JOHN LANDREY
(Capt. Commanding Combined Forces at Frankfort and Frankfort Hill-top).

Note: Gadu remained on my farm under my protection for a considerable time after this disturbance ended. I represented the good service he rendered by reporting Sandilli's death, and got him a money present by Government of £15.—J.L.

Australian Mails

Australian mails for June, 1911, close as under:—

Per Moravian, for Melbourne and Sydney, June 2nd.

Per Wilcannia, for Adelaide, Melbourne and Sydney, June 13th.

Per Corinthic, for Hobart and Wellington, June 13th.

Per Marathon, for Melbourne and Sydney, June 18.

Per Ruahine, for Hobart and Wellington, June 27th.

(3)

THE GAIKA CHIEF, SANDILLE.

Old Sandilli was not shot by a Fingoe as was publicly rumoured at the time of his body being found. As most people are aware, he had one withered leg. On the day of his death, seeing that he was hemmed in on all sides, and that his lame leg could not carry him any further, he said to his attendant, "I am done! Let it not be said that I was killed by a Fingoe. Take up your gun and shoot me dead." The attendant (pouch-bearer) demurred, saying, "How can I do this thing?" Sandilli then lay down, and placing the gun to his side, shot himself. He did not die at once, pointing to his companion to shoot him through the heart. The latter felt compelled, and did so, hiding the body with leaves between some rocks. This has been verified.

WEST W. FYNN,

Redlands.

1st May, 1911.

OLD SANDILLI WAS NOT SHOT BY A FINGOE AS WAS PUBLICALLY RUMOURED AT THE TIME OF HIS BODY BEING FOUND. AS MOST PEOPLE ARE AWARE, HE HAD ONE WITHERED LEG. ON THE DAY OF HIS DEATH, SEEING THAT HE WAS HEMMED IN ON ALL SIDES, AND THAT HIS LAME LEG COULD NOT CARRY HIM ANY FARTHER, HE SAID TO HIS ATTENDANT, "I AM DONE! LET IT NOT BE SAID THAT I WAS KILLED BY A FINGOE. TAKE UP YOUR GUN AND SHOOT ME DEAD." THE ATTENDANT (POUCH-BEARER) DEMURRED, SAYING, "HOW CAN I DO THIS THING?" SANDILLI THEN LAY DOWN, AND PLACING THE GUN TO HIS SIDE, SHOT HIMSELF. HE DID NOT DIE AT ONCE, POINTING TO HIS COMPANION TO SHOOT HIM THROUGH THE HEART. THE LATTER FELT COMPELLED AND DID SO, HIDING THE BODY WITH LEAVES BETWEEN SOME ROCKS. THIS HAS BEEN VERIFIED.

(4)

(5/6/1911)

Sandili's Death.

To the Editor, "Daily Dispatch."

Most of us who took part in the Gaika war of 1877-78 have been much interested in Mr. Fynn's narrative. Mr. Fynn has made a mistake in describing the manner of the Gaika Chief Sandilli's death. When it was reported that Sandilli had been killed in a fight with the Fingoes, the troop in which I was serving was ordered out with other troops to search for the body. I went with my troop, and was one of the two men who found it. The forest in which we had to make the search was dense, and in parts there was a great number of large rocks, which were almost overgrown by undergrowth. In our first beat we only found one body, which was of a young man of about 18 years. By the time we got to the turning point, the troops were much mixed up. I had lost touch with mine, and after a time came in contact with a man of another troop who had lost touch, too; the man was quite a stranger to me, but I believe he was a Dordrecht man; it was he who first saw Sandilli's body, and drew my attention to it. We examined it, and from the description that had been given us, we were sure that it was Sandilli's. We were at this time quite alone, so shouted for others to come. Men about began to come in, and amongst them were some who had known Sandilli during his lifetime; they at once recognised him. I have not the slightest doubt that Sandilli lost his life to a Snider bullet, which had not been fired at close quarters. The shot had struck him on the side, breaking a rib, and came out within three inches of the point of entry. There were, I am quite sure, no indications of a second gun-shot wound, but part of the face, and one arm had been eaten by an animal. There was no covering whatever on the body, and it was not hidden between rocks, but was resting against a slightly overhanging stone. Sandilli's body was taken from where it was found to our camp, at Idensa, and there buried in Schuch's garden.—I am, etc.,

A. G. P. LANDREY.

Kei Road,

May 20th, 1911.

MOST OF US WHO TOOK PART IN THE GAIKA WAR OF 1877-78 HAVE BEEN MUCH INTERESTED IN MR FYNN'S NARRATIVE. MR FYNN HAS MADE A MISTAKE IN DESCRIBING THE MANNER OF THE GAIKA CHIEF SANDILLI'S DEATH. WHEN IT WAS REPORTED THAT SANDILLI HAD BEEN KILLED IN A FIGHT WITH THE FINGOES, THE troop in which I was serving were ordered out with other troops to search for the BODY. I WENT WITH MY TROOP, AND WAS ONE OF THE TWO MEN WHO FOUND IT. THE FOREST IN WHICH WE HAD TO MAKE THE SEARCH WAS DENSE, AND IN PARTS THERE WAS A GREAT NUMBER OF LARGE ROCKS, WHICH WERE ALMOST OVERGROWN BY UNDERGROWTH. IN OUR FIRST BEAT WE ONLY FOUND ONE BODY, WHICH WAS OF A YOUNG MAN OF ABOUT 18 YEARS. BY THE TIME WE GOT TO THE TURNING POINT, THE TROOPS WERE MUCH MIXED UP. I HAD LOST TOUCH WITH MINE, AND AFTER A TIME CAME IN CONTACT WITH A MAN OF ANOTHER TROOP WHO HAD LOST TOUCH, TOO; THE MAN WAS QUITE A STRANGER TO ME, BUT I BELIEVE HE WAS A DORDRECHT MAN; IT WAS HE WHO FIRST SAW SANDILLI'S BODY, AND DREW MY ATTENTION TO IT. WE EXAMINED IT, AND FROM THE DESCRIPTION THAT HAD BEEN GIVEN US, WE WERE SURE THAT IT WAS SANDILLI'S. WE WERE AT THIS TIME QUITE ALONE, SO SHOUTED FOR OTHERS TO COME. MEN SOON BEGAN TO COME IN, AND AMONGST THEM WERE SOME WHO HAD KNOWN SANDILLI DURING HIS LIFETIME; THEY AT ONCE RECOGNISED HIM. I HAVE NOT THE SLIGHTEST DOUBT THAT SANDILLI LOST HIS LIFE TO A SNIDER BULLET, WHICH HAD NOT BEEN FIRED AT CLOSE QUARTERS. THE SHOT HAD STRUCK HIM ON THE SIDE BREAKING A RIB, AND CAME OUT WITHIN THREE INCHES OF THE POINT OF ENTRY. THERE WERE, I AM QUITE SURE, NO INDICATIONS OF A SECOND GUN-SHOT WOUND, BUT PART OF THE FACE AND ONE ARM HAD BEEN EATEN BY AN ANIMAL. THERE WAS NO COVERING WHATEVER ON THE BODY, AND IT WAS NOT HIDDEN BETWEEN ROCKS, BUT WAS RESTING AGAINST A SLIGHTLY OVERHANGING STONE. SANDILLI'S BODY WAS TAKEN FROM WHERE IT WAS FOUND TO OUR CAMP AT IDENSA, AND THERE BURIED IN SCHUCH'S GARDEN. — I AM, ETC.

(5)

The Finding of Sandile.

22-7-11

To the Editor, "Daily Dispatch."

Sir,—There is a lot of music about Sandile's death and the broken ribs. How are the facts? Capt. Landrey came to our camp at Isidenge with a native guide and got Capt. Gorman with his men to go with him to look for Sandile's body. Now the native guide did not know where the body was, and we were all put out in skirmishing order to scout the bush under Capt. Jim Sheehan and I (James L. Devitt) was a trooper in the corps and I was on the extreme west of the forest, and near me was a trooper, E. Dyer. When about half way through I came to one body and I called to Dyer to come and see, and I went further in and I came to the other body, and I said at once it was Sandile. I shouted out that I had found the body of Sandile. There was a long white stick near the body, and I picked it up. Capt. Landrey came up to see the body. It was lying on its side between two long stones, and Capt. Landrey put his hand on the stick I was holding as if to rest himself on it; and as to an ivory arm-ring, I query it. I got an agate necklet off the dead chief's neck, so if there was an arm ring I would have taken it, as I was the finder of the body of the late Chief Sandile. I was with him 10 minutes before anyone else came, and the next to come was Edie Dyer. And as to the broken ribs I say they got broken on the horse, when it was thrown over the horse to carry the body to camp. I was told off to guard the body, so it's no use for anyone to claim the honour of finding the body except Trooper Jimmy Devitt, of the Kaffrarian Rangers, under Capt. Gorman.—I am, etc.,

J. L. DEVITT.

P.O. Old Morley,
Transkei.

(6)

28/7/11

The Finding of Sandile.

To the Editor, "Daily Dispatch."

Sir,—In the "Daily Dispatch" of the 22nd July there appears a letter signed by "J. L. Devitt," in which he makes certain statements. With some of them I quite agree, but in others he is hopelessly at sea. If Mr. J. L. Devitt is the "Stranger" I mentioned in my letter of the 20th May last he is without doubt the man who first found Sandile's body, and I give him all the honour that is due. The man E. Dyer I don't know, and didn't see him join us when we were first examining Sandile's body. During the war of 1877-78 Capt. Stevenson, of Kei Road, was in command of a body of men who were stationed at Peelton, near to where the railway station now stands; it was to these men that the native Gado surrendered and reported that Sandile had been killed in a fight with the Fingoes. Gado was sent to King Williamstown, and from there on to Frankfort. At this time I was a private in Col. Schermbrucker's Corps, and was stationed at Frankfort. One day I and about six of our troop and a native named Matross were ordered to hold ourselves in readiness for escort duty. The escort was required for Capt. J. Landrey and the native Gado, who were to be taken from Frankfort to the scene of the fight between the Fingoes and Sandile's people, and we were there to search for Sandile. On our way out we were to call at our old Isidenge camp, and pick up some of the Kaffrarian Rangers, who were to help us in our search. This we did, and arrived at the forest in good time. Mr. Devitt wishes the public to believe the Kaffrarian Rangers were the only troops who did take part in the search, and that they were under the command of Capt. J. Sheehan. I do not remember seeing Capt. Sheehan with the search party, but Capt. Gorman and one of his lieutenants were present. The search party was of mixed troops, and was under the command of Capt. J. Landrey of Frankfort, and it was on his order the men were extended in skirmishing order. Mr. Devitt wishes to make out that the native Gado was of no use to us. I, on the other hand, feel sure that if it had not been for him we would not have been able to find the body. He did not point it out to us, but showed us where the fight had taken place, and left us to find it. In describing the finding of Sandile's body, Mr. Devitt says: "I, James L. Devitt, was a trooper in the corps, and was on the extreme west of the forest." (I take it he means left flank of the skirmishers.). "Near me was Trooper Dyer. When about half way through I came to one body and called to Dyer to come and see it, and I went further in and came to the other body, and I said at once it was Sandile." Now, as a matter of fact, neither the first nor Sandile's body was found on the extreme west of the forest, and there was a long and fruitless search between the finding of the two bodies. The first found was well in the centre of our line, and was that of a young man. Many of us had a look at it; the whole of the flesh with the exception of the face, hands and feet had been eaten away. Sandile was found on our second, or return, search, and was on our right front. There was a third body found, and it was near the outside of the forest. Both in build and colour it was like a Hottentot, and it was said by those who said they knew the man that he was one of the best shots in the rebel ranks. Judging from appearances, it seemed this man had climbed up on to some rocks to escape, but he was himself shot, and in falling stuck in the rocks. Mr. Devitt is quite correct when he says there was no arm-ring on Sandile's body. There was a necklet, and another article the natives wear. With respect to the arm-ring and a certain angora goat skin which was claimed to have been found on Sandile's body, these articles have a history of their own. With respect to the necklet Mr. Devitt claims to have the original that was on the Chief's neck. I do not for a moment doubt Mr. Devitt has some of the beads that composed the necklet. I would like to recall to Mr. Devitt's memory the following incidents: When we first examined Sandile's body, nothing was taken from it, but when the bulk of the search party had come in there was a wish expressed by some to have a keepsake, and it was then that there was a bit of the game of "grab" played, and all of the spoil did not go into Mr. Devitt's hands. Most of the beads that had composed the necklet were secured, and the day after the finding of Sandile's body they were handed over to Colonel Schermbrucker at the Isidenge camp. I myself know of some of the original beads which to this day are not in the possession of Mr. Devitt. With respect to the broken ribs, there is no doubt they were broken by a bullet. The report of the doctor who held the post mortem set this point at rest. Sandile's body was placed on the blanket of the rebel Gado and taken outside the forest and handed over by Captain Landrey to Captain Gorman, who was ordered to convey it in this way to the Isidenge camp.

In Mr. Fynn's last letter he says I have not proved my point with respect to the cause of Sandile's death, and he still sticks to the native version, and by so doing is able to draw a fancy picture which he could not do if he made use of the true facts. Mr. Fynn's native version is to the effect that Sandile rather than fall into the hands of the Fingoes, would take his own life, and that he placed his gun to his side and shot himself, but the shot did not kill him. He then called to another party to shoot him, and the party came up and placed his gun over the Chief's heart and fired. Now what I would like to ask Mr. Fynn is this: If these two shots had been fired point blank, as stated, what would the effect have been on the Chief's body? I maintain we would have found it in pieces, but we did not find it in that state. There was one clean bullet mark, and that was all in the line of a gunshot. After the war the man Gado lived for years on the same farm as I did, and in his war talks he maintained that Sandile had been killed by the Fingoes.—I am, etc.,

A. E. P. LANDRIEY.

Kei Road,
July 28th, 1911.

The Sandili Controversy

16.5.25

To the Editor, "Daily Dispatch."

Sir,—Having read the correspondence in the columns of your paper on Sandili's death, may I be permitted to add my quota, as it may be of some interest:

During operations against Sandili, a man named Hicks and myself, in charge of No. 2 and No. 1 Fingo levies respectively, were stationed at the top of the Pirie bush at a place called Hoho. One afternoon Hicks and I went over to Fort Merriman and arranged with Schermbrucker's men to have a hunt the next day. It was arranged that myself with No 1 Company of Fingoes should beat a certain bush in the Isidenge, Hicks and Schermbrucker, with their companies remaining outside to watch for any game that might break out. Consequently No. 1 Company, with myself leading, made a line right through the bush in extended order, and then the line advanced. I was then on the opposite edge of the bush and with me were four Fingoes as a bodyguard. When the line had advanced some distance a couple of shots rang out, which at the moment, I thought, were fired at game, and I ran towards an open space on the side of the bush some 50 yards ahead, with the object of intercepting any game that might break through, and which spot I had no sooner reached than my bodyguard warned me to look out, as we were being fired on. At this point there were a few large gum trees, behind one of which I took cover. While here I lost touch with my company, and I sent one of my bodyguard to go back, enter the bush and then work forward with the object of getting into touch with the line again. In the meantime I left the gum tree and took shelter behind a rock some 20 yards further on.

From this point I was watching the bush when a bullet just missed my head, and I saw a puff of smoke about 100 yards off in the bush, from a rifle being fired by a native which he had resting in a fork of a tree. I then crept on a few yards and placed the white helmet I was wearing on some long grass in such a position that the native could just see it, and I then got back to the rock. The native then fired at the helmet and I took the opportunity of firing four shots at him with a revolver I was carrying, but missed him. At this stage the Fingo I had sent into the bush returned to say he had got into touch with the rest of the company and that they were in contact with the Gealekas. We then retraced our steps under cover till the blueguin trees were reached, when we rushed into the bush.

When I reached my company I found a hand to hand fight with assegais in progress. A ridge of stones or dyke ran through the bush at this point and the Gealekas were on the further side holding the Fingoes at bay. Among the Gealekas I again saw the same man who had been firing at me, and who had therefore shifted his position. I recognised him by his clothes; he was wearing a Bedford cord suit. At this juncture my company kept on shouting: "There is the Chief," and behind the Gealekas I saw a group of natives, who appeared to be carrying someone away, and in spite of all I could do to encourage the Fingoes we could not get further than this ridge till the abovementioned group of natives had disappeared in the direction of the big gum trees, and then only did the Gealekas give way. We did not pursue them far, for we were not prepared for what had happened, and not being sure of the extent of the bush, we feared an ambush further on. Anyway, ahead of us the Gealekas came into contact with Schermbrucker's and Hicks' companies. They had kept straight ahead and did not take the same direction as the group of natives whom, I believe, were Sandile's bodyguard.

On retracing our steps to the scene of the fight we found a fair number of killed, about ten of whom consisted of men of my company. I also found the man who had been firing at me. He was dead. He was Dukwana, and had received a shot through the body and an assegai thrust through the neck. Out of his pocket I took a packet of letters which I subsequently handed over to Mr. Lonsdale, the commanding officer of No. 1 Company. The Bedford cord suit Dukwana was wearing I gave to one of my Fingoes. I might say that I had a Snider rifle, which previous to first entering the bush, I had handed over to one of my Fingoes with a bandolier of ammunition.

It is my belief that Sandile was also either wounded or killed in this fight and was carried off some distance by his bodyguard. In support of this contention, I might mention, an incident that occurred the following day. My company, among others, was sent out to round up any of the enemy who might still be lurking in the bush, and my company on entering the bush accidentally shot a native woman, who was in company with three other women. On the dead woman's back was a baby, which I gave to one of the three women, with instructions which way to go. These women eventually found their way to Bolotwa in the Queenstown district. Some time after I met a farmer at whose place they had slept for a night. This farmer mentioned that these women had informed him that Sandile and Dukwana were dead, and that they had been killed in a fight with the Fingoes led by the same white man who had given them the baby of the dead woman.—Yours sincerely,

H. A. KLETTE.

Umtata, May 11, 1925.

(8.) **Sandile.** 26/5/[illegible]

To the Editor, "Daily Dispatch."

Sir,—With reference to the Sandile controversy, here is the truth, not from hearsay. Captain Landrey, of Frankfort, came to Captain T. Gorman's camp at the Isidenge one evening with a native and a couple of men, and Captain Gorman sent for me, Jimmy Devitt, and asked him if he knew where the Dontsa Forest was. I said yes, and the troop was warned to be in the saddle at 3.30 in the morning. We all got ready for a strip-saddle patrol, and I was told to lead off, and it was still very dark and cold. We arrived at the Dontsa Forest about eight o'clock, and we off saddled and made coffee. At 9.30 a.m. we were all put in a skirmishing line. I was put on the right-hand end of the line to keep the men from going out of the bush. Captain Landrey, sen., and Captain Gorman and Lieut. Sheehan were in the centre, and after an hour's tramp I, Jimmy Devitt, came upon a dead body lying on its stomach between two long stones. It was quite naked and had a long white stick beside him. I turned him over and recognised the dead man as the great Gaika chief, Sandile. The one leg was thicker than the other. When I saw it was the body of the chief, I started shouting, and after a lot of shouting Edie Dyer came up, and Gorman, Adams and Landrey. I was standing on one of the stones with the long white stick in my hand, and Captain Landrey got on the stone alongside of me and put his hand on my long white stick to lean on, and I let him have it. Captain Landrey said to me, "How do you recognise Sandile?" I told him I knew him personally and by his leg, because I had seen him at his kraal and I used to see him often at George Pusey's hotel at Toise River after brandy.

I left them looking at the dead man, and I went towards the outside, where I came upon the other dead man, the councillor. I shouted again that I had found the other man very close to the outside. He was naked also.

Sandile was carried outside by our men and placed over Lieut. J. Sheehan's orderly's horse and tied fast, and Jim Sheehan's boy Pickles led the horse with the dead man on to Colonel F. Schermbrucker's camp at Schuch's farm. We got there about sundown, and all the troops formed a square, with all the officers of the corps in the centre, and Colonel Schermbrucker made a great speech about the great Gaika chief.

The dead body was placed in an old shed on some straw, and I was warned for first guard, and in the morning I was placed again on first relief guard from 6 to 8 a.m., and James Wellbeloved and his son and Mr. George Hay of the "Cape Mercury" and several others came from "King," and Sandile was buried on Schuch's farm in the open. Whoever says Edie Dyer found Sandile is not telling the truth. There are living witnesses to prove that Jimmy Devitt is the hero. So it's a query about Mr. Landrey saying that the body was stuck away, which is not true. Mr. Klette should give the name of the bush, and if his men killed the man I found, why did he not find Sandile, because it was not 25 yards from Sandile. The Dontsa is a long way from Klette's camp, and Schermbrucker was not stationed at Fort Merriman; Schermbrucker was stationed in Schuch's house, and that's a long way from the Hoho.

I say the men who killed Sandile were two white men wearing dark uniforms. They were riding on a broad path, and saw the three natives sunning themselves on the edge of the bush, and fired at them, killing two out of the three. The man who got away was the man Captain Landrey, sen., brought to Gorman's camp.—I am, etc.,

TROOPER JIMMY L. DEVITT.

Acting Guide to Gorman's Horse.
Mabehana, P.O. Mqanduli.

(9.) **SANDILE.** 8/6/[illegible]

To the Editor, "Daily Dispatch."

Sir,—In his effort to discredit what I had to say on the above subject, Mr. Ross makes a lot of the fact that I described Sandile's followers as Gcalekas instead of Gqikas. As I have not made a special study of the division of native tribes, I would like to ask Mr. Ross whether the Gqikas are not a branch or offshoot of the Gcalekas? I notice that this gentleman inclines to the belief that Sandile's body was never found, but the evidence is all against him. The conclusion I have come to as to how this idea originated is that it had its source in the natural reluctance of Sandile's people to admit that their chief was killed by Fingoes of all people. Mr. Ross admits that he knows very little of what took place at Isidenge, so I will leave it at that as far as his remarks in this connection are concerned.

With reference to Mr. Devitt's claim to having found Sandile's body, I would like to say, as one who took part in those operations, that my information from various sources at the time was that some of Sandile's men reported to Colonel Schermbrucker that the chief was dead. Colonel Schermbrucker and Captain Landrey were guided to the body, and Captain Landrey was the first white man to see and recognise Sandile's body. As to his suggestion that two men in dark uniform shot Sandile and Dukwana, why did they not take possession of the bodies, seeing that there was a reward of £500 on Sandile's head—a claim, as far as I am aware, never substantiated by anyone.

No, Sir, I maintain that Sandile was either killed or wounded, and Dukwana certainly was killed at the hands of No. 1 Fingo levy, after which rumours were at once current that they were dead, Sandile's body being found two or three days after.

To conclude, Mr. Devitt seems to be a bit mixed up in his descriptions of this locality. He mentions the Dontsa Bush. Now, this bush is some distance away from the place where Dukwana was killed and from where Sandile's body was found. I notice that Mr. Landrey has borne my statement out that a force of Colonel Schermbrucker's men was stationed at Fort Merriman.—I am, etc.,

H. A. KLETTE.

Umtata.

WORKSHEET B: FORT WILLSHIRE

TASK 1

Read the background information given in Appendix A.

TASK 2

Use the map given in Appendix B to answer the following questions:

(a) Guard Posts: (i) Why were the guard posts stationed so far from the actual Fort?

(ii) Try and find the ruins of these guard posts?

(b) Stream: In the bed of this stream the soldiers were reputed to have quarried stone to build the fort. Try and find evidence to support this and describe briefly what you found.

(c) Fort Willshire Monument: (i) Record the inscription

(d) Somerset's Fort: (i) Why was this fort never completed?

(ii) Pace out the lengths of the wall and fill in on your map (Appendix B).

(iii) Find Mary Darling's grave and record any detail written on the tombstone.

(e) Dry Stream bed:

(i) Record the inscription on W.E. Cory's grave

(ii) Was he shot or killed by a hippopotamus?

/2 ...

(f) Fort Harry:

(i) Find the exact spot. What remains are left?

(ii) What do you think was the purpose of this so-called fort?

(g) Graveyard:

(i) How many graves are there?

(ii) One grave describes how a trooper was horrifically murdered by the Xhosa. Find it and record the description:

(iii) Find any indistinct, illegible gravestone inscription. Use one of the following methods to work out the words and record them.

(a) Side lighting by reflecting sunlight onto the words.

(b) Cover the stone and read the inscription by torchlight.

(c) Rub wet grass over it.

(d) Dampen the stone.

(e) Make a rubbing using wax or crayon on thin paper.

(f) Trace with your finger (plus saliva) and feel the letters.
(N.B. Do not damage and leave stone clean again).

(h) Barracks: (later became Fort Willshire)

(i) Pace out the length of the walls and fill in this information on your map.

(ii) Find the oven:

(a) What kind of brick was it made of?

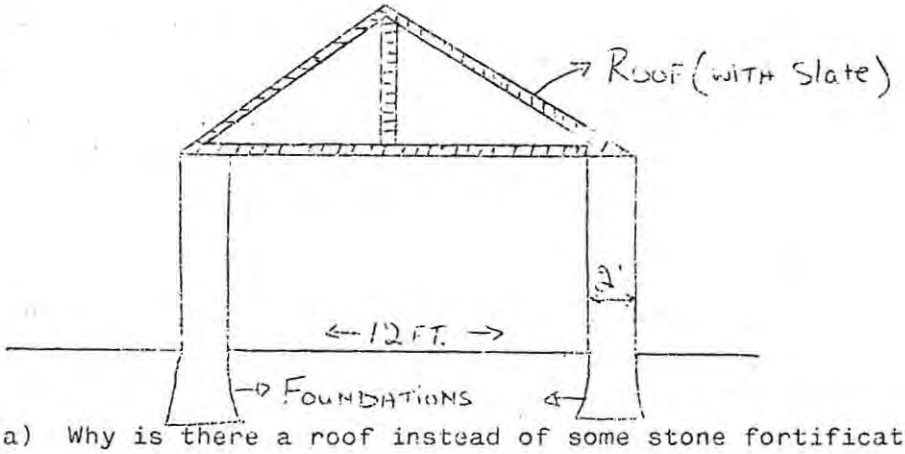
(b) What major type of food was cooked in it?

(c) Why is it so large?

(iii) Find the sinkhole and work out a reason for it being there?

/3 ...

(iv) Here is a rough cross-section of the side wall:



(a) Why is there a roof instead of some stone fortification?

_____

(b) There are no gunports. This gives a clue to the reason for its construction. What is it?

_____

_____

(v) There are four bastions.

(a) What is a bastion? _____

(b) What weapon would be found on the bastion? _____

(vi) The side of the fort nearest the river was triangular in shape, with the apex of the triangle being near the river. What was the reason for this triangular building?

_____

(vii) How many men lived in the barracks? _____

(viii) Plenty of bricks are found today, but why so few stones remain? Work out a reason for this?

_____

(ix) Some of the bricks were made in England - how can one recognize them?

_____

(i) Ruins near river:

(i) For what purpose do you think these buildings were? _____

_____

(ii) On the river side of these ruins there is a deep ditch. Why is the ditch there?

_____

_____

(j) River crossing: Where do you think the Xhosas would have crossed the river in order to trade at the Fort? Bear in mind they were carrying goods. Search for a site and indicate your choice on the map (Appendix B). Add in brackets why you made your choice.

/4 ...

(k) Fairs:

(i) What signalled the start of the fair? _____

(ii) Why were beads so important to the Xhosa? _____

_____

(iii) How many pounds of ivory were bartered in the initial stages of the fair?

_____

(iv) How many rixdalers was this worth. (1 rixdaler per 1½ lbs)? _____

_____

(v) If a rixdaler is worth 15c today, what is this ivory worth now?

_____

(vi) Do you think this Fair made an impact on the economy of the Cape? Also give your reason.

_____

_____

_____

(vii) What is the name of the river here?

_____

(viii) What was the basic reason for having a fair here?

_____

_____

_____

(ix) What do you think was the real underlying reason for allowing whites & blacks to trade here?

_____

_____

(x) What was the Xhosa's most valuable trade commodity?

_____

APPENDIX A BACKGROUND INFORMATION

After the Fifth Frontier War (1818-1819) it was agreed by Somerset that the Keiskamma & Tyumie Rivers would be the western boundary of the Xhosa country, while the land between the Keiskamma and Fish Rivers was to be a neutral zone in order to establish a clear separation between whites & blacks. Fort Willshire was shaped in a pentagon with a breastwork at each corner and would accommodate 200 men. It was positioned on a hill overlooking the Keiskamma River. Work started in November 1819, but when Donkin, who was acting governor whilst Somerset was in England on leave, visited the fort, he found there was no shelter for the troops. He over-rode Somerset's plan and ordered Lieutenant Rutherford to build the Keiskamma fortified barracks for 250 men on the banks of the river itself. When Somerset returned he was angry, but the barracks were already completed, consequently the fort on the hill (called Somerset's fort) was abandoned and the new barracks on the river became known as Fort Willshire. (U. Long, 1948, pp. 79-85).

In order to promote friendship and trade with the Xhosa, an agreement was made with Gaika that a fair would be held at Fort Willshire. Somerset was determined that no irregularities would occur by issuing a Proclomation in 1824 (July 23) to control this trade down to the smallest detail. Here are a few of the major points he made:

(i) There was to be no trade whatever carried on with the Kaffir, directly or indirectly except at Fort Willshire and under the superintendence of the Military Commander.

(ii) No person was allowed to trade - without a licence from the landdrost of the district in which he lived. The licence was not transferable.

(iii) No civilian was allowed between the Fish & Keiskamma Rivers without a special pass or licence, nor to settle in this area.

(iv) The Market was to be held on Mondays, Wednesdays and Fridays; 9.00 a.m. to 4.00 p.m., April to September and 8.00 a.m. to 6.00 p.m. October to March.

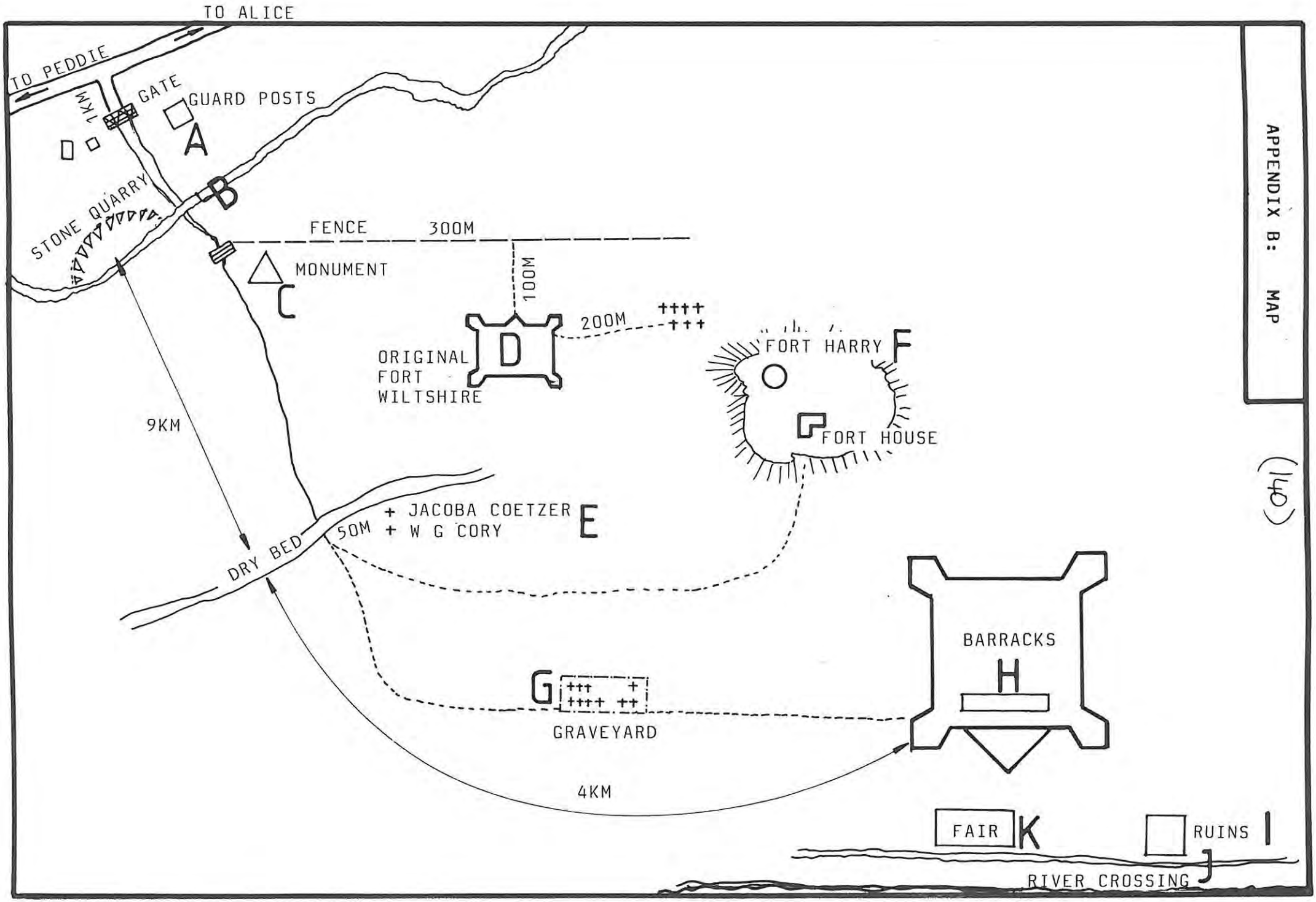
(v) It was forbidden to barter firearms, ammunition, or any kind of spirits, beers or other liquor.

(vi) The articles to be received from the Kaffirs were ivory, skins of animals, ox-hides, natural curiosities, corn, baskets, mats and 'sambocs'. There was to be no barter in cattle. The articles most desirable to induce the Kaffirs to barter were: cloth, woollen & cotton articles of any kind, particularly blankets, also the leather trousers of the Colony, knives, tinder-boxes, agricultural & horticultural implements, red clay, tea, coffee, sugar, hatchets, cast iron cooking pots and bottles. Buttons, beads and trinkets were to be limited.

(vii) Ivory, hides, etc. were not to be purchased solely by beads, buttons and trinkets, but could be used in combination with the abovementioned articles.

This trade grew to remarkable proportions e.g. during the first seven months 50441 lbs. of ivory were purchased and one firm sold more than 1800 kg of coloured beads during the period August to December 1824. (A.F. Dodd, 1966, pp. 23-26).

The outbreak of the Sixth Frontier War in 1834 caused the fort to be temporarily evacuated, however it was reoccupied as it was one of the most strategic points during this war. Hintsa's death enquiry was held here in September 1836. At the end of the Sixth Frontier War, D'Urban's plan to annexe the Province of Queen Adelaide failed when the British Government once more fixed the Fish River as the boundary of the Colony. This meant that Fort Willshire was excluded from the Colony, with the result it was abandoned. It was handed over to chief Macoma, who in turn bartered it for two cattle with a trader. The trader then sold much of the stones to Fort Beaufort residents. (U. Long, 1948, pp. 79-85).



APPENDIX B: MAP

(140)

WORKSHEET C WATER-MILL AT MILL BANK

TASK ONE -- Read the following background information

1. Water Supply: Usually water went along the following route: stream; sluice gate; stone lined furrow called the entrance stream or head race or mill race or lent, into a wooden or steel trough (or flume, lode, launder) onto the water wheel; buckets; into the leaving stream or tail race, back to lands or stream.

2. Types of Wheels:

(a) Undershot Wheel - uses the speed of the water flowing beneath it, e.g. like a paddle steamer in reverse.

(b) Overshot Wheel - water hits far side of the top of the wheel, thus rotating clockwise. But when the buckets reach the bottom they are moving against the tail race, thus reducing its efficiency.

(c) Pitch-back Wheel - water hits the near side, thus rotating anti-clockwise and maintaining buckets in the same direction as the tail race, thereby increasing efficiency.

(d) Breast Wheel: Owes its name to casing (or breast) that keeps the water close to the rim and prevents it spilling as the water enters the wheel at the level of the axle.

(e) Pelton Wheel: water is brought from a great height (mountain) and constricted into a small pipe near the mill, thus hitting the wheel with considerable force. It is very efficient.

3. Machinery at Mill Bank:

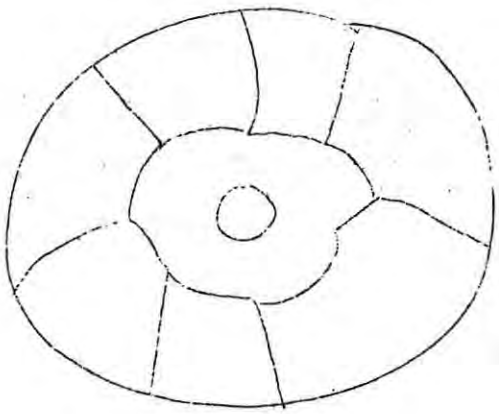
The drive from the mill wheel to the millstones is basically a conversion of a vertical rotation to a horizontal rotation, coupled with an increase in speed through a gear. This mill has a pit-wheel with cogs engaging with a cast iron pinion, which drives a horizontal shaft carrying a bevelled gear-wheel. This engages with a wall-flower which turns the main shaft. At the top of the shaft is a split-wheel driving two stone-nuts which turn the runner-stones (top) of the two pairs of millstones. (See Appendix A for drawing).

4. Millstones at Mill Bank:

Stones were arranged in pairs. The lower bedstone or ligget was fixed to the floor. The upper stone, fixed to the top of the spindle, rotated clear of the bedstone and had a hole or 'eye' in the centre, through which grain passed to the gap between the two stones. The working face of the two stones was very carefully prepared in order to obtain a smooth surface. The flatness of the stone was tested by a wooden stick with iron oxide and water coated on its tip. This paste was rubbed over the stone in order to see where the high spots were - these were ground off. Then the smooth surface of the stone was marked out in a pattern of 'furrows' which performed the actual grinding. A mill-bill was used to cut these cracks or furrows e.g.

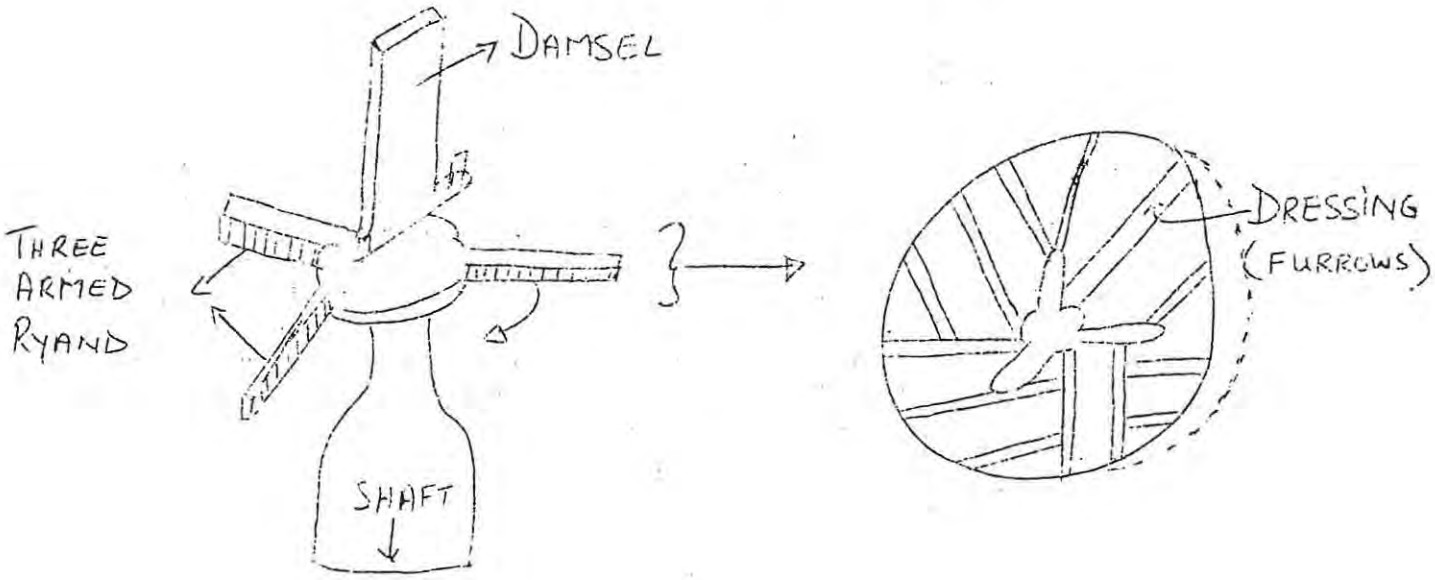
Mills that ground flour had to use very hard stones. These were imported from France and were known as burr-stones. This was a type of hard chalcedonic hornstone, or freshwater quartz, that could only be obtained in small pieces which were fitted together with Plaster of Paris in two concentric rings, e.g.

(see next page for sketch)



As the millstones became worn they had to be dressed by the miller every three or four weeks if they were used continuously. This entailed lifting and turning over manually by first inserting a chisel between the stones, so making a gap for wooden wedges and then passing a rope through the 'eye'. The rope was passed over a rafter beam and pulled until the stone was tilted on its edge and then pushed over onto a cradle of wooden beams. Another method was to use a block & tackle. The miller would then sit on the skirt of the stone and, resting his left arm on a small bag of meal, he would slowly move around the stone, dressing it with a mill-bill. As mills became larger this became a specialized field and craftsmen would travel from mill to mill. As they dressed the stones, particles of steel were dislodged from the mill-bill and these became embedded in their hands which became blackened by the steel. A method of gauging their experience was to ask the millstone-dresser to 'show his metal'. The amount of steel embedded in his hand displayed his experience.

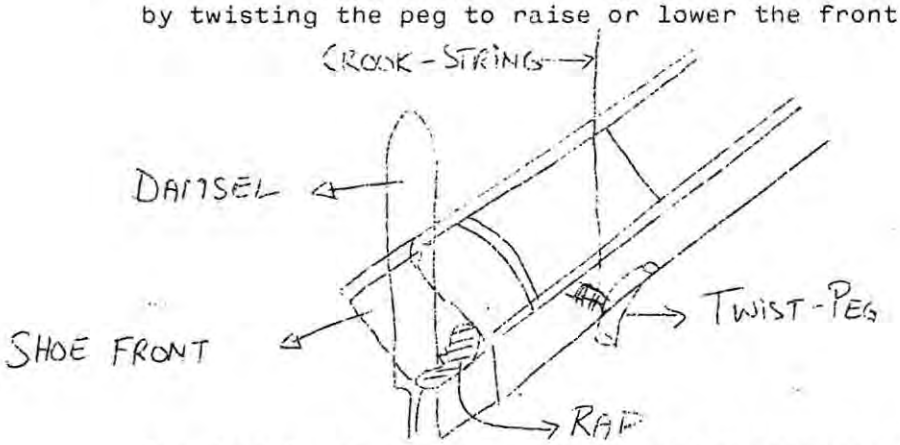
----- The shaft that entered the runner-stone ran in a bearing in the centre of the bedstone. The runner-stone was held on top of the shaft by means of a ryand of three arms which fitted into cavities carved into the stone.



----- The fineness of the meal or flour depended on three factors: the speed at which the stones rotated; the rate at which grain was fed to the stones; and the gap between the runner-stone and the bedstone. The gap between the millstones was adjusted by lowering or raising a gadget found at the bottom of the shaft. The adjustment was very fine, being only in the region of a millimetre.

/3 ...

----- The feed to the stones. The grain was poured into a wooden hopper, from which it dropped into a long sloping wooden box, the 'shoe' which is suspended over the stones. At the front of the shoe is a perforated projection, and the grain slides down the shoe and through the opening at the front into the eye of the runner-stone and so to the gap between the stones. The front of the shoe is held up by a string, the 'crook-string', which passes over a beam and down to a 'twist-peg'. The twist-peg was placed near the shoe spout so that the miller could test the meal between his finger and thumb and regulate the feed of grain by twisting the peg to raise or lower the front of the shoe.



THE SHOE

The damsel was an upright iron shaft attached to the ryand and thus rotating with the shaft. The damsel caught on a hard piece of wood, called the 'rap', attached to the shoe. It agitated the shoe causing the grain to fall into the eye of the runner-stone.

Sacking the meal. The meal as it is ground by the two stones, moved to the edge and fell into a meal spout, which carried it to the bin. A stop was fitted into the meal spout in order to hold back the meal whilst meal-sacks were being changed. The meal passed firstly through a crude type of sifter agitated by an arm from a crank from the main shaft.

Measuring the meal. In south Africa the units of measurement were the 'schepel', the 'muid' and the 'load' :

4 schepels = 1 muid

10 muids = 1 load

The schepel was a square wooden box with the same prescribed capacity. The schepel was equal to about three-quarters of the old bushel. (J. Walton, 1974, pp. 56 - 99).

5. Historical background to Millbank's Mill.

This mill was erected in 1859 by William Ainslie. 'Big Willie' was so powerful that he was reputed to have been capable of carrying three sacks of wheat at one time; one under each arm and one gripped in his teeth. He was also reputed to have lifted free a fully laden wagon stuck in the mud by lying on his back underneath it and moving it with his legs.

In 1859 he applied to the Fort Beaufort Municipality for the lease of a piece of commonage about 3 km away from town, on which to erect a water-mill. In July 1859 the machinery arrived by ox-wagon after being landed at the Kowie harbour. The iron water-wheel had a diameter of 5,4m. The site chosen was ideal, as it lay between the wheat-growing areas of the Winterberg, Katberg & Queenstown on the one side and those of Albany on the other. But the cost of leading the water in a six-kilometre millrace from the Kat River and building the massive mill-house out of dressed sandstone & yellowood timbers was considerable for those days. It was

/4 ...

estimated to be about R6 000. The first wheat was milled in September and on the 21 of that month flour was sold at thirty-two to thirty-five shillings and sixteen shillings & sixpence for a bag of mealie-meal (J. Walton, 1974, pp 51-52).

The mill was powered by water until 1939 and then by steam, diesel and electricity until 1963. It is now owned by Mrs Stanton, a great-granddaughter of William Ainslie.

TASK TWO:

A guided tour. Listen carefully.

TASK THREE:

Answer the following questions:

1. What shape is the mill building? _____

2. Draw an external rough sketch of the mill as it is found today. Give details like windows, wheels, doors, etc.

3. What materials were used to build this mill?

(a) _____ (b) _____

4. (a) Draw the millstone found in the front garden of the farmhouse.

(b) Is it a top or bottom millstone? _____

(c) How are the individual stones held together? _____

_____

(d) Explain very briefly how the millstones actually ground the wheat.

(e) How was the top millstone removed for repair work?

(f) Explain how these stones were dressed?

(g) What is the name of the very hard flat stone used to make up this millstone?

(h) Would it be dangerous to dress a millstone? State your reason as well.

5. What is the basic purpose of a mill like this?

6. What is the present state of repair of this mill?

7. On the ground floor and to the right of the room are three outlet pipes labelled P, M and B. What do these letters stand for?

(a) P _____ (b) M _____

(c) B _____

8. (a) Where did the steel water-wheel come from?

(b) Which port in South Africa did it land at?

(c) What type of wheel is it?

9. How many floors are there?

10. Fill in on the given outline cross-sectional sketch the names of the various machines. (See Appendix B for outline).

11. Where did the original water machinery come from?

12. Where were the millstones put together (not France)?

/6 ...

13. Why are there wooden cogs in the machinery? _____

_____

14. Explain briefly the following words:

(a) ryand _____

(b) pitch-back water wheel _____

(c) spur wheel _____

15. How many schepels to one load? _____

16. In what year was the mill used for the very last time? _____

17. How many years was water the source of power to drive the machinery of this mill? _____

18. What other forms of power were used besides water?

(a) _____

(b) _____

(c) _____

19. Why do you think water was stopped as the source of power? _____

_____

20. Is the water furrow still used today? _____

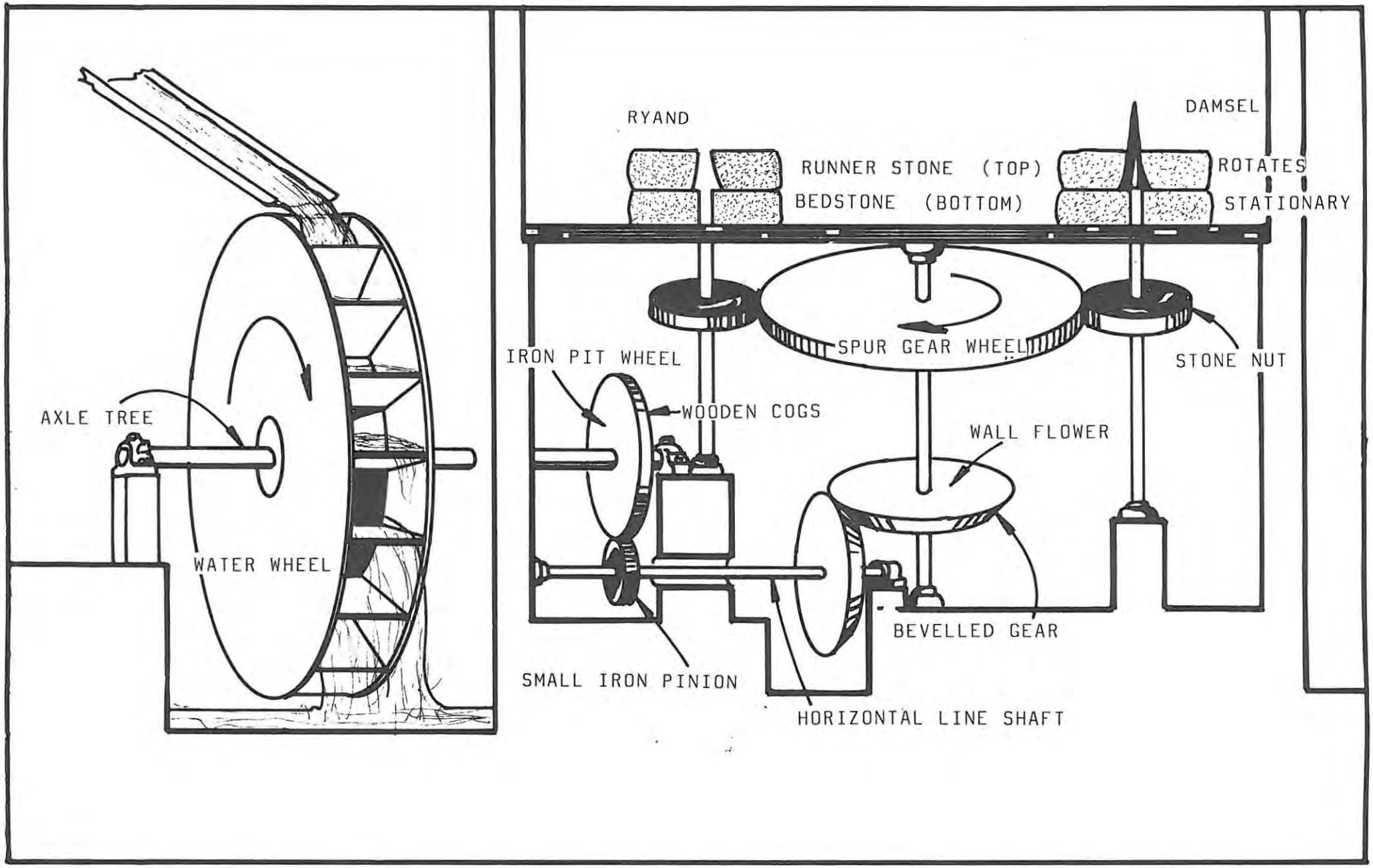
21. By looking at William Ainslie's walking stick, do you agree or disagree that he was a large man? _____

22. Use the following clue words to work out the recipe of how bread was baked in about 1850 - heat, dough, bakoven, yeast, rise, etc.

_____

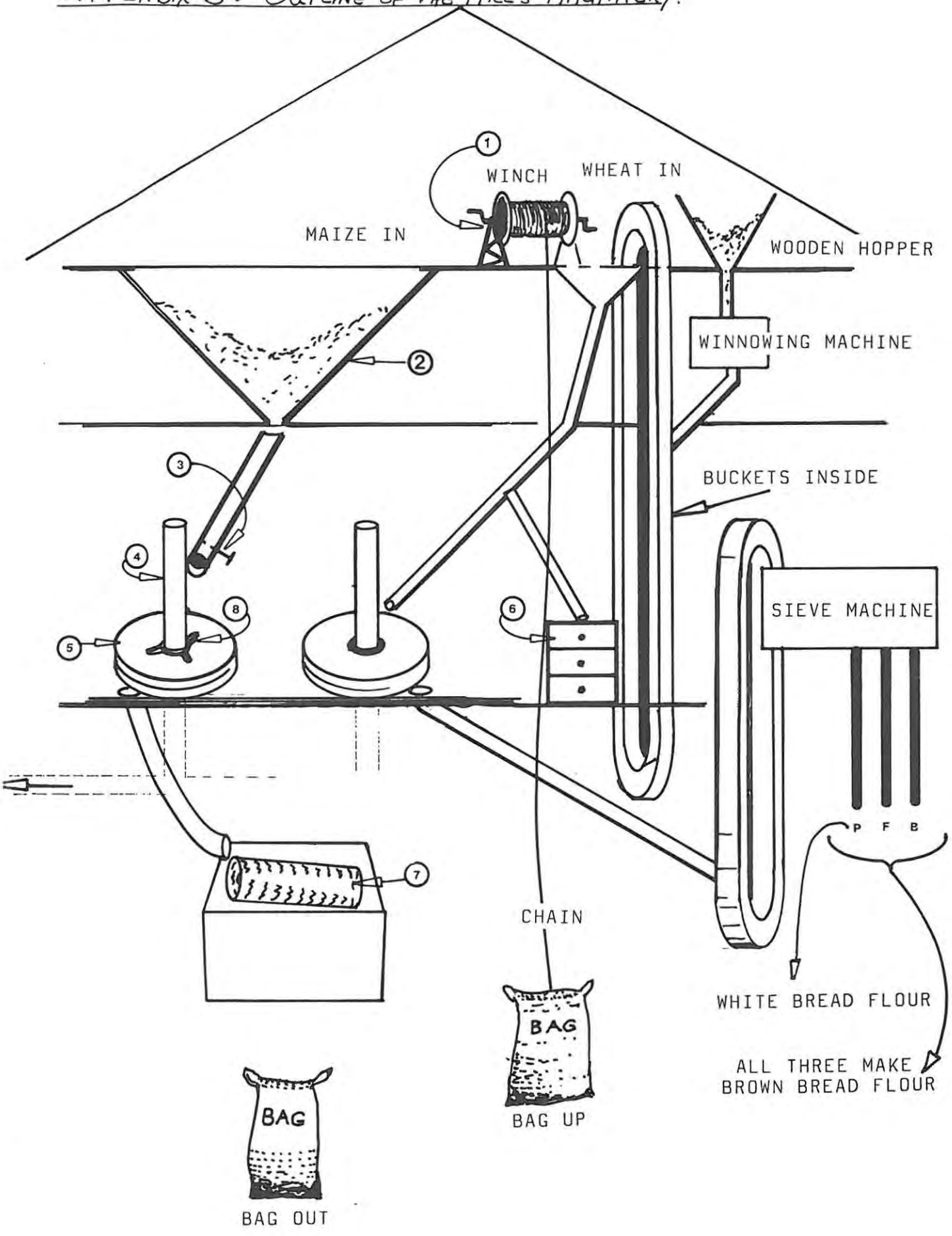
_____

23. Draw a rough aerial view sketch showing the mill, tower, Kat River & water furrow. Add any further relevant detail that you think is important.


RYAND
DAMSEL
RUNNER STONE (TOP)
ROTATES
BEDSTONE (BOTTOM)
STATIONARY
SPUR GEAR WHEEL
IRON PIT WHEEL
STONE NUT
AXLE TREE
WOODEN COGS
WALL FLOWER
WATER WHEEL
BEVELLED GEAR
SMALL IRON PINION
HORIZONTAL LINE SHAFT

APPENDIX A

Appendix B: Outline of the Mill's Machinery.



WORKSHEET D THE MARTELLO TOWER

TASK 1: Read the following background information

The Martello Tower is a beautifully built 'incongruous' bastion of the Frontier Wars. It was 'incongruous' because these towers were built to withstand a tremendous battering from cannon balls, but [illegible] had no such weapons! The tower was begun in 1837 as part of the defensive system authorized by D'Urban after the 1835 Frontier War and especially to link with Grahamstown.

The name Martello originates from the island of Corsica where a naval bombardment on a tower led to the adoption of this type of defence by the British. In September 1793 the British fleet had to capture San Fiorenzo from the French garrison. The main defence was a solid, low, circular, massive stone built, flat roofed tower on Martello Point. H.M.S. Fortitude (74 guns) & H.M.S. Juno (32 guns) attacked it – but were repulsed. It was left to the army, who took two days of continuous firing from a battery of four guns 150 yards from it, to capture it. The British were greatly impressed especially as the tower only had 38 men, one 6-pounder and two 18-pounder guns to defend themselves with.

After this battle, British forces built approximately 194 martellos in South Africa, Corsica, England and North America. What made these towers so strong? Firstly, the walls had a distinct slope from the base to the top, i.e. it had an 'upturned flower-pot' profile. This slope made the cannon balls glance off instead of hitting directly square-on. Secondly, projecting from the parapet round the flat roof were four machicolated galleries in order to fire downwards onto the enemy attempting to mine or scale the walls (machicolation means an opening in the floor of a gallery or the roof of a portal for shooting or dropping missiles upon assailants attacking the base of the walls). Thirdly earthworks around the base strengthened it. Fourthly three gun ports on the first floor gave a clear field of fire to all approaches. Fifthly a long gun was installed on the roof in such a way that only two men were needed to work it and both were protected in the process. (See appendix A for a description) Lastly the strength of the stone walls was terrific. The stone was set in a mixture of lime, ash and hot tallow, known as hot lime mortar, which set as hard as iron. (Reference – Newsletter 17, Fort Beaufort Historical Museum).

TASK 2: Explore the tower on your own, noting the following points:

1. An iron ladder with one handrail gives access to the entrance door which is 13 feet above ground.
2. Just inside the entrance door is a trap-door in the floor for the movement of supplies and ammunition into and out of the store and magazine on the ground floor. In the domed roof above the trap-door is a heavy iron ring for the block and tackle.
3. On the walls of the middle floor, which is the garrison's quarters, are hooks for things to hang on.
4. Four firing ports open from the middle floor. In the roof of each is a vent to carry away the smoke from the old muzzle loaders. The flues evidently sweep round within the walls to join the flue from the fireplace. There is only one outlet in the top of the parapet wall, almost opposite the machicolated gallery.
5. The middle floor has a fireplace with a stone hearth projecting out into the wooden floor.
6. A wooden spiral staircase built into a hollow in the wall, connects the three levels of the tower.
7. On the ground floor, the magazine has an arched brick roof, which also supports the stone hearth of the fireplace of the middle floor.
8. A thick wall divides the magazine from the store into which the stairs lead. The wall extends on either side of the central pillar. On one side is a doorway and on the other is a small window opening, with the charred remains of the window frame.

/2 ...

9. Two ventilation flues open into the wall of the magazine, and two into the wall of the store. These flues must also sweep round within the walls of the tower, to join the chimney flue.

10. The store and the magazine both have wooden floors.

11. The flat gun-roof has two rain-water outlets leading out through the wall.

12. To the left of the spiral staircase, a machicolated gallery projects beyond the wall, directly over the iron stairs from the ground to the entrance door. This gallery has two firing loopholes in the floor through which the stairs and entrance could be defended.

13. Just inside the gallery, on the right-hand wall, are two heavy iron brackets to hold something about six inches in diameter. This could have been for a flag-pole, or some sort of a weapon, or to hold the base of a boom to hold a pulley & rope for hoisting stores from the ground to the entrance door?

14. Further around the tower wall, and reaching from below ground level to the above parapet, is a metal pipe about 2 to 3 inches in diameter, fixed to the outside of the wall. This might have been a ventilation pipe.

15. On the flat roof is a 5½ inch sixteen-pounder Howitzer on a transversing platform. This gun has a maximum range of 1800 yards at 9½° with a 21 pound charge.

16. The platform of the gun differs slightly to the original one described in Appendix A, in that there are no metal tracks for either the small rear wheels or for the larger front wheels which run on the parapet step.

17. The theory that there was an underground tunnel from the Martello Tower to some other unknown buildings, was disproved when deep trenches were dug all over town a few years ago for the new sewerage system. (Reference: Newsletter 17, Fort Beaufort Historical Museum, pp 10-12).

TASK 3: Complete the following questions:

1. From which country did this type of tower originate? _____

2. What famous Frenchman was born there? _____

3. Why is a Martello Tower an excellent form of defence? List the advantages.

   (a) _____ (d) _____

   (b) _____ (e) _____

   (c) _____ (f) _____

4. Who ordered this particular tower to be built? _____

5. When was it built? _____

6. (a) Was this tower ever under enemy attack? (yes or No) _____

   (b) How did you work out the answer? _____

   _____

7. Do you think they chose the ideal position for this tower? Give your reasons. (Use the following points as clues - height, aids to defence like water & rocks, drinking water, to guard a route, to guard a frontier, to guard a town, to hold down the local people etc). _____

   _____

   _____

   _____

8. Was this tower a home or a fortress? _____

9. What alterations have taken place since the fort was originally built?

_____

_____

10. Name any events of national importance that took place at, or near, this tower.

_____

_____

_____

11. What is the tower's present state of repair? _____

_____

12. Why a circular gun emplacement? (This differs to the original tower as seen in Appendix A). _____

_____

13. What is the difference between a gun and a rifle? _____

_____

14. (a) Can you find any rifle ports in this tower? _____

(b) If so, how many _____ and where found? _____

_____

15. Estimate the thickness of the outer wall _____

16. What do you think are the weaknesses of this tower? _____

_____

_____

_____

17. Where was the water supply kept? _____

_____

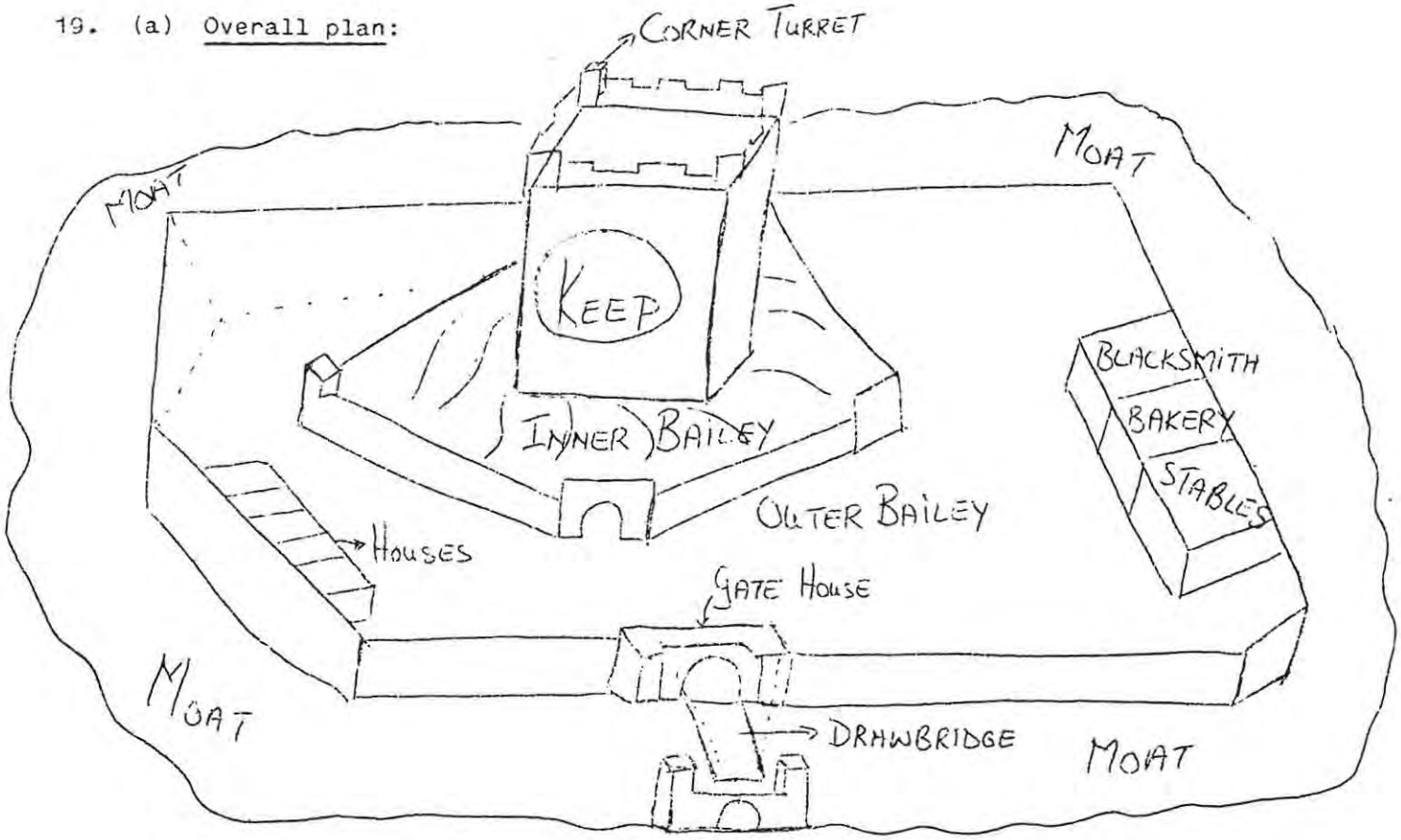
18. Imagine that you are Gaika and aim to capture this tower. Make sketches & diagrams to illustrate your plan of attack.

19. On the following page are rough sketches of an imaginery Middle Age castle in Britain e.g. about 1400 A.D.

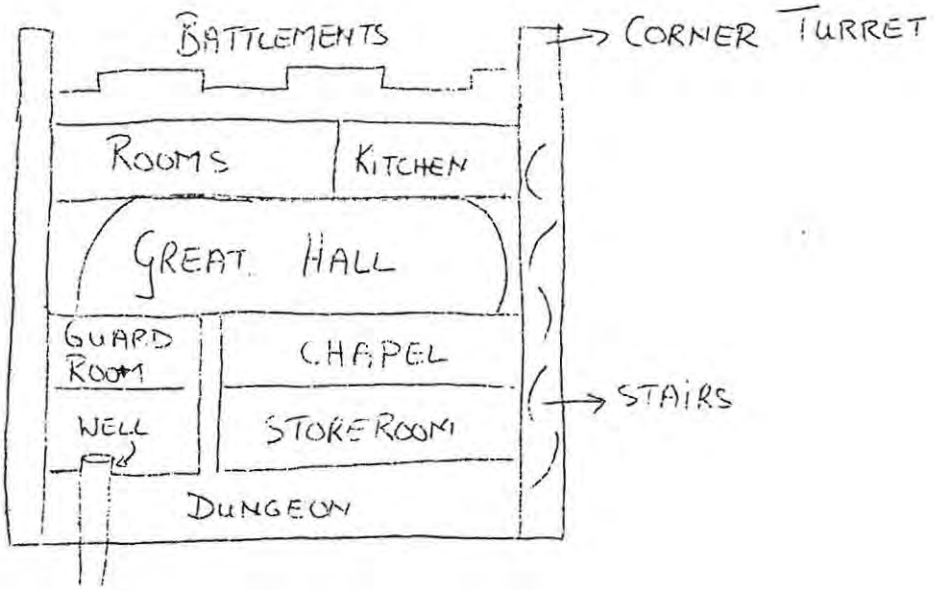
(a) Overall plan:
(see next page)

/4 ...

19. (a) Overall plan:



(b) Enlargement of the Keep:



(i) What similarities are there to the Martello Tower?

_____

_____

_____

_____

(ii) Why were castles like this not built in the Eastern Cape during the time of the Frontier Wars?

20. The stone for the walls of this Martello Tower are locally quarried. Explain how a stone was dressed out, i.e. how to cut into blocks.

21. Dtaw three rough sketches of this tower, i.e.

(a) cross-section (longitudinal cut):

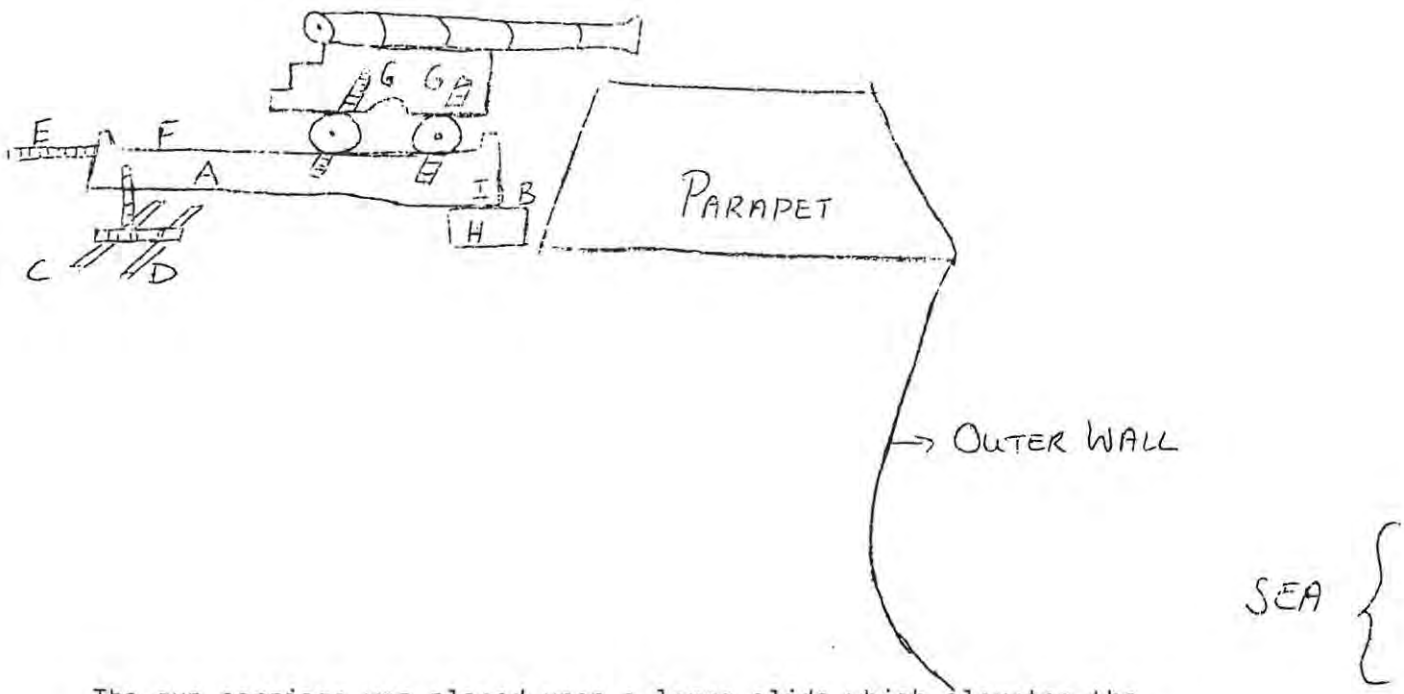
(b) A Bird's eye view from above:

(c) The gun platform:

TASK 4:

Visit the Military Museum next door to the Tower. The weapons are well displayed, but take a careful look at the huge scale model of the Eastern Cape showing the positions of the forts, towers and posts built during the Nine Frontier Wars.

APPENDIX A: A profile & description of the eighteen-pounder used on Martello Point, Corsica.



The gun carriage was placed upon a large slide which elevates the piece above the parapet and thus affords shelter to those working it. The slide A fixed at one point B turns upon the pivot: I, and describes a circle at C & D. This circular arch is erected upon a circular frame erected at D & operated by means of the lever at E. When the piece is fired it has little recoil, sometimes to F. The levers at G are operated to aim the gun. The small frame H should be attached to the ground with 20 pegs of three feet each in order to make it solid. The advantage here is that the men are little exposed and only two are needed. (Reference: Newsletter 17, Fort Beaufort Historical Museum).

WORKSHEET E. WATERKLOOF BATTLE

TASK 1: Read the background information given in Appendix A.

TASK 2: Is a simulation exercise of the first and second attacks on Macoma in the Kroomie Mountains. This will entail the following stages:

(a) Walk up the Waterkloof (as in the First Attack);
(b) Simulate the attackers;
(c) Simulate the defeat (as in the Second Attack);
(d) Retire down a pass.

TASK 3: In conjunction with your walk add the following sites to the map given in Appendix B : Adelaide, Koodoos Kloof farm, Fort Beaufort, Iron Mountain, Wolf's Back Ridge, Argyle Pass, Harry's Hoek, Tenth Pass, Niland's Pass, Wolf's Head Pass, Benmore Farm, Mundell's Krantz, Bush Neck pass, Macoma's Den, Septon Manor, Mill Bank.

TASK 4: Answer the following questions:

(a) What geographical factors led to the British struggling to defeat the Xhosas in the Waterkloof area?

(1) _____

(2) _____

(3) _____

(b) List the possible items a British foot soldier would have carried, especially up the passes:

(1) _____ (5) _____

(2) _____ (6) _____

(3) _____ (7) _____

(4) _____ (8) _____

(c) List the possible items a Xhosa warrior would have carried:

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____ (6) _____

(d) Explain briefly in your own words what the following terms mean:

(1) Macoma's Den : _____

(2) slip-path: _____

(3) bush worker: _____

(4) bivouac: _____

(e) Who were the C.M.R.? _____

(f) How many troops were involved in the First Attach on Macoma? _____

/2 ...

(g) Would you say the British used (underline your answer):

(1) guerilla tactics

(2) commando tactics

(3) traditional tactics.

(h) What kind of tactics did the Xhosa use? _____

(i) Why is there no Xhosa version of this battle ? _____

_____

(j) In your view was Fordyce an outstanding leader during the second attack on the Waterkloof?

(a) Yes

(b) No

(c) Reason for your answer: _____

_____

_____

(k) Who do you think would have fought more successfully in a hand-to-hand situation in the bush, as in the retreat during the second attack?

(a) The Xhosa warrior _____

(b) The soldier _____

(c) Give reasons for your answer _____

_____

_____

(l) Do you agree with the following statement issued by Major-General Somerset on 11 September 1851, after the second attack on the Waterkloof had failed? State reasons for your decision.

"The very judicious and able disposition of the forces made by Lt. Col. Fordyce, when engaged with so superior a force of the enemy, who had every advantage the local circumstances of so strong a position would give them, will no doubt meet with the Commander-in-Chief's high approbation".

_____

_____

_____

_____

_____

(m) Move the Waterkloof situation to a similar one today. Could you remove terrorists from the Waterkloof today, even with all our modern weapons? Briefly give your view or answer on this.

(n) Conclusion:

I think that this exercise was

APPENDIX A: BACKGROUND INFORMATION

Seven attacks were made by the British on Macoma during 1851 and 1852. We deal briefly with the first two attacks. The reference used here is N.C. Mapham , Waterkloof and the terrorists of 1851-52, pp. 87-118.

A. Attack 1 : Monday 14 July 1851

Corps Engaged:

Main column

Royal Artillery (Lt. Field)	1 six-pounder
74th Highlanders (Lt. Col. Fordyce)	400 men
George Mounted Levy	33 men
Kat River Levy (Capt. Hobbs)	200 men
1st European Levy (Capt. Brown)	30 men
Fingoe Levy	200 men
C.M.R.	100 men

Flanking Column (Major Charles Somerset)

C.M.R.	100 men
Fingoe Levy	250 men

The plan entailed the flanking column climbing the Kroomie Mountains, marching across the plain to the heights overlooking the Waterkloof and holding them for the arrival of the main column, which would march up the Waterkloof. The enemy was to be attacked wherever he showed himself. (See attached map for details)

---- The main column marched past the ruins of Adrian Nel's and Brown's farms, past the red 'Ysterberg' and into the head of the Waterkloof. Here they came under Xhosa skirmishing fire from the heights above them. A narrow slip-path used by bush workers to transport logs or sleds rose to the headland above and had to be climbed. The slip-path was in poor repair and very steep. Horses had to be led and the six-pounder gun was unlimbered and manhandled up. It was hard work as it weighed 500 kg. Ropes and riems were tied to the gun and then, with some men pulling and others turning the wheels, it was slowly moved up the slope. The men had to work in relays, as they were also burdened with 30kg of kit and the climb took two hours to accomplish. At the top the main column met with the flanking column who had been sharply engaged by the enemy but had managed to beat them off. After resting the entire corps marched northwards over the Horseshoe plain. The surrounding area was called Mount Pleasant, but changed to Mount Misery by the soldiers in the subsequent six attacks, who had to endure killing, maiming and the dreadful weather there. They continued marching until at sunset they arrived at the ruins of Wiggil's mill where they bivouaced. The following morning they marched down the pass at Bush Nek and reached Adelaide without further incident.

B. Attack 2 : Monday 8 September 1851

Corps Engaged:

74th Highland Reg. (Lt. Col. Fordyce - commander)	250 men
C.M.R. (Lt. Col. Sutton)	38 men
1st European Levy	14 men
Kat River Levy, mounted	15 men
Kat River Levy, dismounted	81 men
Graaff-Reinet Mounted	21 men
Mr Els's Mounted Burghers	8 men
Fort Beaufort Mounted Levy (Capt. Wynne)	24 men
Fort Beaufort Fingoe Levy (Capt. Verity)	216 men
	Total mounted 106
	Total infantry 561

/2 ...

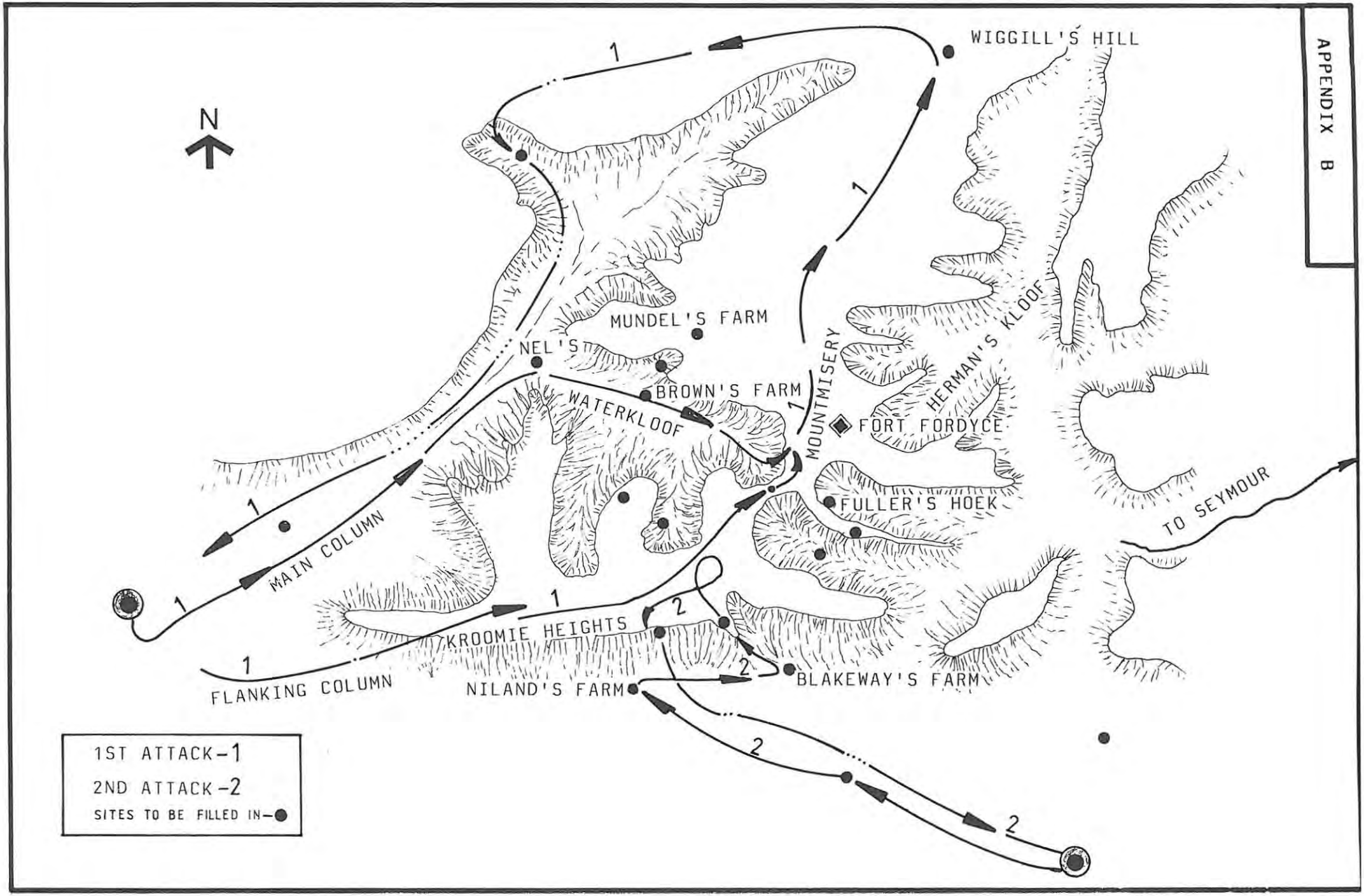
Fordyce's column reached William Gilbert's farm 'Septon Manor' on the Sunday night. The next morning the column marched westwards along the Kroomie Range to Niland's Farm 'Mount Pleasant'. Fordyce then ordered the column to turn about and march to Blakeway's Farm 'Longnor Park', where they had breakfast. Here Fordyce & Sutton differed over what next to do. Fordyce was keen on marching immediately up the closest pass and attacking, but Sutton thought they had insufficient men, no gun and only 2000 rounds of extra ammunition, which gave about three rounds per man. The two colonels compromised and agreed to climb the top of the Kroomie Range where there was open and safe ground for a camp. From there they would mount a night attack on the enemy.

The column ascended the Kroomie Range by a bush worker's slip-path running along the top of a ridge, known by its profile as Wolf's Head Pass. At the top an open, undulating, grass-covered plain about 2km wide was found, which was separated from the Horseshoe by a neck through which ran a narrow, rocky road known as Tenth Pass.

A large number of Xhosa warriors were seen near Tenth Pass, which forced Fordyce to change his plan and descend the Kroomie Range after dark by a pass to the west of Wolf's Head, known as Niland's pass. As it was midday the men relaxed to eat in a shallow valley. Suddenly the Xhosa were seen running towards them. A skirmish of about half an hour occurred. The overwhelming number of Xhosa and the lack of ammunition forced Fordyce to retire down Niland's Pass. This pass consisted of a narrow track, steep sides, tall trees overhead and dense bush. Also piles of timber lay strewn across their path. Thus their pace was that of a slow walk. The enemy in the bush kept up a steady fire, whilst the grenadiers in the rear met attack upon attack. Lt. King recalled that the bush swarmed with warriors, some were perched on trees firing from above, others rushed up in hundreds from the bush below, yelling ferociously and hissing through their teeth. (See attached photostat of Bain's painting depicting the retreat down Niland's Pass).

Eventually the men reached the bottom of the pass, where the enemy fortunately broke off their attack as the ammunition was virtually exhausted. The column regrouped and retired to Septon Manor. The casulaties of the day were 14 dead and 14 wounded.

This was a disgraceful defeat for the British and a resounding success for the Xhosa.


APPENDIX B
N
WIGGILL'S HILL
MUNDEL'S FARM
NEL'S
BROWN'S FARM
WATERKLOOF
MOUNTMISERY
HERMAN'S KLOOF
FORT FORDYCE
FULLER'S HOEK
TO SEYMOUR
MAIN COLUMN
KROOMIE HEIGHTS
FLANKING COLUMN
NILAND'S FARM
BLAKEWAY'S FARM
1ST ATTACK-1
2ND ATTACK-2
SITES TO BE FILLED IN-●

APPENDIX B : POSSIBLE ANSWERS TO WORKSHEETS

Worksheet A : The mysterious death of Sandile

Task 3 : Answers

(a) If 1911 then 33 years i.e. 1911-1878
If 1925 then 47 years i.e. 1925-1878

(b) No

(c) (i) Account no. 2 = Captain in command of troops at Frankfort
Account no. 3 = a missionary
Account no. 4 = a private
Account no. 5 = a trooper
Account no. 6 = a private under Colonel Schermbrucker
Account no. 7 = ?
Account no. 8 = a trooper
Account no. 9 = ?

(d) (i) Yes

(ii) Most accounts are prejudiced in favour of their own story. A lot of the facts do collaborate, but then again many do not. It seems hard to believe that so few men can differ so greatly. Thus their accounts do give a one sided view, which supports the thought that bias did play a role here.

(e) (i) Yes

(ii) Most of the accounts omitted facts so as to support their version. It is hard to tell whether these facts were omitted on purpose or whether time was the vital factor. Here it must be taken into account that if these witnesses were say 20 years old at the time, then they would have been recreating facts that were about 53 to 67 years hence!

(f) The most likely version to my mind is found in Captain John Landrey's report of 2nd June, 1911. His report though was actually written on 12th June, 1879 - this meant the facts were fresh in his mind. This account also carries a large body of facts which can be supported by the other accounts.

(g) No-one had the correct answer.

Task 4 :

Milton has written a fair account of the death of Sandile. I agree with his version in most aspects, but refute the dialogue between one of the troopers and Landrey. Milton also does not

tell us who the trooper was who found Sandile. He also supports the theory that Landrey was the first to recognise Sandile. Both these facts can be answered if one uses the eye-witness accounts. The major fault here is that Milton has omitted facts, especially if one compares it to the story given by Captain Landrey, but perhaps Milton has omitted facts because of the fact that space in his book does not allow him to argue or spend time on various views. Instead Milton has had to adopt a skeleton summary of Sandile's death and this clearly implies that he was biased, which in turn might be due to the fact he did not research enough in detail?

(2) 2/6/1911	(3) 20/5/1911	(4) 5/6/1911
1. Capt. John Landrey's Report: (in command at Frankfort)	1. West W. Fynn:	A.G.P. Landrey:
2. Ordered by Magistrate to take Gadu to check his account on 6 June 1878	2. Not shot by Fingoe.	
3. Left for Isidenga on 7 June 1878 (son Alfred with him).	3. Cornered and unable to flee due to leg; he ordered his pouch-bearer to shoot.	
4. Rugged forest	4. Refused	Dense forest.
5. Handcuffed Gadu - followed him.	5. Shot himself - wounded.	
6. Taken to extreme south end	6. Pouch-bearer shot him to put him out of his misery.	Found 18 year old
7. Beat bush from south to north.	7.	Met with a soldier from Dordrecht - he actually found Sandile first - all identified Sandile.
8. Found dead 18 year old boy.		
9. somebody shouted out "oh, that is the fellow".		
10. John Landrey identified the body by its withered leg - so did Gadu and Matross.	Withered leg. Therefore his is the native version.	Face and arm eaten.
11. Flesh eaten - no foul smell.		
12. necklace of beads - given later to Com. Schermbrucker plus walking stick.	(Therefore possibly a fancy picture).	
13. Found at 3 p.m. on 7 June 1878.		
14. Body carried in Gadu's blanket.		
15. Landrey offered Gadu a job.		
16. Capt. Gorman took body to Isidengi - Landrey to Dohne.		
17. Telegram sent to Magistrate.		
18. 8th with Dr. Everitt - back to Isidengi. He examined body and decided it was due to Snider bullet - right side of body.		Shot by Snider bullet.
19. Buried next to Trooper's Woods & Villiers in Schuch's garden at Isidengi camp 11 am Sunday 9 June 1878.		Buried in Schuch's garden.

(5) 22/7/1911	(6) 28/7/1911	(7) 16/5/1925
J.L. Devitt: (a trooper) Went with John Landrey and Capt. Gordon and Capt. Jim Sheehan.	A.E.P. Landrey (private under Col. Schermbruckers) He was in the escort for Capt. Landrey and Gadu.	H.A. Klette Stationed at Hoho (Pirie).
	Sheehan not there and Dyer not in group who found Sandile.	Hicks and Klette went on hunt.
Extreme west with trooper E. Dyer	Gadu helped locate the area and not on extreme west.	Fingoe bodyguards - fired upon - gum trees - nearly shot a Gcaleka - was wearing a Bedford cord suit.
Found one body.	Found one body in middle and then Sandile to the right flank and third body found (said to be their best shot).	
Came to another and he recognised it was Sandile and shouted out. Was 10 minutes alone with body.		His troops recognised Sandile.
Agate necklace - kept by him.	Was a necklace - not kept by Devitt as each searcher took a bead for a keepsake.	
Long white stick.		
No arm band.	Agrees that there was no arm band - carried in Gadu's blanket.	
	Taken by Gorman to Isidenga camp.	Klette saw somebody being carried away. Ten shot - one was Dukwana.
Wounded ribs due to horse ride back to camp.	Broken ribs due to bullet and not horse. (also attacks Fynn's story as he claims he was shot twice - which would have according to A.E.P. Landrey have blown body apart and Gadu says Sandile shot by Fingoes).	Klette-Snider rifle was used.
		Next day three woman found - one accidentally shot - but they claim that Sandile and Dukwana were dead.

(8) 26/5/1925

Trooper Jimmy L. Devitt - he claims he found Sandile and not Dyer.

Claims Sandile shot by two white men wearing dark uniforms, whilst the three blacks were sunning themselves.

His second account is as follows:
Left at 3.30 a.m.
Skirmish line - he on right with Landrey, Gorman and Sheehan in centre.
After hour he found Sandile lying on stomach between two long stones.
It was naked.
Long white stick - given to Landrey.
Recognised it by leg and also he knew Sandile from Pusey's hotel at Toise River.
He shouted - much later others arrived.
Left them and found the other body (i.e. Dukwana).

(9) 8/6/1925

H.A. Klette
He attacks Mr. Ross who believed that Sandile's body was never found.

Attacks Devitt and says Captain Landrey was the first white man to see and recognise Sandile.

Also if Sandile was shot by two white men, why did they not claim the £500 reward for Sandile.

Instead Klette claims that Dukwana was certainly shot by the Fingoes and that Sandile was either wounded or killed by them.

Worksheet B : Fort Willshire

Task 2 :

(a) (i) To control the poort through which stolen cattle were driven (2).

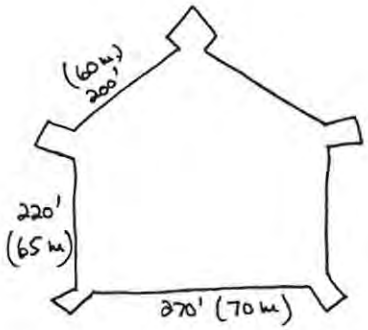
(ii) -

(b) Bore holes in the rocks in the river bed/smooth sides (1).

(c) (i) On high ground near this beacon are the ruins of Fort Willshire, planned by Lord Charles Somerset in 1819, but never completed. On the banks of the river below are the ruins of the Keiskamma Barracks built by Sir Rufane Shawe Donkin in 1820. In 1824 Fairs or Markets at which colonists and natives traded together were started here (1).

(d) (i) As Donkin realised that there were no quarters provided in the plans for the troops and that water would be difficult to store being so far from the river. He thus ordered work to be stopped and a new fort be erected on the nearby Keiskamma River bank (2).

(ii)



(1)

(iii) Mary Darling : Very indestinct - a few legible words were: "she was an industrious loving mother and faithful wife. Took part in all affairs of the land"(2).

(e) (i) W.B. Cory : Sacred to the memory of William George Cory. Son of William and Sarah Cory, who departed this life on the 25 June 1858 after suffering severely for hours from a mortal wound caused by an accident while hunting sea cow on the banks of the Keiskamma River, aged 31 years 5 months and 15 days. His end was peace (1).

(ii) Shot accidently whilst hunting hippo (1).

(f) (i) About 20 m. south of lounge window of the farm house (1).

(ii) An observation post - as it commands a fine view (1).

(g) (i) Approximately 22 graves (1).

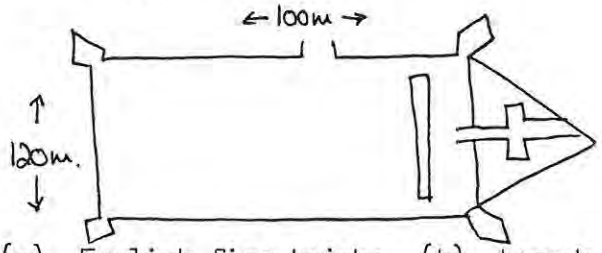
(ii) To the memory of Matthew Stanworth, Late Private Soldier, 49th Regiment, who was inhumanly murdered by Caffers on February 24, 1825. The British soldier here interred for 18 years his country served, five summers braved a bad campaign. Oh Europe's warlike thundering plain, when lo unarmed on African lands, the veteren fell by savage hands (1).

(iii) Margaret Matilda, the infant daughter of W.M. Ford, Assistant Surgeon, 27th Highlanders. Born 11 July - Died September 2nd 1836. "The cup of life to her lips she pressed, Found the taste bitter and declined the rest. Then gently turning from the light of day, She sighed her little soul away." (1).

or

Sacred to the memory of Gunner Caclk Warthurst, Late of the Reg. Artillery who departed this life on 20 July 1821 age 25. Remember you as ...

(h) (i)



(1)

(ii) (a) English fire brick; (b) bread; (c) as many men to feed (3).

(iii) a water drain/spring for 1 mark (2).

(iv) (a) As it is a room (2); (b) Room for the men - remember this was not a fort but a barrack (1).

(v) (a) a defensive tower on the corner of the fort (1); (b) gun (or cannon) (1).

(vi) Presumably to provide safe cover for fetching water (2).

(vii) 200-250 (1)

(viii) Walls pushed over when fort abandoned - a trader took dressed stones and sold them to residents in Fort Beaufort for building homes (1).

(ix) fowls foot (Y) imprint (2).

(i) (i) Any reasonable answer, e.g. trader's quarters (2).

(ii) a modern day water canal for irrigation purposes (1).

(j) A drift would be the most likely as the Xhosa had to keep their trade goods dry whilst crossing the river. A suitable site

can be seen today downstream from the fort (2).
(k) (i) bugle; (ii) Make into finery in order to barter with other tribes for cattle; (iii) 5044l pounds; (iv) 5044l ÷ 1,5 = 33627 riksdalers; (v) R5044l0; (vi) Yes - as it was a fruitful source of income for both parties; (vii) Keiskamma River; (viii) the fort was to protect traders; to control the running; to separate white and black; (ix) stop the illegal trading that was taking place; (x) ivory and skins (or trade). (10) (50)

Worksheet C : Water-mill at Mill Bank

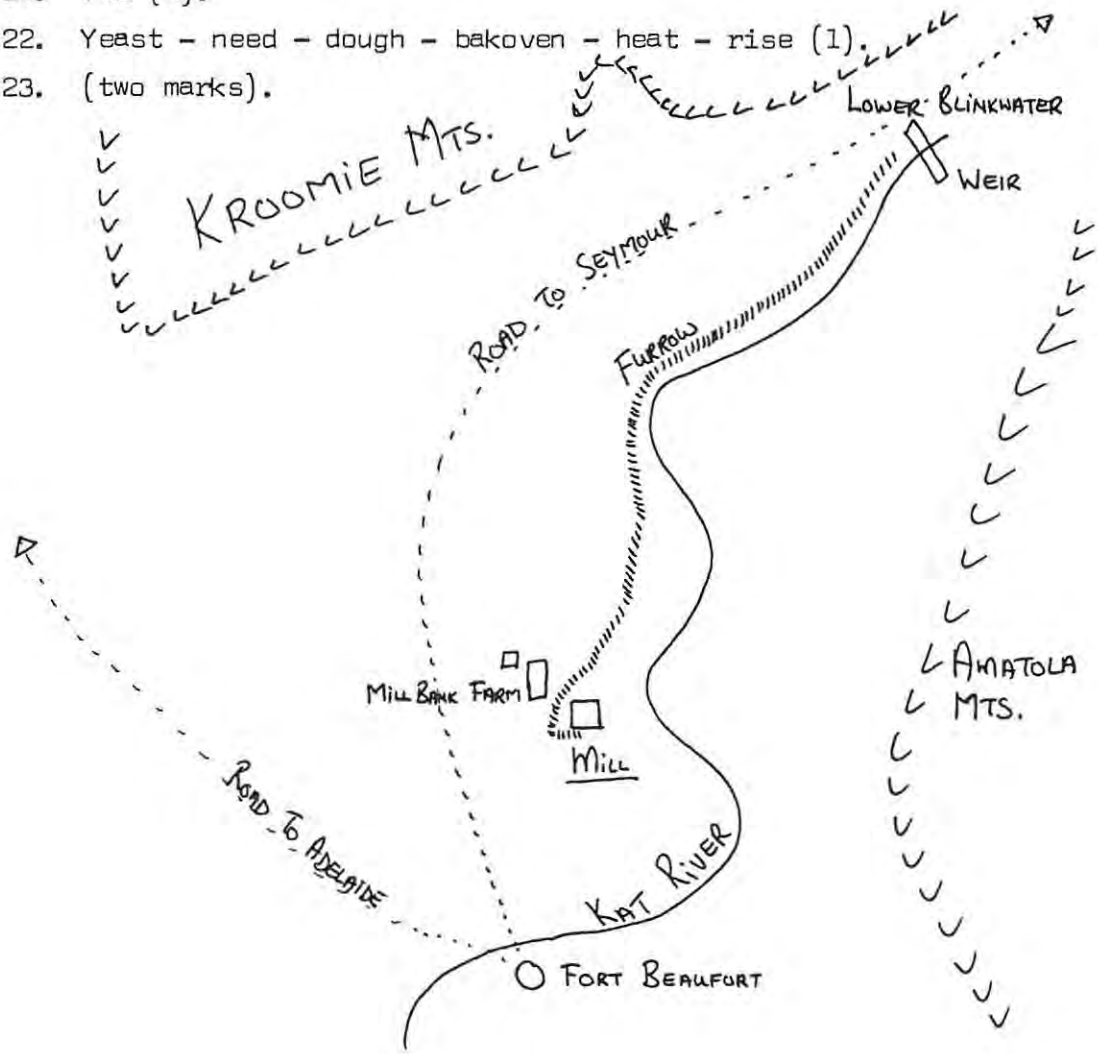
Task One - Read the background information.

Task Two - Listen to the guided tour.

Task Three :

1. Rectangular (1).
2. Pupils own interpretation (1).
3. (a) dressed stone blocks
   (b) yellowood beams (2).
4. (a) Drawing left to pupil interpretation (1).
   (b) top (1).
   (c) plaster of paris (1).
   (d) The top stone rotated on the bottom, grinding the wheat as it was fed in (2).
   (e) block and tackle (1).
   (f) Top stone removed by block and tackle and placed on a cradle of wood. The miller would use a mill-bill to chip out the furrow pattern (1).
   (g) Burr-stone (chalcedonic hornstone or freshwater quartz (1).
   (h) Yes. Dangerous due to the difficulty of lifting it and from chips that might hurt the eyes (2).
5. To grind mielies and wheat into mielie meal and flour (1).
6. Excellent/well preserved compared to the forts left today (1).
7. (a) Pollard; (b) Meal; (c) Bran (3).
8. (a) Leeds, England (1).
   (b) Port Alfred, Kowie River (1).
   (c) Pitch-back wheel (1)
9. 4 (1).
10. 1. block
    2. wooden hopper/bin
    3. crook string
    4. damsel
    5. mill-stone
    6. roller mill
    7. brushes of the sieve
    8. ryand (8)
11. Wm. E. Westwood
    Millwright
    Leeds, England (1)
12. W.J. and T. Child, Millstone Makers, Hull and Leeds (1).
13. Easy to strip, therefore protect machinery (1).

14. (a) ryand = steel arm to hold top stone to shaft (1).
    (b) pitch-back wheel = water hits rear and revolves anti-clockwise (1).
    (c) spurwheel = a cog wheel that juts out (1).
15. 40 (1).
16. 1963 (1)
17. 80 years (1)
18. (a) steam (1)
    (b) diesel (1).
    (c) electricity (1)
19. Flow of water reduced in Kat River due to increased irrigation in the whole valley. Therefore volume insufficient to turn the wheel. (2).
20. Yes (1).
21. Yes (1).
22. Yeast - need - dough - bakoven - heat - rise (1).
23. (two marks).



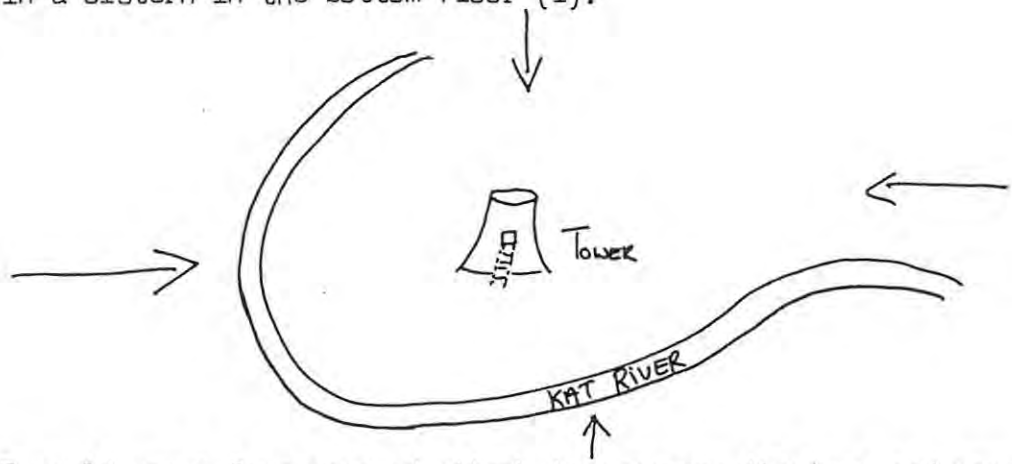
Worksheet D : The Martello Tower

Task 3 :

1. Corsica (1).
2. Napoleon Bonaparte (1).
3. (a) slope of walls deflected cannon-balls (1).
   (b) Four machicolated galleries allowed shots to be fired on attackers (1).
   (c) earthworks made the base very strong (1).
   (d) First floor gun ports gave a clear field of fire in any direction (1).
   (e) Cannon on roof needed only two men to work it - both protected (1).
   (f) mortar between stones extremely strong (1).
   (g) ..... (plus any relevant answer) (1).
4. D'Urban (1).
5. 1837 (1).
6. (a) No. (1).
   (b) No damage done to it by attackers/no documentary evidence (2).
7. No : as the tower is not situated on a commanding height, thus loses the defensive aid of rocks. The water position is also a negative factor as it is dependent on their own stored water - a spring would have been the ideal. It was also not situated next to the route through Fort Beaufort. The only saving grace that I see is that it protects the town and would thus intimidate the foreign population (8).
8. A fortress (1).
9. None (new steps and flagpole) (1).
10. 1850 battle of Fort Beaufort / 1812 meeting between Gaika and Somerset / Waterkloof battles / War of the Axe (1).
11. Excellent state of repair (1).
12. The circular movement allows the cannon to rotate 360^{o}, thus has the optimum field of fire (1).
13. A gun has a smooth bore and a rifle has a rifled bore (1).
14. (a) Yes (1).
    (b) Four ; middle floor (2).
15. Four feet (one meter). (1).
16. Vunerable to a siege attack, as supplies and water are limited (2).

17. In a cistern in the bottom floor (1).

18.



I would use a four-pronged attack to suppress the town and remove resistance and all culminating on the Tower, which I would lay siege to. As it would be futile for me to send warriors against a cannon and rifle fire and our lack of cannon would also prevent me from mounting a full-scale frontal attack. The siege tactics would save lives of my warriors and strike at their weakest spot - their limited supplies, water and ammunition (7).

19. (i) It is similar to the Keep itself, plus strong walls, plus houses away (1).

(ii) The lack of cannon power of the Xhosa allowed the British to erect far simpler fortifications (2).

20. Drill holes with metal spike - water to reduce friction wedge and feather to make cracks between the holes - spaulding hammer and chisel used to smooth sides (3).

21. (a)

(1)

(b)

Top floor Barrack floor Magazine and store room (1)

(c) Refer to Appendix A (1).

Worksheet E : Waterkloof Battle

Task 4 ; Answers

(a) 1. harsh (1)
2. bushy/dense (1)
3. precipitous (1)

(b) 1. uniform
2. water
3. food
4. rifle
5. ammunition
6. cannon
7. mule
8. medicine etc. (4)

(c) 1. assegaai
2. knobkierie
3. rifle
4. ammunition
5. loincloth
6. finery (3)

(d) 1. Name given to the bushy and precipitous kloof where Maccoma hid (i.e. stronghold) (1).
2. Its rough path that timber was dragged down (1).
3. A person who cut timber for a living (1).
4. soldiers' camp in the open, i.e. instead of under cover in camp (1).

(e) C.M.R. - stands for the Cape Mounted Regiment - mainly Coloureds (1).

(f) 1313 (1).

(g) three traditional tactics (1)

(h) guerrilla tactics (1)

(i) They never left written records - not part of their culture (2).

(j) (b) No (1)
(c) As Fordyce featured into enemy territory with insufficient men, no cannon and little spare ammunition. Thus a 'chancy' decision like this shows negative leadership qualities (3).

(k) (a) Xhosa (1)
(c) They knew the terrain and were lightly clad compared to the British soldier. This meant they could move quickly through the bush, sniping, throwing spears and engaging the British in a harrassing manner (3).

(l) No. As the report hides the true state of affairs, which was that the forces under Fordyce were forced to retire and flee down the Kroomie Range due to inept leadership (omission) (bias) (2).

(m) Hit-and-run tactics operating from the Kroomie Range would be difficult to curtail. Mainly due to the inhospitable and precipitous terrain which would call for many thousands of troops to clear. Helicopters and high explosive bombs would inflict little damage as the terrorists would hide in caves and dugouts. A commando system could be a solution! (6).

(n) A personal account that hopefully would attract a mature answer (6).

Plus eight marks for the map question (see Task 3) (i.e. half mark per correct answer).

APPENDIX C : PILOT STUDY QUESTIONNAIRE

(A) Problem areas arising conerning :

(i) Organisation : e.g. Food ; Route ; Finance ; Accommodationn etc. and Administration :

(ii) Information : e.g. was adequate amount given etc.

(iii) Quality of Tasks given :

(iv) Any other points :

(B) Good points arising concerning :

(i) Organisation and administration :

(ii) Information :

(iii) Quality of Tasks given :

(iv) Any other points :

APPENDIX D - A TEACHER CHECK-LIST AND AIDS

1. Get Headmaster approval.
2. Ascertain the purpose of the trip, i.e. work or fun trip.
3. Set your tour objectives or aims, e.g.
   (i) To encompass discovery learning
   (ii) To entail detective type exercises
   (iii) To understand concepts like evidence, bias and omission
   (iv) To realise that history is uncertain
   (v) To promote the use of historical skills
4. Do your background information collating .
5. Ascertain the historical skills that will be used, e.g.
   (i) map work
   (ii) field sketching
   (iii) use of documents
   (iv) factual writing
   (v) summarising of information
   (vi) imaginative expression
   (vii) discussion
   (viii) classification
   (ix) use of background information to locate and extract the correct information
6. Select your sites (plus any integration with other subjects.)
7. Work out route.
8. Do a practise or dry run.
9. Work out a fairly close schedule.
10. Worksheets, itinerary, instructions made and typed and run off.
11. Set date.
12. Telephone for permission from site owners.
13. Party size determined.
14. Work out cost and collect from pupils.
15. Arrange transport.
16. Select groups to head various tour duties, e.g. cooks, washers etc.
17. Organise accommodation.
18. Work out food requirements and where and when to buy (coolbags for perishables).

19. Decide what task each pupil should complete e.g. a work book, a diary or album or slide show or essay or oral resumé.
20. Decide whether the field trip will be examinable afterwards.
21. Any background preparation by pupils before the trip.
22. Obtain form of indemnity from parents.
23. Insurance coverage for unforseen incidents.
24. First Aid box for minor illness and accidents.
25. Think of ways to entertain pupils during the evenings.
26. Think of ways to involve pupils during the trip.
27. If it rains - some alternative plan should be ready to hand.
28. Inform parents of the tour details, i.e. date, aim, transport, price, meeting place and time, tour outline, meal arrangements, pocket money, route and estimated time of arrival.
29. Pencils, clipboards or A4 notebook, bulldog clips, plastic bag if rains.
30. Chaperone if mixed group (first decide on which teachers to accompany you).
31. Briefing meeting before departure - give pupils itinerary; rules; clothing advice (sleeping bags etc.); accommodation; food; pocket money; route; worksheets into a A4 notebook etc.
32. Plan your follow up for reinforcement.
33. Thank you letters (keep addresses whilst on tour) - pupils to write.

Graves (1982, p 228) adds a guide to costing, i.e.

(a) Group costs:

Transportation	e.g.	R1000,00
Guide	e.g.	R 20,00
Teachers' accommodation	e.g.	R 65,40
Group entrance fees	e.g.	R 10.00
		R1095,40

(b) Per Participation costs:

Accommodation e.g. R12 per night (3 nights)	R 36,00
Lunches x 4 e.g. R3,00 x 4	R 12,00
Dinners x 3 e.g. R5,00 x 3	R 15,00
Refreshments e.g. 30 cents x 8	R 2,40
	R 65,40

$$\text{Therefore Tour cost} = \frac{\text{Group cost}}{\text{No. going} - 5} + \text{per participant cost}$$

$$= \frac{1095{,}40}{35 - 5} + R65{,}40 = R101{,}90$$

Therefore Market at R110,00.

Some useful telephone numbers used by the author:

Miss E. Winkelmann (04325-2319) - Berlin - for German Settler home.

Brian Randles (0433-24506) - King William's Town - for King William's Town Museum and surrounds.

Mr. Michael Peter - Keiskammahoek - for old wagon factory.

Mr. Alister Brown - Fort Hare History Department - for Alice and surrounds.

Mr. Robertson (043522-1213) - Tyumie Estates - for Woburn farm and massacres.

Miss Dugmore (043512-119) - Fort Beaufort - for museum and surrounds.

Sgt. van Vuuren (043512-96) - Fort Beaufort - for Martello Tower.

Mrs. Stanton (043512-2322) - Fort Beaufort - for water mill.

Mr. R. Painter (04662-3120) - Adelaide - for Waterkloof battles.

Mr. K. Norval (04662-2712) - Adelaide - for Waterkloof battles.

Mr. H. Bosch (04662-3) - Adelaide - for Waterkloof battles.

Mr. Petzer (04662-1421 or 1412) - Adelaide - Fort Fordyce Forest - Waterkloof battles.

Dr. E. Gledhill (0461-3288(H)) - Grahamstown - for a tour of Grahamstown.

Dr. Cory (0461-3176) - Grahamstown - for a tour of Grahamstown.

Settlers Museum (0461-2243) - Grahamstown - for exhibits.

Settlers Monument (0461-7115) - Grahamstown - for exhibits.

Fort Brown Police Station (0461-5375) - near Grahamstown - to visit Fort Brown.

Mr. Harvey (0464-41869) - Bathurst and Port Alfred - for tour.

Dr. Clement (0464-42236) - Port Alfred - for tour especially of Fish River mouth.

Mr. Terry Archer (0431-26074) - East London - for information on Border Forts.

Mrs. Gill Vernon (0431-22623) - East London - for museum and surrounds.

Graves (1982,p 230) summarises the planning aspect by stating that a "confident teacher - well prepared for any eventuality and aware of possible problem factors; pupils (who are well briefed) and parents

(who are well informed) ensures that the outdoor excursion like any expedition sets off on the right footing."

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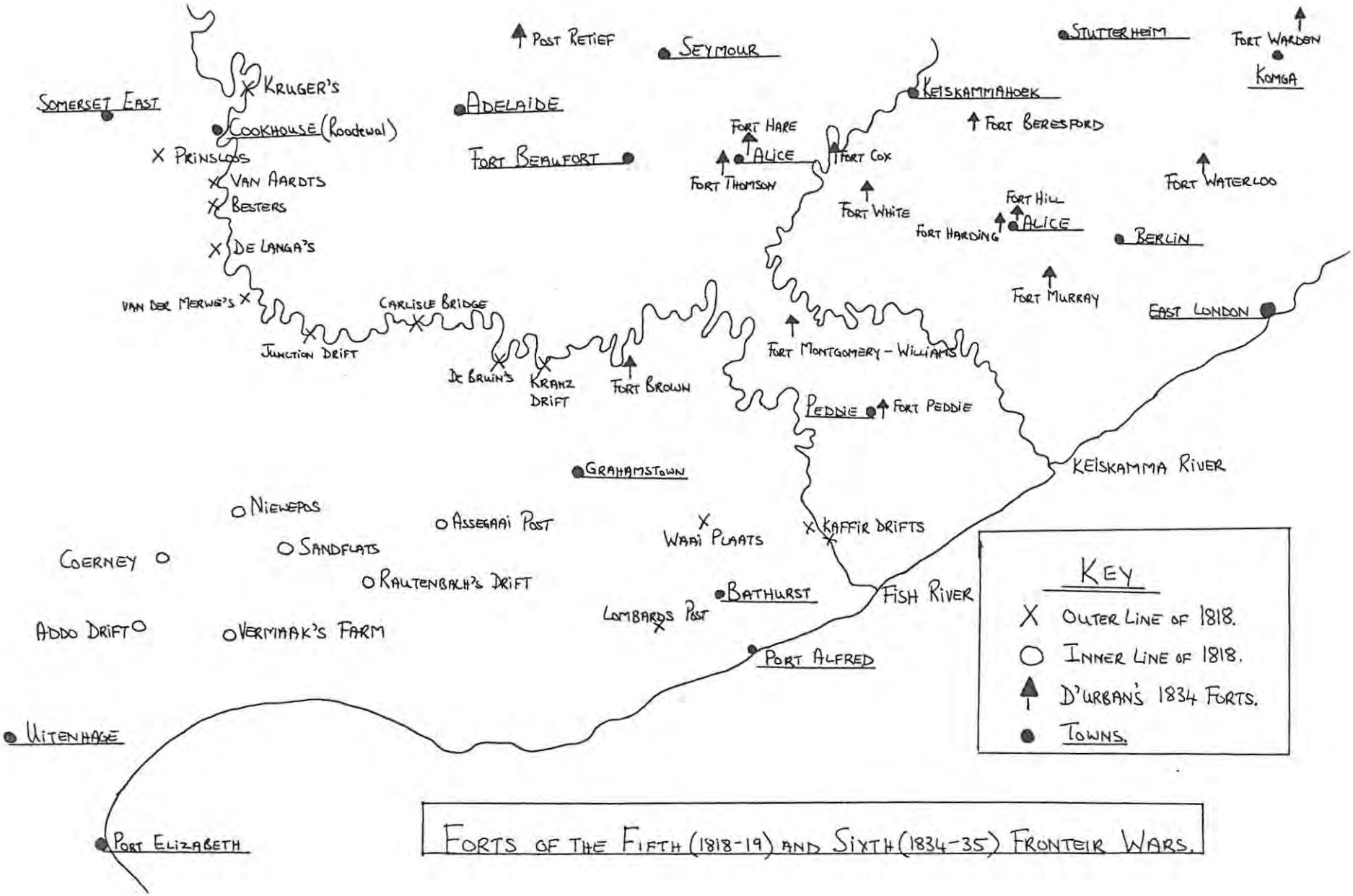
SOME MAPS RELATED TO THE AREA

Map 1 - Forts of the 5th and 6th Frontier Wars.

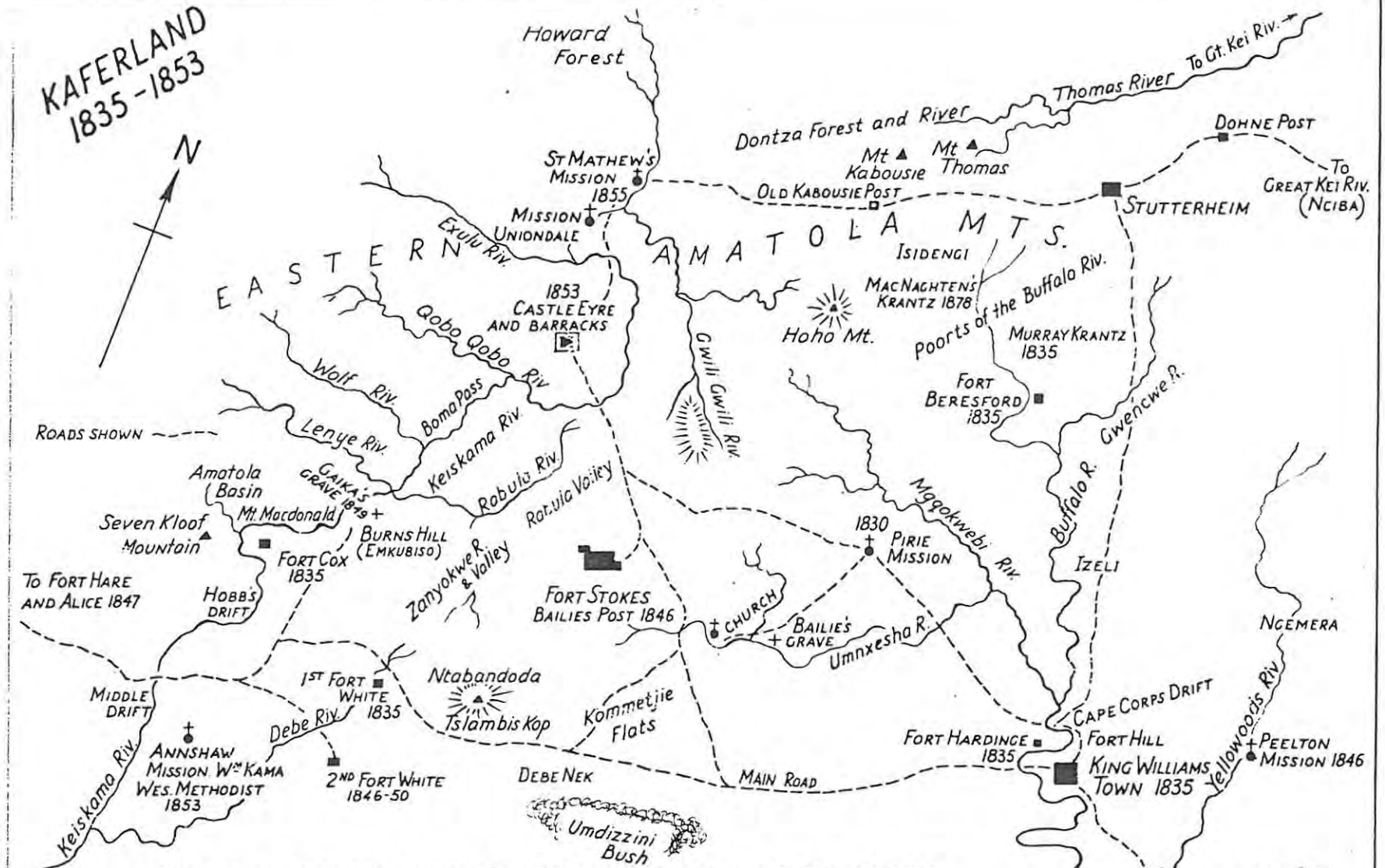
Map 2 - Kaferland in 1835-1853.

Map 3 - Military Reserve of King William's Town.

Map 4 - Eastern Cape Forts, Posts and Signal Towers.



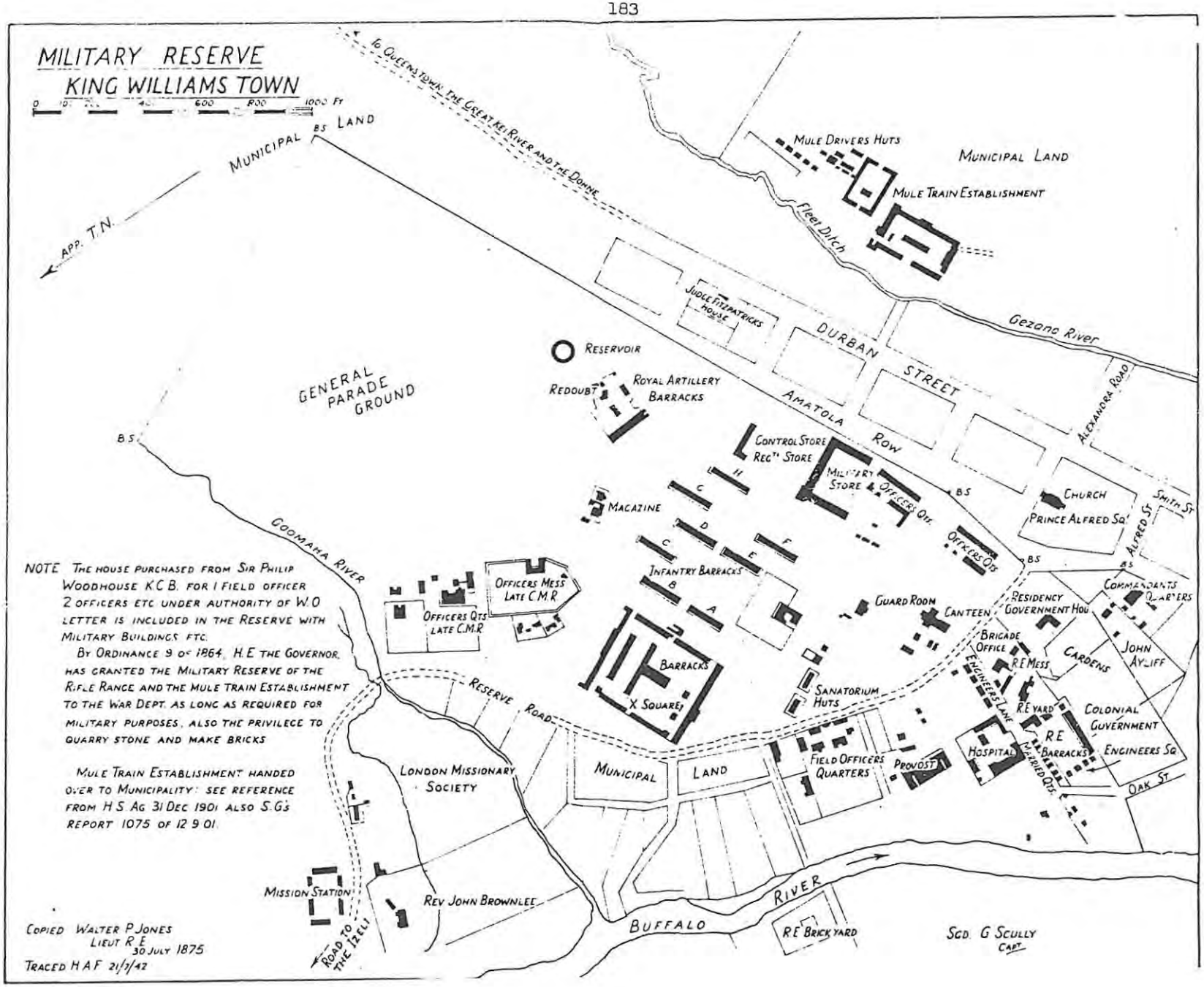
Forts of the Fifth (1818-19) and Sixth (1834-35) Frontier Wars.

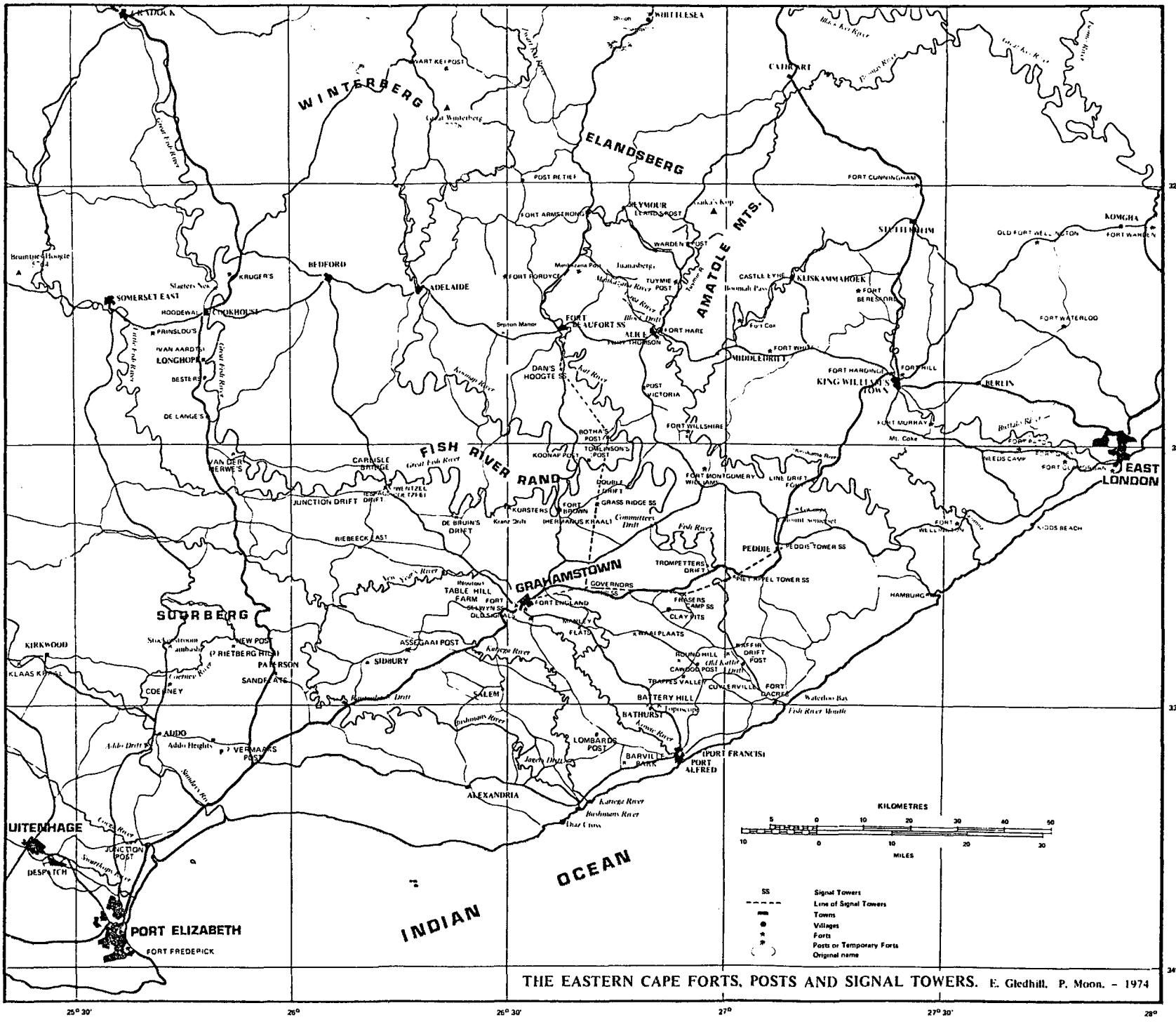


SKETCH MAP INDICATING RELATIVE POSITIONS OF FORT STOKES NEAR BAILIES GRAVE & CASTLE EYRE AT KEISKAMA HOEK

Prior to the war of 1850-53 Col. Henry Somerset was in command of the Camp in the Mountains
Tents only at Keiskama Hoek supplied by convoys from Fort Stokes built in 1846 by Lt. Stokes, soppers & miners.

A.W.B.


MILITARY RESERVE
KING WILLIAMS TOWN
0 100 200 400 600 800 1000 Ft
To Queenstown, The Great Kei River and the Donne
MUNICIPAL LAND
APP. T.N.
MULE DRIVERS HUTS
MUNICIPAL LAND
MULE TRAIN ESTABLISHMENT
Fleet Ditch
JUDGE FITZPATRICKS HOUSE
DURBAN STREET
Gezana River
RESERVOIR
REDOUBT
ROYAL ARTILLERY BARRACKS
GENERAL PARADE GROUND
AMATOLA ROW
ALEXANDRA ROAD
CONTROL STORE
REC'N STORE
MILITARY STORE & OFFICERS QTS
CHURCH
PRINCE ALFRED SQ.
SMITH ST
ALFRED ST
MAGAZINE
OFFICERS QTS
COMMANDANTS QUARTERS
RESIDENCY GOVERNMENT HOU
GOOMAHA RIVER
INFANTRY BARRACKS
OFFICERS MESS LATE C.M.R
OFFICERS QTS LATE C.M.R
GUARD ROOM
CANTEEN
BRIGADE OFFICE
R.E MESS
GARDENS
JOHN AYLIFF
BARRACKS
X SQUARE
SANATORIUM HUTS
RESERVE ROAD
ENGINEERS LANE
R.E YARD
R.E BARRACKS
COLONIAL GUVERNMENT ENGINEERS SQ
LONDON MISSIONARY SOCIETY
MUNICIPAL LAND
FIELD OFFICERS QUARTERS
PROVOST
HOSPITAL
MARRIED QTS
OAK ST
MISSION STATION
REV JOHN BROWNLEE
ROAD TO THE IZELI
BUFFALO RIVER
R.E BRICK YARD
SCD. G SCULLY CAPT
NOTE The house purchased from Sir Philip Woodhouse K.C.B. for 1 Field officer 2 officers etc under authority of W.O letter is included in the Reserve with Military Buildings etc.
By Ordinance 9 of 1864, H.E the Governor has granted the Military Reserve of the Rifle Range and the Mule Train Establishment to the War Dept. as long as required for military purposes, also the privilege to quarry stone and make bricks
Mule Train Establishment handed over to Municipality: see reference from H.S. Ag 31 Dec 1901 also S.G's report 1075 of 12 9 01
Copied Walter P Jones Lieut R.E 30 July 1875
Traced H A F 21/7/42


WINTERBERG
ELANDSBERG
AMATOLE MTS.
FISH RIVER
RAND
SUURBERG
INDIAN OCEAN
WHITTLESEA
CATHCART
KOMGHA
BEDFORD
ADELAIDE
SOMERSET EAST
KRUGER'S
FORT BEAUFORT SS
FORT HARE
ALICE
KEISKAMMAHOEK
KING WILLIAM'S TOWN
BERLIN
EAST LONDON
FORT MURRAY
FORT WILLSHIRE
FORT MONTGOMERY
GRAHAMSTOWN
FORT ENGLAND
PEDDIE
PEDDIE TOWER SS
TROMPETTERS DRIFT
PRIEST KOPEL TOWER SS
GOVERNORS SS
FRASERS CAMP SS
CLAY PITS
TABLE HILL FARM
FORT SELWYN SS
OLD SIGNAL
KIRKWOOD
NEW POST (PRIETBERG HILL)
PATERSON
SANDFLATS
SIDBURY
ASSEGAAI POST
COLCHESTER
SALEM
BATTERY HILL
BATHURST
ROUND HILL
CAMBOO POST
TRAPPES VALLEY
COWLERVILLE
FORT DACRES
BUFFEL DRIFT POST
PORT FRANCIS
PORT ALFRED
BARVILLE BANK
LOMBARDS POST
ALEXANDRIA
ADDO
ADDO HEIGHTS
VERMAAKS POST
UITENHAGE
DESPATCH
JUNCTION POST
PORT ELIZABETH
FORT FREDERICK
JUNCTION DRIFT
CARLISLE BRIDGE
VAN DER MERWE'S
DE BRUIN'S DRIFT
KURSTERS
FORT BROWN
GRASS RIDGE SS
DOUBLE DRIFT
TOMLINSON'S POST
ROTHA'S POST
KOONAP POST
FORT WILLSHIRE
FORT HARDING
FORT HILL
MIDDLEDRIFT
FORT WATERLOO
OLD FORT WELLINGTON
FORT WARDEN
FORT COX
FORT WHITE
FORT CUNNINGHAM
SEYMOUR
FORT ARMSTRONG
FORT FORDYCE
TUYMIE POST
WARDEN POST
CASTLE EYRE
FORT BERESFORD
SETTLERS DRIFT
DAN'S HOOGTE SS
POST VICTORIA
FORT THOMPSON
FORT COX
FORT WHITE
RIEBEECK EAST
KOMGA
KLAAS KRAAL
COLCHESTER
KILOMETRES
MILES
SS Signal Towers
Line of Signal Towers
Towns
Villages
Forts
Posts or Temporary Forts
Original name
THE EASTERN CAPE FORTS, POSTS AND SIGNAL TOWERS. E. Gledhill. P. Moon. - 1974
25° 30'
26°
26° 30'
27°
27° 30'
28°
32° 30'
33°
33° 30'
34°