

**TRAINING IN NOTE MAKING : THE EFFECTS OF A  
TRAINING SCHEME ON FIRST YEAR TEACHER-  
TRAINING STUDENTS**

**BY**

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SUMMARY

This research work is based upon a training technique devised and recommended by J. Smith (1985) in a pamphlet published by The British Historical Association. The technique involves training school pupils in the making of notes from text books and references and then selecting appropriate points to answer specific questions.

The technique was slightly adapted and used on a small Experimental Group drawn from Black first year College of Education students at an Eastern Cape College. A Control Group from the same College received conventional lectures on two topics from the first year college syllabus - the San and Khoi peoples of Southern Africa. The Experimental Group was given a brief training period in Smith's technique and then worked independently on extended reading passages on the same topics. Both groups received a similar introduction of a video tape on the San and a slide presentation on the Khoi. Both groups wrote the same final test after their learning experiences were over and both groups completed questionnaires on the initial visual input and on their reactions to the learning experience. Comparisons are drawn between the results and the students' reaction to those learning experiences.

INTRODUCTION

The researcher has been working at the Cape College of Education since its foundation in 1981. Throughout this period he worked in the history department, first as a lecturer and later as Head of the Social Science department. During this period he became aware that the students' knowledge of the subject is limited to what they receive in lectures or what they read in their textbooks. He also realized that the students have problems when answering essay type questions. The reason for this is partly because they have difficulty in knowing what facts are relevant to the question and partly because they have a language problem as English is only their second language and in some cases their third language.

The students do not always understand what is expected from them in the question. The researcher believes a major contribution to the problem is one of the students' recognition of relevancy and their own language inadequacy. They have difficulty in knowing what is relevant to the question on the one hand and on the other hand they are not always able to express themselves in English.

As a result of this observation it was felt that some exploration should be made of an alternative methodology in the teaching of history. From this conviction the

theory of the experimental work for this study was devised.

It was hoped that the students' performance could be improved by giving them limited but specific training in noting the points present in a passage of text and in selecting some of these points which would be relevant to answer a specific question. These two skills, it was hoped, would enable them to read more efficiently fairly extensive texts on two topics in the College history syllabus. The basic idea was found in a brief pamphlet by Smith (1985) where the two techniques are described and a trial exercise, based on a passage on William the Conqueror, is presented. A fuller description of Smith's technique appears in Chapter Four.

It was decided to use the method on first year College students as they would have very recently left school where such training was unlikely to have been given to them. It was also necessary to give the training early in the College year so that other study techniques necessary for tertiary education would not have been introduced to them. A full description of the method is given in Chapter Four.

A Control Group was created. This group did not receive the training in Smith's technique but attended conventional lectures in the same topics as the

Experimental Group, who were expected to cover the same material but through guided private reading.

The results of the experiment which are given in detail in Chapters Five and Six proved to be partly encouraging and partly inconclusive. In broad terms the Experimental Group appeared to benefit from the specific training in Smith's technique and showed this in the exercises that they had to do after their private reading tasks. In the final test, however, the Experimental Group failed to do significantly better than the Control Group. Tentative explanations for these results are given in Chapter six and are expanded in the final conclusion chapter.

Chapter one gives a brief description of the founding of, and some background information to, the College in which the experiment took place.

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CHAPTER 1BACKGROUND OF THE COLLEGE

The Department of Education and Training has divided the area of South Africa which it serves into different regions. The region to be discussed is the Cape region and this covers the whole of the Cape Province except the Kimberley area. In 1988 the Cape Region comprised 195 846 primary pupils and 50 486 secondary pupils. There were 4 815 teachers in the primary schools and 1 677 teachers in the secondary schools. These totals excluded the farm schools where a further 1 289 teachers taught 47 532 pupils.

In the Cape region there are three colleges in which 1 797 students train and further their studies to become teachers. Of these students 593 were men and 1 204 were women.

The Cape College of Education was started in January 1981 after the Black community of the Eastern Cape requested a teacher training institution. They felt that a need existed for student teachers to be trained in this region. The College started as the Cape Teachers' Training School. The College was originally planned as a teachers' training school for approximately 450 students. Due to changes in Government policy, training schools have become obsolete and have been replaced with colleges of education, which have correspondingly larger enrollments. During 1981, 149 students enrolled at the training school in the Junior Secondary Teachers' Diploma and the Primary Teachers' Certificate. The staff consisted of 16 lecturers and the Principal. There were two administrative clerks and one typist. Four of the lecturing staff were Black. This year (1990) the College has 859 students of which 218 are men and 641 are women. There are 70 lecturers and 11 administrative staff members.

TABLE 1  
COURSE NUMBERS FOR 1990

PTD(JP)	FIRST YEAR		TOTAL	SECOND YEAR		TOTAL	THIRD YEAR		TOTAL	GRAND TOTAL
	MALE	FEMALE		MALE	FEMALE		MALE	FEMALE		
PTD (JP)	0	163	163	0	54	54	0	66	66	283
PTD (SP)	45	112	157	37	47	84	26	39	65	306
STD	21	38	59	16	36	52	73	86	159	270
TOTAL	66	313	379	53	137	190	99	191	290	859

Definition of initials:

P.T.D. (J.P.) - Junior Primary Teachers' Diploma

P.T.D. (S.P.) - Senior Primary Teachers' Diploma

S.T.D. - Secondary Teachers Diploma

It should be noted that all courses are of 3 years duration and all require school leaving certificates as entrance requirements. Because the buildings were still being erected in 1981, the College had certain disadvantages which hampered efficiency. At that stage the College had no hall and the students had to assemble in one of the biggest classrooms for assembly on Monday mornings. As the student enrolment grew, they had to assemble outside on the lawn. There was also a lack of proper recreation facilities. The facilities of the Fort Beaufort mental institution were used for recreation.

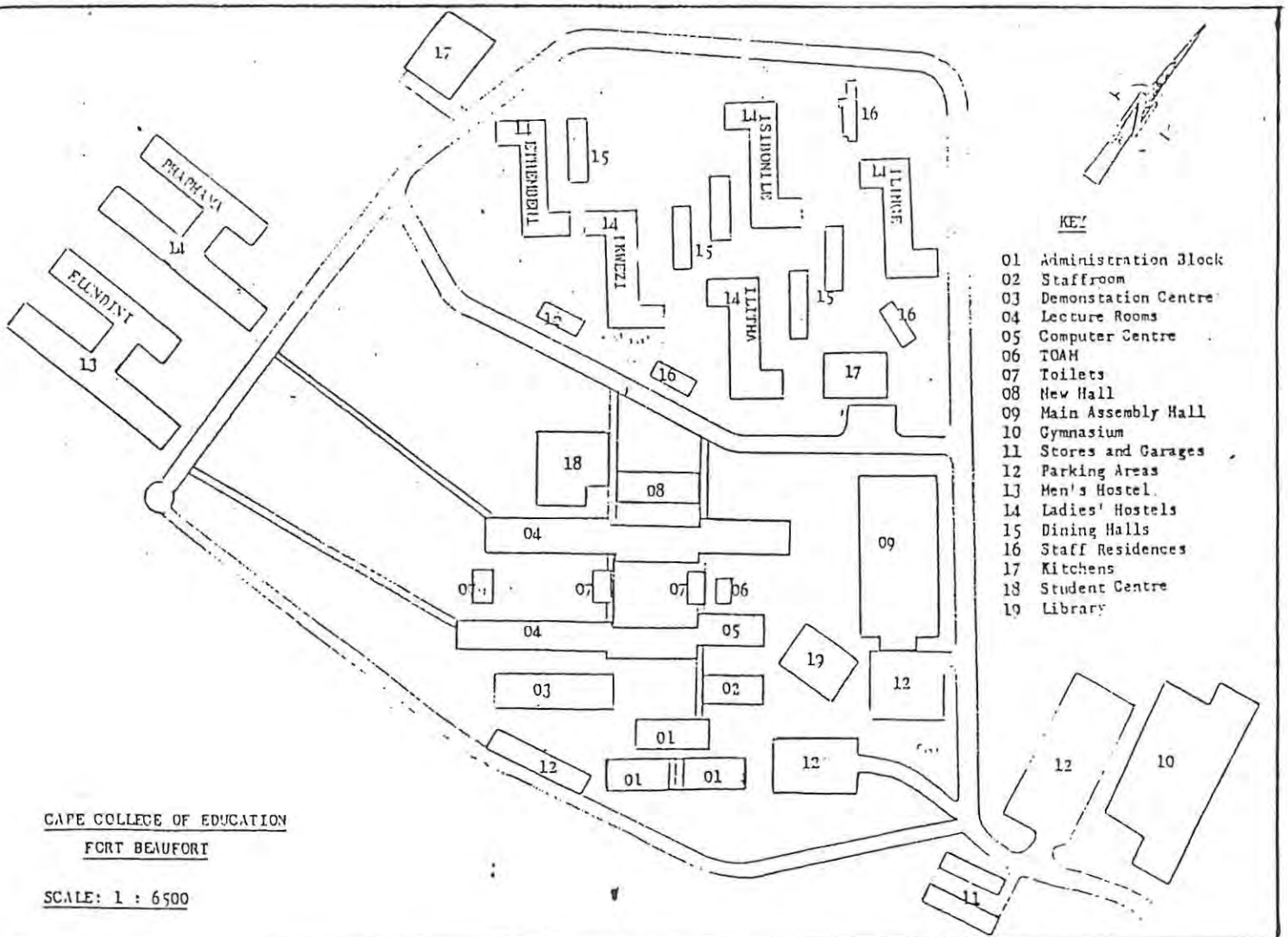
During 1981 the College offered Unisa subjects, such as History, English, Mathematics, Chemistry and Biology at first year level. This policy was however dropped after 1981, and replaced by "content" courses based upon Department Education & Training syllabuses.

During 1982 the old two year courses were replaced by a new three year course. J.S.T.C. and P.T.C. were replaced by S.T.D. and P.T.D. (J.P.T.D. and S.P.T.D.) courses. From 1 January 1983 the College was upgraded to a fully-fledged College of Education. The first Rector of the College was Dr. J.H.L. van Deventer.

This year (1990) there are 920 students at the College. There are 73 lecturers and 11 people on the administrative staff. As was explained earlier, of the students 283 take the P.T.D.(JP) course, 306 the P.T.D.(SP) course and 270 the S.T.D. course. The S.T.D. course is being phased out because adequate numbers of students are being trained for this level of teacher at Universities like Vista. All the buildings are to be completed this year.

The current extent of Cape College can be seen in Diagram 1.

DIAGRAM 1



A prospective student at the College must first apply for admission after which a prospectus and an application form are sent to him. The student applies for admission to a specific course e.g. S.T.D., S.P.T.D. or J.P.T.D. Applications are assessed according to matriculation results. Because of bad results in this examination the College is sometimes forced to accept students with lower standard 10 results than is ideal. The appropriate level is admission of students with a D-aggregate and above. It is not always possible to maintain this standard. This year (1990) the College received 8 937 applications of which only 387 were accepted because of the lack of accommodation. All students at the College must be resident on the campus.

Participation in sport and other activities form an integral part of College life.

The following sports are offered at the College:

Soccer	Tennis	Athletics
Rugby	Volley Ball	Netball
Boxing	Table Tennis	Soft Ball

Other activities include:

Student Christian Movement (S.C.M.)  
 Debating Society  
 Film Shows  
 Dramatic Society

Textbooks and stationery are obtainable from the College book shop. Two regular church services are conducted on Sundays.

The following fees are payable:

- (a) A College fee of R150. This fee is determined by the College Council.
- (b) A boarding fee of R600. This fee is determined by the Department of Education and Training.

- (c) Book fees must also be paid. The amount depends on the course taken.
- (d) An indemnity fee of R25 must be paid. This is a deposit against wilful damage to property. This fee is refundable at the end of a students course.

Students resident within the Republic of South Africa are eligible to apply for a bursary granted by the Department and Training, towards partial payment of their training. Virtually all students have such bursaries. Private bursaries are matters between students and sponsors.

All examinations are conducted in accordance with the rules formulated by the Department of Education and Training. The Rector determines the dates and times of all examinations. No student will be allowed to proceed to the second semester (the second half of the academic year) unless he has obtained an aggregate semester mark of 40%.

All Examination scripts are moderated by the head of the subject and the scripts of students who fail a particular subject are automatically remarked by a senior staff member.

Practice teaching plays an important role in the life of a student at the College. Students apply to the school of their own choice. The period of this experience is 10 weeks over a period of 3 years, and supervision of this programme is slight. Students return to College with their files, which are checked by their lecturers. Schools are supposed to report on their students progress, but in many circumstances this is poorly done. Each student must do 110 lessons during his three years at the College. Most of these lessons are taught during "home teaching", that is in schools near their own homes. The students go to all the provinces in South Africa e.g. one particular student will travel to

Gazankulu this year. A major problem for students during practice teaching is that of boycotts. On occasion students arrive at a school to do practice teaching only to find that the pupils or teachers are on strike. They therefore have to find other schools to do their practice teaching.

Appendix one shows the organisation of the practice teaching programme for 1990. In explanation of the Teaching Practice programme, Home Teaching means when the students go to the school of their choice to do practice teaching. Evaluation is when the students are evaluated at the College by the lecturers. The number after the word evaluation is the number of students that are to be evaluated. Observation means that the students go to the school of their choice to observe. They do not teach at all but are supposed to attend classes to see how the teachers are teaching. "Classes College" means that the specific group received their usual lectures at the College.

History at the College falls under the department of Social Science. This Department includes History, Geography, Commercial Subjects, Library Science, Environmental Studies, Health Education and Art. In 1981 the College had only one history lecturer. This year there are five lecturers. Provision is made for a S.T.D. and a P.T.D. course both of which take three years to complete. S.T.D. students have 11 periods of 40 minutes each per week, while the P.T.D. students have 4 periods of 40 min per week for History (Academic). The P.T.D.'s also have an additional 3 periods for History (Didactics). The following table shows how many students take History at the College.

TABLE 2.

## NUMBER OF HISTORY STUDENTS AT THE COLLEGE

P.T.D. I	72	S.T.D. I	0
P.T.D. II	20	S.T.D. II	0
P.T.D. III	31	S.T.D. III	25

The reason why there is no S.T.D. I and II students is because the S.T.D. course is being phased out, as has already been explained.

During the past decade, the History section went on several excursions. History students went as far as Port Elizabeth. Fort Beaufort and its surrounding areas are regularly visited. Guest speakers are also invited from time to time. The History section in the Library caters for a wide variety of topics.

On the San and the Khoi which are used as topics in this thesis the following books are available in the Library.

Elphick, R : KhoiKhoi and the founding of White South Africa  
 Malherbe, C : Men of Men  
 Malherbe, C : These Small People  
 Van der Post, L: Testament to the Bushmen  
 Wannenburg, A : The Bushmen

Apart from these specialist books, there are many other general sources available.

The P.T.D. 1st year syllabus consists of two modules. The main aspects which are lectured during module one is History by observation which includes aspects such as the study of four different regional areas in the Republic of South Africa, historical development of public services in the district. Another aspect is narrative history. People who made important contributions to South Africa and the world fall in this section.

The next aspect is a survey of the settlement and life style of people in South Africa from 1652 to 1840. It was under this section which the San and the Khoi, which are used in this study, are studied. Apart from the San and the Khoi, the Black peoples, the White Settlers, and the Voortrekkers are also studied under this heading. For this module, 56 periods are suggested by the syllabus. Module two consists of a section about the Ancient civilizations of Egypt, Mesopotamia, Greece and Rome. Another section is about life in the middle ages in Europe and Africa. For this module the syllabus also suggests 56 periods. Also included in the syllabus is enrichment which includes aspects such as the assessment of the importance of electricity for a modern city, a discussion of the value of scientific activity with reference to Madam Curie, the validity of the Retief-Dingane Treaty, a discussion of the development of the Ancient Ethiopian Empire etc. The complete syllabus is given in Appendix Two.

It is felt by the researcher that parts of the syllabus are very vague e.g. the sub-section about management, badge and banner, crest and motto of neighbouring towns under the section about history by observation. It is also felt that the sub-section about the Social life in the first settlement (dress, homes, crops, weapons) where drawings are to be made of these aspects, might better fall under the didactics of history. Another general feeling amongst the history lecturers is that the syllabus should be shortened in order to give the lecturers a chance to do a more in-depth study of topics. This certainly proved to be the case with the extended time in this study which was given to just two of the syllabus topics. This would help to train history students to know more than just what exists in their textbooks.

The school syllabus covers more or less the same topics which the students learn at college. A school syllabus

is added as an appendix No. Three. The following columns indicate the symbols which the students have achieved in matric for history in the past three years:

TABLE 3  
COLLEGE MATRICULATION HISTORY SYMBOLS 1988 - 1990

	1988	1989	1990
A	0	0	0
B	0	0	4
C	2	3	5
D	4	8	19
E	15	20	29
EE	0	1	10
F	13	5	12
G	0	0	1
DID NOT TAKE HISTORY IN MATRIC	30	28	0
TOTAL	64	65	80

In this brief chapter an attempt has been made to set the background to the experimental situation. It has also been shown that the College has to deal with students whose standard 10 symbols are low and who are likely to find academic work difficult. It has, for instance been shown that the College has been forced to admit students whose results are lower than was desired. This has been necessary to maintain adequate numbers in the College. Under these circumstances the learning of history skills could be a difficult task for the students. This thesis is concerned with a learning method which might assist such students to gain these skills. Before the method can be described, however, some account is needed of the development of a skills approach to history in recent years. This will be done in the following chapter.

CHAPTER 2THE TEACHING AND LEARNING OF HISTORY - A LITERATURE SURVEY

In this chapter attention will be concentrated on those aspects of literature on history in schools and in teacher training which are clearly linked to the methodology used in this thesis. For many years and particularly since the 70's an enormous amount of material has appeared on the purpose of teaching history. Two publications, however summarise many of these ideas and they will be given special attention in this chapter.

The first is a pamphlet produced by the British Department of Education and Science (1985) on the teaching of history in British primary and secondary schools. Its chapters deal with most of the issues that have been presented in history teaching in the previous two decades: the place of history in the total curriculum; what can be expected of pupils at different ages and stages; how syllabuses might be constructed; basic concepts and topic-related concepts and the ways in which pupils can be helped to grasp them; what kinds of historical questions children can be encouraged to ask and how they can be expected to answer them; how pupils' work can be assessed (both internally and externally, or in public examinations); how pupils might be introduced to conflicting evidence and controversy and to recognise bias and the causes of bias; how history teaching can be adapted to children of lower ability; and how resources (both primary and secondary), can be introduced into the classroom. The second and more recent set of materials is that produced (as with that of the Department of Education and Science) in England in preparation for the implementation of the National Curriculum of which history is a part. Most of these materials (National Curriculum History Working Group) appeared in 1990. In justifying the presence of history as a compulsory curriculum component, the

working group was forced to present a rationale for, and a method of, teaching history.

Both these publications show clearly the influence of the American reformers (Fenton, and the Amherst Project publications, as well as the arguments for example, of Coltham and Fines (1971) Chaffer and Taylor (1975), Ben Jones (1973), Steele (1976), Ballard (1974), Lally and West (1981) the writings of Dickenson and Lee (1978, 1984) and the Schools Council materials on the History 13-16 Project (1976 and 1980).

New British legislation in 1988 introduced the concept of a prescribed curriculum in all British schools in which history was a compulsory component for the first eleven years (approximately to the South African Standard 9 level) or until the pupils had reached the age of 16. The other components were:

Mathematics	Geography
English	Technology~
Science	Music
Art	PE
Modern Foreign Language*	

~Technology includes design.

\*Obligatory only in key stages 3 & 4.

In 1990 the report of the working group on the approaches to the teaching of history appeared. Not all aspects of this report have been accepted, but the general trend is very clear and is not likely to be changed fundamentally in the immediate future. The report lists nine purposes for school history. They are reproduced here in slightly modified form from the original:

(1) to help understand the present in the context of

the past;(the present can be better understood in the light of its historical context and origins);

- (2) to arouse interest in the past; (the past arouses curiosity, people ask questions about what happened in the past);
- (3) to help to give pupils a sense of identity: (by means of history, pupils can learn where their forefathers originated, how their country developed and the customs and beliefs of their country or society);
- (4) to help to give pupils an understanding of their own cultural roots and shared inheritance;
- (5) to contribute to pupils knowledge and understanding of other countries and other cultures in the modern world; (pupils should learn to tolerate and respect other peoples);
- (6) to train the mind by means of disciplined study: (a history pupil must be able to search for the truth by means of disciplined enquiry, systematic analysis and evaluation);
- (7) to introduce pupils to the distinctive methodology of historians: (if a history pupil wants to go further with his history studies, he needs to be able to construct his own accounts of the past by means of testing evidence);
- (8) to enrich other areas of the curriculum: (history is not in a watertight compartment but covers the entire human past; and so aspects of history can be found in other areas of the curriculum);
- (9) to prepare pupils for adult life: (history sharpens

the pupils' intelligence which enables him to understand current affairs).

It is unlikely that few educationists would disagree with this list. In the methodology for this research, attempts were made to introduce students through the content of the topics, to six of these nine purposes. As the methodology for the research is described, these purposes will be expanded upon, but, for the moment, the following table will show which purposes received special attention in the teaching material of the experiment.

TABLE 4

Historical aims in experimental material

Purpose	Present in Experimental material
1. Understanding present through past	✓
2. Interest in the past	✓
3. Sense of identity	x
4. Own cultural roots	x
5. Other people's cultures	✓
6. Disciplined study	✓
7. Distinctive historical methodology	✓
8. Cross-curriculum studies	x
9. Preparation for adulthood, and contemporary affairs.	✓

The broad purposes (or goals, or aims) of history teaching are not by themselves, however sufficient to help teachers implement the curriculum plans of the 1988 legislation.

The report also designed a system of assessment to enable teachers and parents to know what progress pupils have made at certain stages of their schooling (at schooling years 2,6, 9 and 11). This system includes the identification of attainment at a specific level. It also involves the specification of programmes of study which teachers use in order to set the targets which pupils must reach. Those attainment targets are not only required of history. Similar targets, related to

the particular nature of each subject have to be set for all the curriculum components.

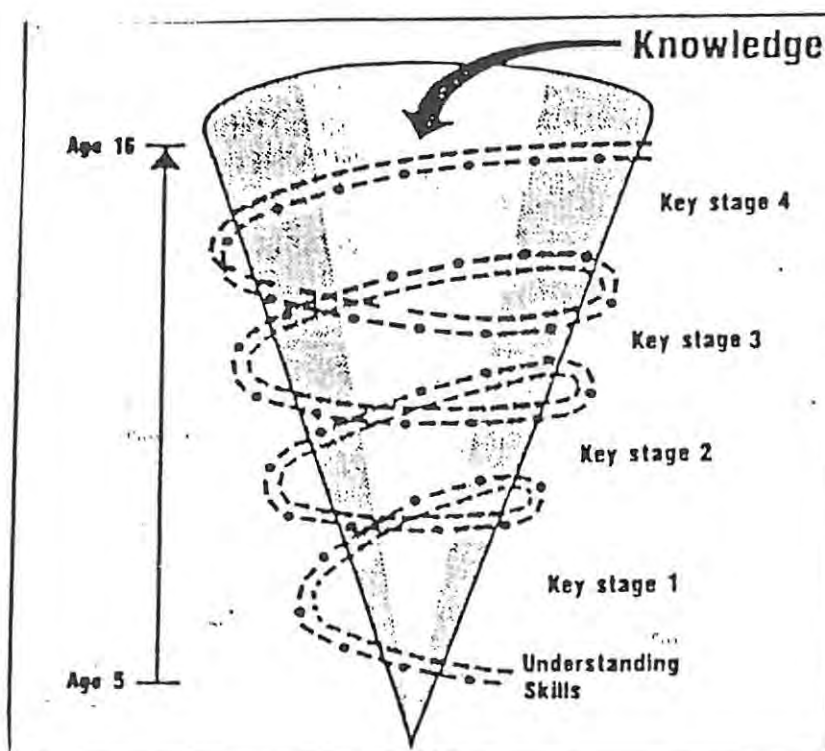
Four attainment targets are prescribed for history:

- (a) Understanding history in its setting;
- (b) Understanding points of view and interpretation of history;
- (c) Acquiring and evaluating historical information;
- (d) Organising and communicating the results of historical study.

Diagram 2 describes the structure of knowledge, skills and understanding diagrammatically.

DIAGRAM 2

A model of development of historical studies



In this diagram the cone represents the broadening and accumulation of historical information starting at the age of five and continuing up to age sixteen. The growing understanding of skills are represented by means of the twin "helix". One helix shows how understanding increases and the other how refinement and competence in performing historical tasks increases over the eleven years. In a later chapter of the Report (Chapter 7) an extended analysis of what is meant by attainment targets in history is presented.

Even more than with the purposes of history teaching, the present research takes specific account of several of these principles upon which the targets were built. Nine principles are listed at the end of the Report's Chapter 7, and these are summarised here. The Report explains that progress from one level to another will "depend upon an increasingly sophisticated basis of historical information". The principles are presented as a series of objectives. The words underlined in the description of each principle reflect the key ideas of that principle.

The pupils should increasingly be able to:

1. come to terms with an increasing amount of historical information: pupils should be able to select, find relations and establish overviews;

2. Show skill in selection: pupils must progress to discriminate and focus on the more important issues of history and be able to put emphasis on these issues;
3. use concepts and imagination in a disciplined way: pupils should be able to think in an abstract way and also use their imagination in order to sort out information;
4. make comparisons and connections: pupils should be able to select complex historical information across a greater time period;
5. be aware of uncertainty: pupils must also be aware of gaps in knowledge of history and the problems which are caused because of this;
6. be relevant and precise: pupils should more and more try to be accurate and be able to distinguish what is relevant and what not in an historical argument;
7. give explanations and summaries and make generalization: pupils should progress from describing to explaining and drawing conclusions;
8. plan, refine and communicate: pupils should be able to establish order and logic by means of selection, consistency rejection, posing questions, using relevant terminology and expressing supporting statements clearly;
9. Show an independence of thought: pupils should be able to pose questions, evaluate evidence, test

hypotheses, compare and find contrasts in history on their own.

As has been done before in this chapter, the link between the experimental work and these "attainment principles" can be shown in Table 5. The more detailed way in which they were used will become clear in the chapter on the methodology used in the research.

TABLE 5  
ATTAINMENT PRINCIPLES IN EXPERIMENTAL MATERIAL

Attainment Principle	Present in experimental material
1. Select, find relations and establish overviews	√
2. Focus on important issues.	√
3. Use concepts and imagination.	√
4. Make comparisons and connections.	√
5. Be aware of uncertainty.	√
6. Be relevant and precise.	√
7. Give explanations and summaries.	√
8. Plan, refine and communicate.	√
9. Show independence of thought	√

If pupils do not have such training in primary and secondary schools it clearly becomes important that future teachers in our tertiary institutions should be introduced to them so that a more sophisticated history

teaching method can be gradually incorporated into black schools. Since Coltham and Fines first investigated the application of objectives (as developed by Bloom, 1956), there has been growing interest in taking these ideas further and making them more specific. This interest was heightened as history teachers began talking of a "skills" approach to the teaching of history. Objectives, expressed as general skills which pupils should reveal, were then linked to ages or stages in the pupils' development, suggesting when this training should be introduced and how the skills, with increasing pupil-age, should become more complicated and sophisticated.

Although the first of these detailed recommendations (Sylvester, 1980) was applied to the secondary school pupil (arising out of the History 13 - 16 Project, Schools Council 1972) the movement spread to the primary school (Fines and Lally and West, 1981). There is considerable overlap between these schemes. In 1985 a broad suggestion covering both primary and secondary school pupils, was presented by Her Majesty's Inspectors in England (Department of Education and Science, 1985). As this is the latest of these attempts and has clearly been influenced by the other writers, the H.M.I. scheme will be presented in this chapter and some of its implications discussed. In particular the relationship between skills and the ages at which they might be in-

troduced will be considered. A brief comparison with earlier writings will also be added.

The table, on the next page shows objectives in relation to age, is reproduced from the H.M.I. scheme.

If the H.M.I. scheme is compared with the earlier kind schemes devised by Lally and West (1981) and Sylvester (1980), it is found that although they differ in certain specific instances, there are many points of similarity especially in the broad skills which pupils are expected to reveal. All three schemes talk of chronology or time skills; they all expect pupils to show increasing confidence in handling primary evidence; they all stress the importance of acquiring and using concepts, both those that are specific to a topic and those that are general historical concepts, such as motive, cause, effect, reform, progress, change, economic, political, social (Department of Education and Science, 1985, p.18; Sylvester, 1980, p29; Lally and West, 1986 p.81).

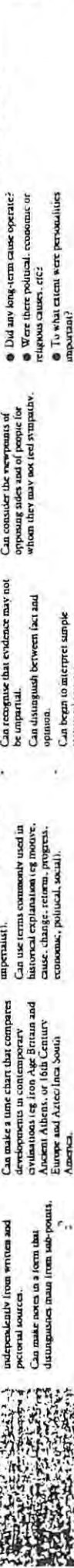
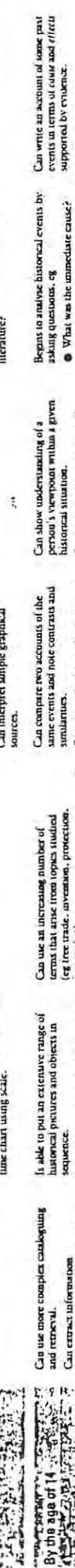
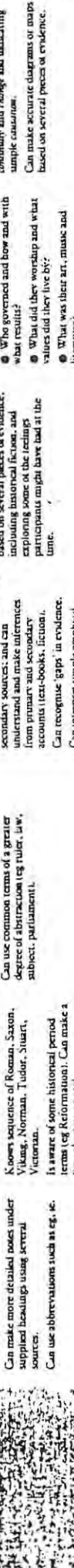
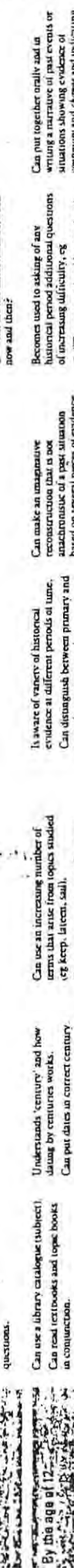
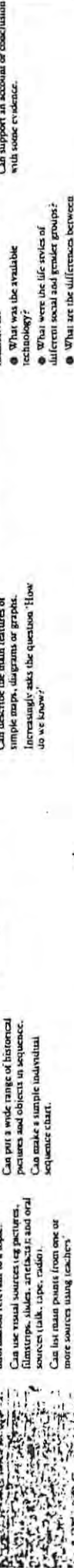
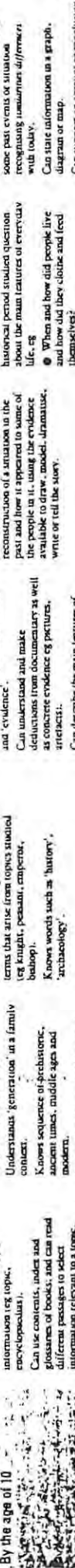
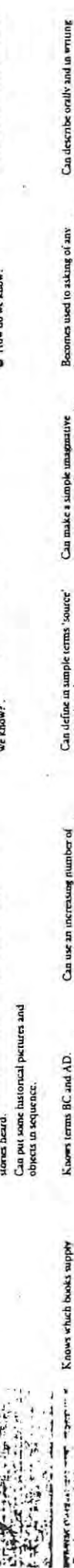
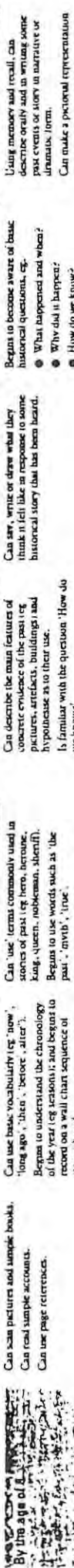
All three schemes speak of growing skills in the language the pupils use themselves to describe, explain and comment critically on historical issues. Two schemes (Sylvester and the M.H.I. scheme) speak of development of empathy and the same two schemes describe how pupils should show increasing familiarity with reference materials and their use.

TABLE 6

SKILLS IN HISTORY BY AGE

By the age of 8	By the age of 9	By the age of 10	By the age of 11	By the age of 12	By the age of 13	By the age of 14	By the age of 15	By the age of 16	By the age of 17	By the age of 18
<p>Can see pictures and simple books.</p> <p>Can read simple accounts.</p> <p>Can use page references.</p>	<p>Can use basic vocabulary (eg 'now', 'long ago', 'then', 'before', 'after').</p> <p>Begins to understand the chronology of the year (eg seasons); and begins to record on a wall chart sequence of stories heard.</p> <p>Can put some historical pictures and objects in sequence.</p>	<p>Knows terms BC and AD.</p> <p>Understands 'generation' in a family context.</p> <p>Knows sequence of prehistoric, ancient times, middle ages and modern.</p> <p>Can put a wide range of historical pictures and objects in sequence.</p> <p>Can make a simple individual sequence chart.</p>	<p>Can use an increasing number of terms that arise from topics studied (eg knight, peasant, emperor, 'archaeology').</p> <p>Knows words such as 'history', 'archaeology'.</p>	<p>Can use an increasing number of terms that arise from topics studied (eg keep, latent, sail).</p> <p>Can use common terms of a greater degree of abstraction (eg ruler, law, abstract, parliament).</p>	<p>Can use an increasing number of terms that arise from topics studied (eg free trade, invention, protection, imperialist).</p> <p>Can use terms commonly used in historical explanation (eg motives, cause, change, reform, progress, economic, political, social, America).</p>	<p>Is able to put an extensive range of historical pictures and objects in sequence.</p> <p>Can make a time chart that compares developments in contemporary civilisations (eg Iron Age Britain and Ancient Africa), or 18th Century Europe and Aztec/Inca South America).</p> <p>Can make a time chart that records events in different aspects of history (eg war, politics, buildings, costume).</p>	<p>Knows which books supply information (eg topic, encyclopedia).</p> <p>Can use contents, index and glossaries of books; and can read different passages to select information relevant to a topic.</p> <p>Can use visual sources (eg pictures, filmstrips, slides, artefacts) and oral sources (talk, tape, radio).</p> <p>Can list main points from one or more sources using teacher's questions.</p>	<p>Can use a library catalogue (subject).</p> <p>Can read textbooks and topic books in conjunction.</p> <p>Can make more detailed notes under supplied headings using several sources.</p> <p>Can use abbreviations such as eg, ie.</p>	<p>Can use more complex cataloguing and retrieval.</p> <p>Can extract information independently from written and pictorial sources.</p> <p>Can make notes in a form that distinguishes main from sub-points.</p>	<p>Can summarise.</p> <p>Can ask open questions of information to answer problems.</p> <p>Knows how to use and make footnotes and bibliographies (eg in project work).</p>
<p>Can describe the main features of concrete evidence of the past (eg pictures, artefacts, buildings) and hypothesise as to their use.</p> <p>Is familiar with the question 'How do we know?'</p>	<p>Can describe the main features of historical period studied (eg Roman Britain).</p> <p>Can identify the main features of everyday life, eg:</p> <ul style="list-style-type: none"> <li>When and how did people live and how did they clothe and feed themselves?</li> <li>What was the available technology?</li> <li>What were the life styles of different social and gender groups?</li> <li>What are the differences between now and then?</li> </ul>	<p>Can make a simple imaginative reconstruction of a situation in the past and how it appeared to some of the people in it, using the evidence available to draw, model, dramatise, write or tell the story.</p>	<p>Can make a simple imaginative reconstruction of a situation in the past and how it appeared to some of the people in it, using the evidence available to draw, model, dramatise, write or tell the story.</p>	<p>Can make an imaginative reconstruction that is not anachronistic of a past situation based on several pieces of evidence, including historical fiction, and explaining some of the feelings participants might have had at the time.</p>	<p>Can show understanding of a person's viewpoint within a given historical situation.</p> <p>Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.</p> <p>Can begin to interpret simple statistical sources.</p>	<p>Can identify the causes of choice available to a person in a given situation in the past.</p> <p>Can identify the values and attitudes on which human actions have been based in the past.</p>	<p>Can identify the causes of choice available to a person in a given historical situation.</p> <p>Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.</p> <p>Can begin to interpret simple statistical sources.</p>	<p>Can identify the causes of choice available to a person in a given historical situation.</p> <p>Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.</p> <p>Can begin to interpret simple statistical sources.</p>	<p>Can identify the causes of choice available to a person in a given historical situation.</p> <p>Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.</p> <p>Can begin to interpret simple statistical sources.</p>	<p>Can identify the causes of choice available to a person in a given historical situation.</p> <p>Can consider the viewpoints of opposing sides and of people for whom they may not feel sympathy.</p> <p>Can begin to interpret simple statistical sources.</p>
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Table 2 Some objectives for pupil progress in historical skills



It has already been explained that the H.M.I. scheme was published at a later date than the other two, and the earlier writings clearly influenced this scheme. The difference between the three schemes lie mainly in the ages at which particular skills are to be introduced. Some explanations can be given. It is found that the H.M.I. scheme for instance introduces concept introduction at an earlier stage than do Lally and West and Sylvester.

The empathy skills start at the age of eight in the H.M.I. scheme but only at the age of twelve as an objective in Sylvester's group of concepts. More is also expected from the pupil at an earlier stage in the H.M.I. scheme (fourteen years old) than in the one drawn up by Sylvester (eighteen years old). At the age of fourteen the H.M.I. scheme expects the pupils to show understanding of a person's viewpoint and to consider viewpoints of opposing sides, whereas Sylvester expects the pupils to have understanding of other historians only at the age of eighteen.

The skills of synthesis start at the earliest in the H.M.I. scheme. At the age of eight it is expected that the pupil will use memory and recall and be able to describe orally and in writing some past events or story in narrative or dramatic form. He must also be able to make a pictorial representation of work done in class. Lally and West place the skill of synthesis and the heading called concepts at the age of eleven. The H.M.I. scheme expects this to go on developing up to the age of sixteen and Sylvester up to eighteen years of age. Lally and West expect the pupils to be able to show only simple causation by the age of eleven. The H.M.I. scheme expects much more from the pupil in this skill, although at a later stage. At the age of sixteen it is expected that the pupil will be able to write a structured account and argue to a credible conclusion. They also,

by then, are expected to write longer accounts using foot notes and bibliographies.

The concept of asking historical questions is an aspect only included in the H.M.I. scheme. Analysis is included by all three groups. Lally and West call this skill evidence. Lally and West expect the pupil to be able to recognise bias at the age of eleven and distinguish between secondary and primary sources by the age of thirteen. The H.M.I. scheme, on the other hand, expects the pupil to be able to distinguish between secondary and primary sources a year later than Lally and West do, and it wants the pupil to be able to recognise bias later at the age of sixteen. Sylvester expects knowledge of secondary sources and bias at the age of fourteen.

Language is a skill all three want to be developed in a pupil, although Lally and West call it vocabulary. The same authors call "skills in chronology" (as it is named by Sylvester and H.M.I.), "time". Reference and information finding skills are listed by H.M.I. and Sylvester, but none of Lally and West's headings can be so classified under this section.

Lally and West however list a skill called "Authenticity" where the pupil must be able to distinguish between fact and fantasy. They also make use of the skill of deduction. They expect the pupil to be able to make deductions about artifacts and pictures at the age of eight.

What these tables do not show, because they are basically summaries of longer explanations, is how these skills are to be introduced to and practised by the pupils. In both Lally and West's and the H.M.I. schemes, it must be recognised that the demands of concept and chronology development, for instance are introduced very gently and slowly to primary level

children. The differences in time allocation outlined in the previous paragraphs, therefore, are not as great as might seem at first examination. What is clear, however, is that many more diverse skills are expected of children than would have been the case forty years ago. Other evidence, not examined in this thesis, shows that these skills are nevertheless attainable. (See, for instance, Shemilt, 1980.)

Perhaps one of the greatest "innovations" in history teaching in the past two or three decades has been the deliberate introduction of primary evidence into the classroom. The purpose is to introduce pupils to some of the techniques of the professional historian, and in particular to show that the historian is not merely presenting historical facts, but is also having to interpret these facts in the light of incomplete and often conflicting evidence. This is frequently mentioned in discussions of modern history teaching and it has been shown that this demand is made in all three of the schemes already described in broad outline.

Primary sources can be defined as original sources which are found in archives, museums and libraries. They can also include sources such as letters, diaries, documents, newspapers, paintings, drawings, maps, eye-witness accounts and oral traditions.

Secondary sources include recognised reference works in history popular histories and biographies and are accounts written by people who have made an study of primary sources and interpreted them (Oosthuizen, 1981 p.210). Both were used in the experimental approach in the methodology of this thesis. It is recognised that unless primary sources are included in the textbook, it is unlikely that Black pupils will be introduced to them because of a lack of such sources in Black schools. Therefore it should be introduced into

tertiary institutions, so that this technique might gradually appear in black primary schools.

In the early stages of teaching the "new history", the analysis of evidence, and the use of primary sources was practised in the secondary school. It has already been shown earlier in this chapter, however, that primary school children are now being exposed to these tasks. This has not only occurred in Britain or America, but is beginning to appear in South African primary school textbooks. Good examples of these ideas can be found in Machin, Mathews and Garbharron, (1982a, 1982b). These books were written for Standard 3 and Standard 4 pupils. Similar approaches occur in Nisbet, Machin, Maggs and Kingwill, (1984) for Standard 5 pupils and in Siebörger, Nisbet, Machin, Maggs and Kingwill, (1985), also planned for the Standard 5 pupil.

It is clear that there is a considerable amount of common authorship in these four books, and they all appear from the publishing firm of Shuter and Shooter. That this is not simply a particular interest of a few writers and their publisher can be seen when the introductory chapters of the series Pioneer Trails, by Grove, (1980) are examined. Here a different author and a different publisher (Juta) are involved.

All these books introduce young children to the ideas of recognising primary and secondary sources, and how, in simple terms, to draw out implications from primary source evidence. It is extremely important, therefore, that future teachers themselves should be introduced to these skills and then to the methods for using them in primary classrooms.

The tables which suggested ages at which particular skills might be introduced to pupils (already described in this chapter) all refer to the recognition of bias in history writing. This exists in the evidence with which

the historian is working and results from the viewpoints and the values of the eye-witnesses to historical events. It exists even more in the interpretation and selection of evidence by the historian who creates the secondary source.

The Oxford Dictionary defines prejudice (bias) as a preconceived opinion or bias against or in favour of a person, group, a race or religion. Van Jaarsveld (1974) explains the problem by referring to the two elements which play a role in any attempt to create knowledge: the subject and the object. The subject is the element striving for knowledge, while the object is the element that is being investigated. In the natural sciences the subject puts the object in a test tube and observes the results. Allowing for experimental error the results should be the same every time the experiment is repeated. The results can be seen as objective. This is, however, not the case if somebody or something is tested in history. History is about human beings. All relevant information cannot be obtained from primary sources (they are never complete). The subject in history does not stand apart from the object because he is part of life and therefore has feelings and emotions which play a role in how he is going to interpret the object. The subject and the object in the case of history are, therefore, much more closely related than is the case in the natural sciences.

The action of bias or prejudice in interpretation is clearly not only a South African one. Milburn, 1972, for example, devotes a considerable selection of his readings for Canadian history teachers-in-training to the topic (pp.74 - 90).

Kallaway (1976), writing about the South African situation, suggests two main ways in which bias occurs: by omission and by commission. The first is when an explanation or interpretation is distorted, not by what

has been said but by what has been left out. Dance (1960) gives an example of bias by omission when he quotes from a Communist revision of a German school history textbook used in East German secondary schools after 1945. In a section of potted biographies towards the end comes this complete entry on Shakespeare: English poet, one of the most important dramatists in world literature. Wrote his works in the epoch of rising manufacture, of the transition from feudalism to bourgeoisie, and the beginnings of English commercial supremacy. Very highly esteemed by Marx and Engels. (p.65)

Dance's comment is *"It would be difficult to find any better example of the kind of history which is every bit true and yet altogether false."*

Bias by commission occurs when the historian, or the teacher, deliberately colours his explanations with his own prejudices, and does not give any reference to, or acknowledge the possibility of other interpretations. Billington (1966) adds another type which he calls *"bias by inertia."* This is a particular danger found in school textbooks where the writers show *"a regrettable disinclination to keep abreast of the findings of modern historical scholarship,"* (cited in Milburn, 1972, p77). Here older interpretations are repeated in newer texts, with no attempts being made to incorporate new material based on newly discovered evidence.

In South African history writing, a fourth type of bias occurs because of the absence of written records giving viewpoints of large sections of the population. Oral evidence has only limited uses and archeology cannot be used to explain values and attitudes. Once again this is not exclusively a South African problem. The history of the Indian-colonist relationships in the United States and Canada show exactly the same situation, with documentary sources being almost

exclusively written by colonists, although obviously not all of these presenting the same viewpoints.

In South Africa bias and prejudice is an important problem because of different groups in our society. Attitudes can be group based. An example of the existence of bias in textbooks in a specific South African context was shown by Auerbach, (1965). Some of the worst excesses criticised by Auerbach are being eliminated in more recent history textbooks, but it does not mean this has disappeared and, in fact, the more subtle the bias the more difficult it is for the teacher, and especially the pupil, to detect. One of the biggest problems of making use of the San and the Khoi as study material was that the interpretation of the San, in particular, has changed substantially in the last few years. The danger of reflecting "*bias by inertia*" could therefore have been great.

During the course of the fieldwork for this study, the existence of bias by all three types (omission, commission and inertia) was examined by Mazel and Stewart (1989) on the topic that was used for the study material for the students. They examined 25 South African school history textbooks published since 1972 and showed inaccuracies and bias in chapters which covered the San and the Khoi. Little if any attempt had been made to include recent research.

One change, for instance, which took place over the period was that the term Bushmen was replaced by the term San. Although this has been reflected in the more recent texts, most textbooks are still concentrating on the physical appearance of the San and the Khoi. These references to their physical appearance are seen by Mazel and Stewart as Eurocentric. They also feel that by dealing with the San in conjunction with the arrival of the Dutch, writers give the impression that the San only have importance when they share the stage with the Dutch

immigrants. The syllabus for the Department of Education and Training for students studying for the Senior Primary Teachers' Diploma reflects this interpretation as it includes the San and the Khoi as part of early inhabitants, but only during the period 1652 - 1840. There is, however, a section called "enrichment" in which the students must make a study of the earliest inhabitants of Southern Africa which could therefore include their origins and give them opportunities to explore other peoples' past in depth. Mazel and Stewart find three approaches to the origins of the San which are evident in textbooks. Broodryk (1984), Olivier and Horn (1984), Graves and Consul (1985) and Van Niekerk et al (1985) indicate that the San came from the north but do not indicate when they arrived in South Africa. Smith (1984) claims that none of the people of South Africa are indigenous. On the other hand Nisbet et al (1986), Siebörger et al (1985) and Chengalroyen et al (1986) discuss the indigenous development of the San in South Africa. Only Nisbet deals with the period before A.D. 1500 as part of the history of the San.

Most textbooks describe the conflict between the San and the Trekboers and comment on how the Trekboers formed the commando system in order to solve the situation. The textbooks differ, however, on the consequences of the conflict between the Trekboers and the San. Many tell of the killing of the San but only Oosthuizen et al (1985) and Van Niekerk (1985) explain that the San were almost exterminated. On the issue of landownership, textbooks also give different versions. Broodryk (1984) says that "Each band of San had its own hunting ground which was defended against intruders." Graves and Consul (1985) explain that the San had no idea of possessing land. New evidence however indicates that land is owned by groups of people and that newcomers to that land may not be denied the resources of that area. This is hardly reflected in any textbook.

Some textbooks state that the San could not distinguish between wild animals and herds of the Trekboer (Broodryk, M. 1994 p.104). This is probably not true because recent research has shown that the San must have come into contact with pastoralists at least one thousand years before they met the Dutch at the Cape. It therefore seems impossible that the San did not know the difference between game and the livestock of the Trekboers or of the Khoi. The San most probably killed the livestock of the Trekboers because they wanted to prevent the encroachment of the farmers into their hunting grounds.

Recent research also shows that the rock art of the San was associated with medicine men (Shaman) and not only just for the pleasure of creating, or for purpose of decoration. In order to explain the association the actions of a medicine man must be looked at.

During the dancing ritual, the medicine man bends forward until his torso is almost at right angles to his legs. He trembles and sweats. Some of them suffer nasal haemorrhage during a trance. It is said that the medicine man "dies" while in a trance and that hair comes out on the back of his head. All these characteristics are similar to a dying antelope and in some of the paintings the dying antelope is clearly a symbol of a dying medicine man. As a man entered a trance he experienced at least 3 stages of hallucination:

1. He saw patterns: zigzags, chevrons, spots, spirals and grids. These were a product of a person's nervous system.
2. The shaman saw objects that were important for the San's lifestyle, for example animals.
3. At this level the trancer saw things which were invisible to ordinary people.

All these stages can be seen in their rock art (Lewis-Williams, J.D. 1986, pp 33-34).

Mazel and Stewart summarize their findings in this way (p.12):

*"... besides two textbooks .... there appears to be no attempt of the authors to familiarize themselves with the research conclusions of the last 15 or so years .... (resulting) in the distortion of the history of the San and the characteristics of ... San society, but also the omission of significant features of their ways of life .... it is evident that some attempt has been made to avoid overly racist statements, there remains ... a lack of sensitivity ... it is essential to continually monitor school history textbooks."*

The kind of analysis done by Mazel and Stewart can be followed by professional historians and anthropologists. It could not, however be expected of most teachers, and certainly not by first year students in college.

It is possible, however, to sensitize students and pupils to the possibility of bias by allowing them to compare primary source evidence conflicts. An early example of this can be seen in the Amherst Project (1970). In one of their Kits, What happened on Lexington Green, for instance, secondary school pupils explore the conflicting evidence (partly influenced by personal bias) given at the enquiry into the opening shots fired at this skirmish which started the American War of Independence. To reinforce the message, the exercise starts with evidence on the outbreak of violence in the Watts Riots in California in 1965, to show that biased view points prevent a complete picture emerging, not only in the case of events long past, but also of events in the recent past.

The analysis required here is sophisticated and could not be expected of primary school children. Lally and West (1981), however, show that appropriately selected material can be used with pupils of 11 and 12. The examples deal with Christian and Moslem accounts of the fall of Damascus during the Crusades (pp.28,29). Once

again it is clear that teachers-in-training must be exposed to concepts and causes of bias, be given opportunities to practice identification of bias, and be shown techniques to introduce the skill, at an appropriate level, to their pupils.

Specific tasks in bias identification were not included in the material for the experiment in this research, but the students' attention was drawn to the wide range of resources that were used to compile the study guide and to the fact that not all sources were in agreement.

Sources which the researcher consulted were mostly of recent nature and by respected authorities. Malherbe's books were used for both the Khoi and the San because they are sources which were specifically written for Primary Schools. The writing style and the language used are of such a nature that they can be easily understood by pupils in Primary Schools. The books are also up-to-date with their information and they cover the San and the Khoi from their origins up to the present. The video which was used by the researcher, Testament to the Bushmen by Lawrence Van der Post was made recently and highlights the most important aspects of the San's life style. Van der Post is an authority on the San having studied them frequently in their own setting.

Of all the skills already described in this Chapter, one group is of outstanding importance for teachers: the skill of notemaking and of selecting of relevant information from these notes to answer a particular problem. This ability will be used by teachers throughout their professional careers.

A distinction should be made between note-making and note-taking. Note-taking is when the teacher dictates notes to the pupils or when the pupils copy notes from the chalkboard. The teacher is responsible for the

making of the notes. Note-making on the other hand means that pupils make their own notes while the teacher is presenting a lesson. By doing this the pupils develop their skill to listen and comprehend. The teacher may also teach a section of the work and expect the pupils to make notes on aspects which arose out of the section presented e.g. why did something happen? or what were the consequences of an event? (Oosthuizen, 1981 p.76). Note-making must therefore serve a purpose and should be regarded as an exercise in historical thinking.

Note-making however also has its disadvantages. According to Brasher (1987) the taking of notes may add little to the pupils understanding of history. The pupil might not be able to keep up with the information given by the teacher. His notes then become patchy and do not form a coherent piece of work. He also loses mental contact with the teacher because he is trying to write down what was said a minute ago. A solution to this problem is for the teacher to issue notes on the work being taught in the class. This saves time and enables the pupil to concentrate on what is being said by his teacher. Notes given in advance also allow the pupil to see the structure of the lesson which enables the pupil to see the lesson as a coherent piece of work.

If notes are not handed out, the pupils should be taught to be selective in what they take notes of. He should wait until he is satisfied that the teacher has made a point of significance. A single word or a few words is all that is needed to write down. This prevents the pupil from losing touch with the teacher's ideas. By doing note-taking in this way, the pupil's notes become less bulky and more efficient. It also is part of his intellectual training. (Brasher, N.H. 1987. pp 75-76). An important aspect of this research was the making of notes in history. Notes are made in order that one does not forget. Notes in the history class should however,

not be a duplication of the textbook. Notes should be a summary of detail. This means that it should be brief and concise to such an extent that the pupils should be able to study a topic at a glance. In order to achieve this, full sentences should be avoided.

The advantages of concise notes are that:

- (1) The pupils can revise a topic quickly. The child sees the topic in its totality which is an educational principle.
- (2) The pupils do not get discouraged by being engulfed in a mass of facts.
- (3) The thinking ability of the child is stimulated because each word must be considered.
- (4) Notes can be used fruitfully before exams and tests.
- (5) The pupils learn to know what is important and what is not.
- (6) To make concise notes is important when a pupil must do an assignment, because he must be able to extract the main points from reference works.
- (7) By making concise notes the pupil learns how to present subject matter in a logical and systematic way.
- (8) Valuable preparation for University learning prepares a pupil if he wants to go to an University.

(Oosthuizen C, 1981 pp 75-76).

There are different ways in which this can be done. One way is to read through a section in order to form a general picture of the sequence of events. After this

the pupil jots down any ideas or words which he does not understand. On another sheet of paper he can then make brief notes about the sequence of events. A diagram can also be made to show how events were linked together.

If a specific essay-topic or examination question must be worked out, the relevant information might be scattered over even more than one chapter in the textbook. The student can then make use of brief notes which will link these references together.

A card-index can be used to file some important facts which are difficult to remember because they are not part of a story or a sequence. When you look at the card you can test your memory.

Revision can be done by writing down brief answers to questions like, what happened? Where did it happen? When did it happen? Why did it happen? What were the results? (Brandon, L.G. 1976 pp. 25-28).

The method used in this research was to give the students passages in which they had to find relevant points on specific questions. This method should be regarded as an exercise in analysis. Note-making is essential for tertiary students and was therefore also essential for the experimental work done in this thesis.

The way in which the two skills of note-making and relevance selection were incorporated into the experimental methodology will be described in the next chapter.

CHAPTER 3METHODOLOGY USED IN THE EXPERIMENT

In this chapter an extended account will be given of how the experiment was set up and implemented and of how the materials were devised.

In 1989 the Cape College of Education received approximately 9 000 applications from prospective first-year students. Of those applications only 379 were accepted, because the Secondary Teachers' Course was being phased out and also because of a lack of hostel and classroom accommodation.

Students were accepted on their matriculation results and their matriculation combination subjects since only certain subjects were offered at the College. Few students from the homelands were accepted because the Cape College is supposed to cater only for citizens of the Republic of South Africa. The idea was to accept only students with a D-aggregate and upwards, but because not many students achieved this, students with lower symbols are also considered in order to fill classes.

History is one of the subjects offered to students doing the Senior Primary Teachers' Diploma. Seventy-two students were accepted for History. They were divided into four groups, S.P. 1.1 to S.P. 1.4. Two of these classes were allocated to the researcher, namely S.P. 1.2 and S.P. 1.4. The students were placed in each class according to the other subjects they chose to take. The researcher, therefore, had no control over which students were placed in which classes. The S.P. 1.2 class consisted of 17 women and the S.P. 1.4 class consisted of 23 students, of whom four are females.

The purpose of this experiment was to test the extent to which carefully prepared worksheets and questions as

opposed to conventional lectures would be a better learning experience for students. The procedure was that some aspects of the learning experience should be common to both groups. The lectures or the worksheets would however, be specific to the Control and Experimental groups respectively. The common and specific parts of the experiment can be summarised in the following table. An x indicates that the group did not have this part of the procedure and a √ shows that a group experienced this part. Each of the headings will be described in the course of the chapter:

TABLE 7  
PROCEDURE FOR EXPERIMENTAL AND CONTROL GROUPS  
SAN

	Historical sources	Video	Video questionnaire	Note making	Answering of questions on notes	Lectures
Control	√	√	√	x	x	√
Experimental	√	√	√	√	√	x

KHOI

	Slides	Answering of questions on notes	Lectures	Final Test	Questionnaire on Exercise
Control	√	x	√	√	√
Experimental	√	√	x	√	√

The S.P. 1.2 group was taken as the Control Group. The Control Group had achieved the following symbols for history during their matric year:

B - 1  
D - 4  
E - 12

The Experimental Group's (S.P. 1.4) matric results in History read as follows:

C	-	3
D	-	5
E	-	6
EE	-	5
F	-	4

It can immediately be seen that the Experimental Group showed a wider range of symbols than the Control Group. The implications of this will be discussed later.

The students in the Control Group all hailed from the Eastern Cape, most of them from the rural areas. The students in the Experimental Group came from as far afield as Worcester in the south-west and Burgersdorp in the north. Possible factors which might influence the results (apart from the matriculation symbol range) were that the groups were relatively small, that one group consisted of women only and that one group came from a wider area in the Cape Province where other influences could have made an impact.

It was decided to use the San and the Khoi as study material. The reason for this choice was that it was part of the programme for history students, and is an important part of the Standard 3 syllabus in the Department of Education and Training syllabus. It is presented early in the first-year college students' history course when they have not yet been exposed to other forms of college teaching. The final reason for this choice was that the topic was of particular interest to the researcher himself. The study material was collected by means of consulting sources found in the College library as well as sources available in other libraries and video material. The sources were Elphick and Giliomee, (1979), Cameron, et al. (1986), Malherbe, (1983), Van der Post and Taylor, (1984), Tobias, (1987) Shaw, (1971, 1972), Elphick, (1975), (1977), (1979), Wilson and Thompson, (1982),

Schapera, (1965), Muller, (1981). The video material used was one shown on South African television called "A Testament to the Bushmen" narrated by Sir Lourens van der Post. The notes on the San comprised 22 pages and ten pages of questions. A variety of questions were set to measure the extent to which education objectives such as understanding, comprehending, recalling, recognising, application, analysing, synthesising and evaluating could be applied by the students. The questions were divided into sections: there were seven questions in which the students had to fill in the missing words; there were multiple choice questions; questions testing application; paragraph questions; in which the students had to answer questions in the space provided; matching questions (events to dates); a question which tested terminology; and questions on interpretation of maps, objects and photographs. The note material on the Khoi consisted of 29 pages and five pages of questions. The questions followed the same pattern as those set for the San. At the end of the study material a glossary of some three pages was given. The full notes and questions can be found in Appendix four.

The notes on the San covered ten aspects. After an introduction to the Khoisan community of Southern Africa, there followed a section on the origin and development of the Southern African San Communities; characteristics of the San, the San as hunter and gatherer. Then came a description of their recreation and social structure. An important section dealt with their religion and their rock art. Finally changes which took place because of contact with other cultural groups and the future of the San were described.

The Khoi were dealt with in the following sections:

and results of the Dutch-Khoi wars of 1659, 1663-1677, and a conclusion. Throughout the study material, on both peoples, maps and pictures were given to help the students to get a better understanding of the work.

The first step was to explain to the students of both groups how to do an assignment in order for them to understand how the information which they would get on the San and the Khoi could be compiled and organized. Books such as these by Elphick, R. (1975), Malherbe, C. (1983, 1984), Shaw, E.M. (1971), 1972), Cameron, T. et al (1986) and Wilson, M. and Thompson, L. (1982) were used for these two topics and were handed out to the students. They were then given time to look through them. Then they were lectured on how to use footnotes and how to compile a source list. This was done with the aid of transparencies and the chalkboard. The students were given time to take down notes. Pictures on the San and Khoi were also displayed in the classroom for the students to look at.

It was found, however, that the Control Group found it more difficult than the Experimental Group to understand how footnotes and a source list were compiled. It was also clear that both groups had a problem with the use of English as a medium of communication, this being more evident, through direct observation, in the Control Group than in the Experimental Group.

The next step was to show the video to both groups of students. Both groups were very quiet during this period. Some took down notes while others merely listened and watched. Both groups found some incidents very amusing: for example, a fat infant, fighting children and a child hitting an old woman. The Control Group also thought that the singing was amusing, while the Experimental Group laughed when the San were dancing and when a San male played on a home made guitar. It must be pointed out that the Control and Experimental

Groups saw the video on different occasions as the groups met at different times and on different days during the week.

Because of the length of the video, each group had to watch the last part during a second period. During this period the Experimental Group was again very quiet and enjoyed the click sounds used by the San. The Control Group, on the other hand, were a bit more talkative, discussing the situation where the chauffeur opened the door of the motor car for the San Minister, or when one person was seen looking for lice on another's head, or when men who were fighting and when San men were shown in bush warfare on the Angolan border.

After both groups had seen the whole video, they were asked to answer the following questions:

- (a) What did you find interesting about the San?
- (b) What did you find difficult to understand?
- (c) What did you find unacceptable about the San?

They were asked to write a paragraph on each of these topics. After the questions were answered, the two groups were treated in different ways. The Control Group was given lectures on the San which they seemed to enjoy. Photocopies with headings and spaces for them to make notes were handed to each of them. The headings for the San lectures were:

The San:      Origin  
                   Characteristics  
                   San as Hunter-Gatherer  
                   Clothing  
                   Recreation  
                   Social Structure  
                   Dwelling Places

Religion  
 Rock Art  
 Clashes with other Nations  
 Results  
 Future of San

The Khoi: Who are they?  
 What did they look like?  
 Where did they come from?  
 How did they live?  
 Early Contacts  
 First Dutch-Khoi War 1659  
 Where are they today

They were expected to listen to the lecturer, take down what was said and also to make use of the summary given on the chalkboard. The exact words in the chalkboard summary were:

#### Lecture 1

#### The San

##### Origin

Remains found as far north as Egypt  
 Southern Africa - 8000 years ago  
 Only inhabitants

##### Characteristics

Short (1,5m)  
 Yellowish  
 High cheekbones  
 Sparse hair  
 Small hands and feet  
 Steatopygia

##### San as hunter-gatherer

Lived in places nobody else wanted

Hunting + gathering

Bows - Bamboo

Sinews of animals

Arrows - Reeds )

Head out of flint) quiver

Poisonous )

Good Trackers

Gathering: Women

Berries )

digging stick

Roots )

Nuts )

Water: Plants - melon

Roots - water roots

Water holes

Liquid from animals they kill

Hollows in trees

Lecture 2Clothing:

Skins

Men - Loincloths

Women - Leather aprons

Both - Karosses in winter

Used to carry food in

Women liked ornaments - Ostrich shells

Recreation:

Dancing

Singing

Story telling

Painting

Social Structure

Not in large tribes

Small family clans

Defined areas

Nomadic

Quarrelling prevented

Education limited

Dwelling places:

Reed screens	)	
Caves	)	near water holes
Hollows	)	

Lecture 3Religion:

Medicine people (Shamans)

Dancing (supernatural power)

Sickness drawn from people

Mantis

Great God - Good

Lesser God - Bad

Rock Art:

To do with religion

Pleasure

Decoration

Paint	-	Plants
		Berries
		Ocher

Clashes with other nations:

Blacks )

Whites ) San hunted cattle

|  
Game

War

Result:

Moved to drier parts

Numbers decreased  
 Kalahari            )  
 Namibia            ) 20 000  
 Botswana            )

Future:  
 Squatters  
 Labourers  
 Farming  
 Capitalistic  
 Medical clinics  
 Schools

### Khoi

#### Lecture 1

Who are they?  
 Men of Men  
 Like San  
 Possibility - previously San  
                   |  
                   started to live differently

What did they look like?  
 Bigger than San - Different diet  
 Yellowish

Where did they come from?  
 Probably Northern Botswana  
                   |  
                   Southern Africa  
                   |  
                   Suitable for stock farming  
                   |  
                   Western    )  
                   Southern ) Cape  
 Another theory - Northern Africa (Sahara)  
   |  
   Different climate

Map showing the spread of herding

Map showing suggested expansion patterns

#### Lecture 2

How did they live?

(a) Farming  
     - stockfarmers            )  
     - semi-nomadic            ) Pastoralists  
     - Long-horned cattle    )  
     - fat tailed sheep        )  
     - not crop farmers

- contact with blacks - bartering
  - inter-marriage
  - learnt use of iron
- more secure lifestyle than San - Livestock
  - Milk

Women

Hunted  
Gathered  
Berries  
Roots  
Bulbs

- (b) Weapons:
- bows
  - arrows
  - assegais
  - battle axes
  - knobkieries

Lecture 3

- (c) Religion:  
Two Gods
  - Gaunab
    - Evil spirit
  - Tsuigoab
    - Good spirit

- (d) Cultural activities:
- danced ) Especially at full moon
  - sang )
  - made music instruments

- (e) Clothing:
- made out of skins
  - men
    - loin cloths )
    - karosses ) Like San
  - women
    - aprons )
    - karosses )
  - both sexes
    - leather caps
    - sandals
    - decorations
      - copper
      - shells
      - ivory
      - bone
      - wood
    - smearred bodies with fat
    - ochre

- (f) Utensils:
- wooden containers
  - clay pots
  - woven baskets )
  - woven mats ) dry grass + reeds

#### Lecture 4

- (g) Clan system:
- Live in bigger groups than San
    - Several hundred
    - Related
  - Ruled by a chief
    - Closest relative of the earliest ancestor of the Clan

- (h) Camps:
- Surrounded by a hedge
  - Took huts with when moving
    - Dome-shaped
    - Stripped branches
    - Reed mats
  - kraals were round
  - large space in middle
    - Animals slept at night
  - hut floor smeared with
    - Cowdung
    - Blood
  - Slept on mats
    - woven dry grass

#### Lecture 5

##### Early Contacts

- 1488 - Dias - Mossel Bay
- 1497 - Da Gama - Saldanha Bay
- 1503 - De Saldanha - Table Bay
- Sometimes hostile, sometimes not
- 1647 - Nieu Haerlem
- 1652 - Jan van Riebeeck
- Strandlopers

First Dutch-Khoi War 1659

Reasons: Khoi steal stock  
 Free Burghers took land  
 Khoi banished to Robben Island  
Result: Khoi unwilling to attack Fort  
 Dutch unable to force Khoi into decisive battle

Second Dutch-Khoi War 1673

Reasons: Murders  
 Tougher Dutch policy  
Result: Some Khoi sided with Dutch  
 Gonemba lead Khoi  
 Fought defensively  
 Gonemba asked for peace

Lecture 6

Where are they today

1652 - Jan van Riebeeck  
 |  
 Obtain meat  
 |  
 Bartered from Khoi  
 |  
 Problems  
 |  
 Whites takes over their area  
 |  
 Stole stock  
 Burned wheat fields  
 |  
 Wars )  
 1659 ) Some Khoi moved North  
 1673 )  
 1687 )  
 1713 ) Small Pox )  
 1755 ) | ) Detribalization  
 1767 ) Thousands die )  
 Mixing with free slaves )  
 Coloured Whites )  
 Nation Blacks )  
 Some trekked to S.W.A. (Namibia)  
 Ceased to exist as separate nation

It should be noted that this lecture scheme was more extended than the time given in previous years. These nine lectures need to be compared with the four normally

allocated for these two topics. This was deliberately done. In the past the lecture presentation was largely based on a primary school textbook, which each student had. The video alone, which had not been available in the past, would have required more time than was available in previous years. The issues raised in this video alone, and the interest it aroused, would have forced a longer period allocation than was usual.

It was stressed that the students should ask questions whenever they did not understand anything. However, no questions were asked during this period. The lecturer made repeated references to aspects of the San which were shown to them in the video. Most of the references to the video were remembered. One aspect which was referred to in the video and which seemed to be forgotten, was steatopygia. They enjoyed it tremendously when the researcher asked them what their clan names were. The researcher was again struck by their inability to communicate in English. Through this period of lectures, the students were satisfied that they understood the work although they struggled to understand some terms like supernatural, why the San clashed with other groups and what a "Mantis" was. It usually transpired that one of them would understand and would then explain to the rest of the class in Xhosa, after which they were satisfied.

The experimental group, in the meantime, was given passages to develop their skill in finding relevant points on specific questions. This was the first aspect of the research methodology which was specific to the Experimental Group.

It was argued that the ability to take accurate and meaningful notes from extended written passages would not be likely to have been taught to the students while they were pupils at school. If the lengthy readings of 51 pages on the San and the Khoi were to be meaningfully

used by the students some specific training in note taking and in the selection of relevant facts to answer a particular question was necessary. One possible solution to this problem was a training technique devised by Smith, J. (1985), and published in an Historical Association pamphlet. The method was intended for pupils in the middle years of the secondary schools but it seemed to be a technique that could easily be adapted to early college work.

In Smith's work the pupils are presented with a passage of about 300 - 400 words. Each pupil has to make a note of each point presented by the author. The pupils are encouraged to make these points in their own words. The full list of points is then compared and discussed in a class exercise. This part of the training is repeated, at appropriate intervals, until the pupils are reasonably skilled in this method.

The second part of the training consists of devising specific questions on the passage. These questions required only a selection of the points for the answers. In other words the pupils are being given experience in choosing relevant points for an answer. Ideally the questions should at times require some points which are common to all of them and at other times the inclusion of points specific to one question only. In this way pupils should be able to see that certain facts can be used in a number of different ways to answer different questions.

For the purpose of this experiment, the training period was shortened. One passage on the Renaissance was used as a general introduction to the idea and was done as a class exercise. The second passage on the Mfecane was used as a test passage and the results are discussed in a later chapter. It was hoped, however, that the second passage could also be used as practice in the technique by the experimental group. The first passage, as has been explained, was on the Renaissance.

It read:

"Among the ideas which began to gain followers was one we call 'Humanism'. Humanists felt that humans and the environment should be in harmony. They tried to understand and explain

man and his place in the universe. They thought of man not only as a creature of God but also an individual who could himself create beauty. Humanists were interested in 'human nature' and the world around them. It led educated men to ask questions about life and nature.

It became fashionable to encourage an interest in all types of knowledge (astronomy, history, art, architecture, foreign lands, ways of life, the ancient world) but especially in the writings of Classical times. The knowledge of ancient writings was thought to give a man wisdom.

Men of the renaissance were anxious to be accurate and to prove their arguments by means of evidence. Whether they were discussing engineering or painting, they tried to find the truth. The study of the languages of the Bible-Latin Greek and Hebrew - was especially popular among educated people. Men wanted to study the Bible in its original languages. This study of these ancient languages led to the study of other writings in these languages.

Wealthy men would act as patrons of scholars so as to gain 'reflected glory' from their wisdom, even though they might not be highly educated themselves. Poets and writers were hired by princes and kings as 'men of letters'. They were used to draft speeches or act as ambassadors. It was believed that education helped a man to persuade other people.

If a scholar or an artist had a patron, his means of earning his living or practicing his 'art' was guaranteed.

Many ancient writings were found in monasteries. Patrons paid scholars to translate these ancient Greek and Latin texts.

A good education was highly prized. An educated man was expected to be interested in many fields of knowledge e.g. writing, science and art.

*New schools were opened. Some Italian cities started 'public' schools but most of those who attended them were from wealthy homes. Other people hired tutors to teach the children of royalty about the "art of conversation" and "civilized behaviour". In Europe over 80 universities were started."*

The researcher had drawn up the main points on the topic. The researcher gave them the first point in order to help them. They were given twenty minutes to find the points. The points are as follows:

1. Humanism gained a following.
2. Humans and environment should be in harmony.
3. Humanists wanted to explain man and his place in the Universe
4. Humanists were interested in human nature.
5. Humanists asked questions about life and nature.
6. People were encouraged to have an interest in all types of knowledge.
7. Classical writing gives wisdom.
8. Arguments were to be proved by means of evidence.
9. Languages of the Bible were very important.
10. The study of ancient writings were important.
11. Wealthy men acted as patrons.
12. Many less educated people followed these ideas.
13. Patrons encouraged work of writers and artists.
14. Scholars - speeches - ambassadors.
15. Education taught how to persuade others.
16. Patrons guaranteed scholars a living.
17. Classical writings found in monasteries.
18. Scholars translated ancient texts.
19. Good education became important.
20. Educated man was one who was interested in many fields of knowledge.
21. Public schools mostly for wealthy children.
22. Tutors hired to teach children.
23. In Europe over 80 universities.

The points were then discussed and written on the chalkboard. This led to a lively discussion. The main points suggested by the students corresponded very well with the main points of the lecturer. After this they

had to select appropriate points for the following four questions:

1. If you were having to write a question on humanism and what it is, what numbers would you use?
2. If you were to write a question on knowledge, what numbers would you use?
3. This time you have to write about languages, what numbers would you use?
4. You are asked to answer a question on patrons, what numbers would you use?

After this was done, their work was again discussed. The next step was to work on their own in the same way on a passage on the Mfecane. No help was given to them this time. They had to find main points and after that to group the main points under the three headings. Here follows the passage on the Mfecane, the main points and the questions into which the main points were to be divided:

*"The tribes reacted in various ways. The Nguni chief, Mzilikazi, of the Khumalo tribe had rebelled against Shaka in 1823. Fleeing the Zulu-held territory, he and his followers moved firstly northwards to the Pongola district. Skilled in the fighting techniques of the Zulu, they quickly overcame all opposition. Seizing young men and women from the tribes they conquered, they moved into the Transvaal to the vicinity of present day Ermelo.*

*His growing tribe and herds however, remained a target for the Zulus, whose raids forced him to move further west. By 1825, he had re-established himself in the area of present day Pretoria. Here there was good grazing, ample game and water.*

*The Hlubi tribe used to live on the Eastern slopes of the Drakensberg. Reacting to attacks by Shaka, they fled over the Drakensberg to the west. Here they encountered both Sotho-speakers and Nguni-speakers. Encouraged by their Queen*

*MaNtatisi, the (ba)Tlokoa copied the fighting techniques of the invading Nguni tribes.*

They sought safety in two hilltop kraals on the north bank of the Caledon, but Sikonyela seems to have lacked judgement, as his greed for large herds drew attacks on him from people like Mzilikazi, another Zulu. Eventually his tribe too was scattered.

A minor head man in the Caledon area, called Moshoeshoe, rose to rule a new kingdom. Although he himself never led a marauding group (as Sikonyela did), he was attacked by every major marauder during the Mfecane. At his home at Buthe Buthe he gave sanctuary to fleeing tribesmen. Whenever possible, he tried to avoid attacks by marauders. He would offer them payment in return for being left in peace. Those who joined him could follow their own customs. Moshoeshoe quietly built up a safe refuge. When Buthe Buthe, his hilltop kraal proved vulnerable, he moved his followers to a better site Thaba Bosiu.

This kraal became the capital of a new state, the kingdom of Lesotho. He encouraged French missionaries to settle in the border areas. Not only did they act as a buffer against other invaders, but they helped him in his dealings later with White visitors.

The points emerging from the passage were:

1. Mzilikazi rebelled against Shaka.
2. Moved northwards to Pongola overcoming all opposition
3. Seizing young men and women.
4. Moved into Eastern Transvaal near present-day Ermelo.
5. Zulu raids forced him further west.
6. 1825 he re-established himself near present-day Pretoria.
7. Good water, grazing, game there.
8. Hlubi fled to the west from Drakensberg.
9. They encountered both Sotho speakers and Nguni speakers.
10. Thlokoa copied the fighting techniques of the Nguni.
11. In 1836 they sought safety on the North bank of the Caledon.
12. Thlokoa attacked by Mzilikazi and Zulu because of his greed for large herds.
13. Thlokoa tribe scattered.
14. Moshoeshoe attacked by every major marauder.
15. Gave sanctuary to fleeing tribesmen.
16. Tried to avoid attacks by invaders by offering payments in cattle.
17. Retain original customs.

18. Moved from Buthe-Buthe to Thaba-Bosiu because it was safer.
19. Became the capital of the Kingdom of Lesotho.
20. Used missionaries as a buffer and a link with Whites.

After this they had to select appropriate points for the following questions:

1. Which of the numbers would you use when writing an answer on movements during the Mfecane?
2. If asked to write an answer on the types of reaction during the Mfecane, what numbers would you use?
3. What numbers can be associated with tribes and leaders?

The Experimental Group were then given the notes and questionnaire on the San. They were given time in class to read through the notes and to ask questions. Following this, they were able to ask some general questions. Typical examples were: What does pastoral mean?, What is a tamma; or what is the difference between the San and the Khoi? They seemed to be very interested in the notes. The questions in the questionnaire were devised to test a variety of concepts.

Examples of the kinds of questions which were used were the following:

- (a) Fill in the missing words e.g. The San's arrow tips are smeared with poison made from ..... or from .....
- (b) Multiple choice questions e.g. The basic unit of the San is the:
  - (i) Clan
  - (ii) Family
  - (iii) Band
  - (iv) Tribe

(c) Arranging events in chronological order e.g.

- (1) Arrival of Jan van Riebeeck at the Cape.
- (2) Domestication of animals
- (3) The first hunter-gatherers seen by Whites
- (4) War between the Rarabe and the San
- (5) Murder of three Free Burghers at the Breede River.

Choose the correct combination:

A	2	1	3	5	4
B	1	3	5	4	2
C	3	2	4	1	5
D	5	4	2	3	1
E	4	5	2	3	1

(d) Paragraph-type questions e.g. How has modernization affected the San?

(e) Matching events e.g. Match the events listed below with the correct dates on which they took place. The dates are listed here: 1652, 1655, 1773, 1677, 1840.

Events

Dates

- San clans wiped out by the Tswana.
- Veldkommandant appointed for protection against the San
- Arrival of Jan van Riebeeck
- First San seen by explorers
- Free Burghers killed at the Breede River

(f) Questions which tested understanding e.g. Make up your own sentences, using the following words and phrases, to show that you understand them

- (a) Pastoral economy
- (b) Steatopygia
- (c) Shaman

(g) Answering questions which followed on extracts e.g. Read the following passages carefully and then answer the questions which are given below:

(a) Perhaps the first thing we think of is that the Bushmen hunt with bows and arrows and that they gather food such as berries and roots. Perhaps we first think of the Kalahari, the dry region which supplied the food and water. Bushmen are known to move about and build flimsy shelters to sleep in. In days gone by, they made rock paintings and engravings:

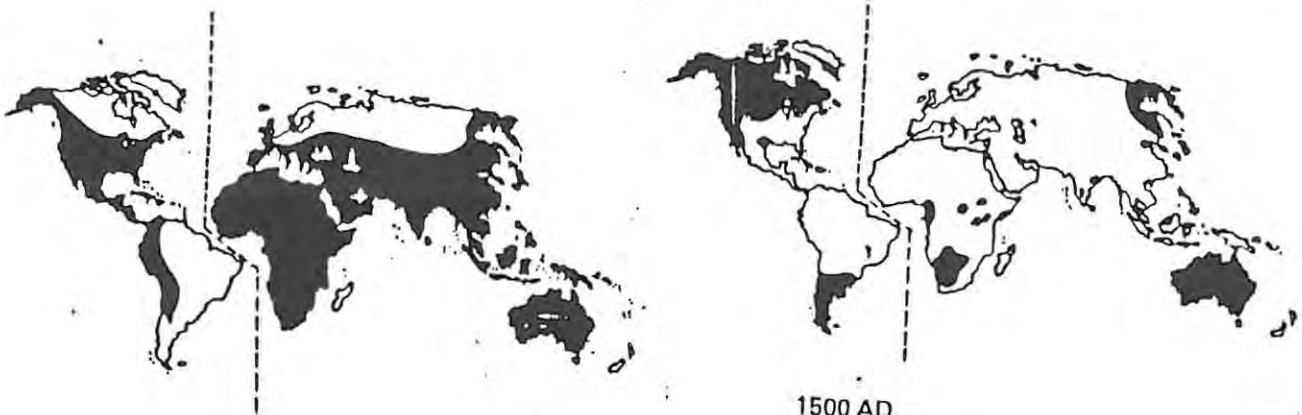
(1) Many people think that the San find life very hard. Is this true today? Was it true in the past? Please motivate your answer.

(2) Many people think their way of life is primitive. By this they mean that it has remained very simple while other peoples' lives have become more modern. What is your viewpoint on this?

(3) The San are also seen by some as inferior. According to what you have studied, what do you think?

(h) Answering of questions on maps and photographs:

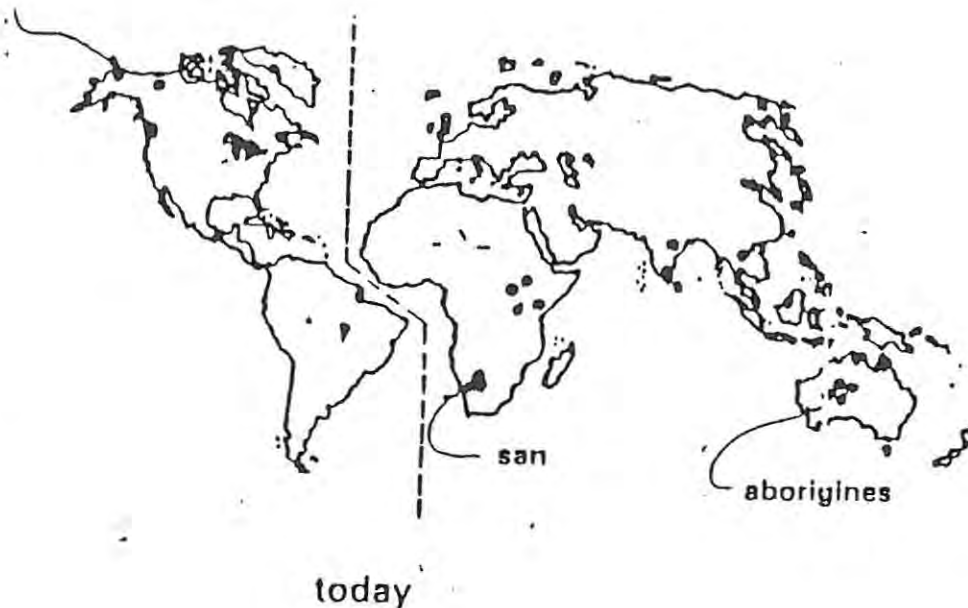
(a) Compare the maps about the distribution of the huntergatherers with each other. What conclusions can you come to?



10 000 years ago

1500 AD

- (b) According to the map of today, in which continents does one still find hunters?



The next step was to show both groups of students the slides of the Khoi. The slides were made from pictures found in books. There were twelve slides which showed the students the kind of clothing they wore; what their kraals looked like; their ornaments, livestock and how westernization influenced their lives. Each slide was projected after which the lecturer explained certain aspects of the slide. Time was allowed for the students to ask questions. This took one period.

After this session the Experimental Group were handed notes and a questionnaire on the Khoi which they had to answer in the next four periods. The Control Group were again given lectures on the Khoi.

The Researcher then started devising the final test. Questions were prepared in order to test what was done

beforehand, either in the lectures or through background reading. Both groups of students answered the same final test.

Section A consisted of questions based on the video and the slides. Part of the video was reshown and the students were given time to answer the questions. After that a slide from the original Khoi introduction was shown. This had to be interpreted.

In Section B they had to read an extract and answer the questions which followed. The extract came from a source which they were not familiar with at all. It was chosen from Malherbe (1983, 1984) and included extracts both on the San and the Khoi. Section C also consisted of passages but this time they came from their textbook. It was, therefore, work which they had read before. They were required to answer questions on these two passages.

Section D concerned work in the notes given to the Experimental Group and the lectures given to the Control Group. In this section they had to explain terms and draw comparisons between the San and the Khoi. The test total was 90 marks. The Control Group wrote in the two periods before a morning break and the Experimental Group during the two periods just after the break. Arrangements were made to ensure that there was no contact between the groups. The last part of the experimental methodology was to devise a questionnaire concerning the learning experience which the students had had. Two questionnaires had to be set because of the differences between the learning process given to the Experimental and Control Groups.

The following table shows how many periods were used for each of the sections in the experiment:

TABLE 8

PERIOD ALLOCATIONS FOR COMPLETING TEACHING MATERIALS.SAN

Topic	Historical Sources	Video	Video Questionnaire	Note Making	Answering of Questions	Lectures
Periods	1	1½	½	2	3	3
Control	✓	✓	✓	x	x	✓
Experimental	✓	✓	✓	✓	✓	x

KHOI

Topic	Slides	Answering of Questions	Lectures	Final Test	Questionnaire on Exercise
Periods	1	6	6	2	1
Control	✓	x	✓	✓	✓
Experimental	✓	✓	x	✓	✓

Analysis of the differences between the Experimental and Control Groups will be presented in a later chapter. The total process occupied the students for 18 class periods as can be seen from the previous table. With four class periods a week allocated to history the time period stretched over 6 - 7 weeks. Despite this length the procedure went very smoothly with no major interruptions or alterations of the original plan. From observation it was clear that the students in both groups responded positively to the experience despite its length. Further comments on their responses will be made when the open-ended questionnaires are analysed.

In the chapter describing the age-stage schemes of Sylvester, Lally and West and in the H.M.I. pamphlet, it was suggested that the students in the College were unlikely to have been introduced to many of the skills demanded by these writers. It was further suggested that their training at College level should introduce them to these skills so that they could begin to incorporate them in their teaching.

Having shown in an extended form, the treatment that was given both to the Experimental and the Control Group, it was possible to link the "skills approach" used in British schools, to the demands made upon the students in Cape College. In the following table, the "skill components" of the treatment of the Khoi and the San are compared with the ages at which, the H.M.I. pamphlet claimed, they should be dealt with at the school level.

In this table the emphasis is given to the skills which should be found at the age of 10, the middle of the primary school career. It can be seen that a large number of skills were being introduced to these students at the beginning of their College careers. It is suggested that these skills should be re-informed throughout the three years of their course.

TABLE 9  
SKILLS IN EXPERIMENTAL MATERIAL RELATED TO PUPILS' AGES IN BRITISH SCHEMES

Skills introduced to College students	Ages at which pupils should exercise the skills in the H.M.I. view.			
	10	12	14	16
(1) Read independently	/	/	/	/
(2) Note making	/	/	/	/
(3) Select relevant information	/	/	/	/
(4) Handle chronology	/	/	/	/
(5) Picture interpretation	/	/	/	/
(6) Write short accounts	/	/	/	/
(7) Recognise variations	/	/	/	/
(8) Understand evidence	/	/	/	/
(9) Handling of topic related concepts	/	/	/	/
(10) Use opportunities to respond with empathy	/	/	/	/

The next chapter will begin the analysis of the results obtained in the experiment.

CHAPTER 4RESPONSES TO THE VIDEO

Facilities for the showing of video tapes exist at the College. They are occasionally used to supplement history teaching but are more frequently used in other subjects especially English and Biology. The use of such tapes is heavily dependent on when they can be borrowed and whether they arrive at an appropriate stage in the teaching programme. It will be remembered, however, that the experiment occurred early in the students' first year at College. It is almost certain that they would have seen few video tapes by this stage, and that the one on the San could have been the first that they had experienced. This chapter will concentrate upon the responses of both the Experimental and Control Groups to the video. These responses came from a questionnaire administered to all the students immediately after they had seen the San video.

Before this analysis can be presented, however, it was necessary to find out if there was a significant difference in matriculation symbols for history between the two groups. This was done by means of using a Chi-squared test. The matriculation symbols, already shown in a previous chapter, were as follows:

TABLE 10MATRICULATION HISTORY SYMBOLS - CONTROL AND  
EXPERIMENTAL GROUP

Symbols	Control Group	Experimental Group
B	1	-
C	-	3
D	4	5
E	12	5
EE	-	2
F	-	8
TOTAL	17	23

For purposes of applying the test, the students were divided into two groups with symbols of B to D and E to F:

TABLE 11MATRICULATION HISTORY SYMBOLS - GROUPED

Symbols	Control Group	Experimental Group
B - D	5	8
E - F	12	15

The Chi-square value was 0,126.

To obtain significance at the 5% level, the Chi-square value needs to be as high as 6,6 and has to reach 13,8 to be significant at the 1% level. It can therefore be said that, despite the greater spread of the Experimental Group, and the fact that as many as ten of these students scored at the EE and F levels, there was no significant difference between the groups in terms of the marks they had scored in the matriculation examination in the previous November.

All the students were asked to answer the following open ended questions.

- (a) What did you find interesting about the San?
- (b) What did you find difficult to understand?
- (c) What did you find unacceptable about the San?

The most interesting aspect for the experimental group was the art of the San. Remarks like: "*They were born artists because the paintings they use were very important and interested*" were given and "*As we know that in the 17th Century there were no schools for art but the bushman were very good in drawing animals and other things. What really is astonishing is that the bushmen when they first saw white people it was not difficult for them to draw the ships and the way white woman were dressing*". Another comment was: "*Another important thing is their paintings of animals which were so amazing.*"

A student in the control group wrote: "*I saw the women in the video carrying bags on their shoulders. They were still hunting for their children they gathered berries, roots and bulbs. They use digging sticks to pick up their food. Men hunt wild animals. The meat was for everybody in the house, while women were hunting for themselves only. The bow and the quiver which was made to keep these two weapons*". These sentences are reproduced in the precise way in which the students wrote them. The Control Group found the dancing of the San the most interesting. One remark was: "*The woman sing, the man dance around the fire*". Other comments were: "*They like dancing, they make the music instrument*" and "*In the video I saw the San dancing and singing in an interesting way*".

Both groups found it difficult to understand the language of the San. Remarks like: "*The language of the Bushmen were difficult to understand*", were common. Other replies received were: "*The Bushmen speak with*

*clicking sounds which is difficult to understand", "Their language is unfamiliar so it is difficult for me to understand" and "The bushmen language was very difficult because we don't even hear what they say I just hear that they are speaking". On other aspects which they found difficult to understand, comments like the following were made: "The way they live was difficult to understand how they survive under such conditions. When they are sitting there in the forest they make fire and how they cook meat they were hunting". Another student wrote: "Human being cannot travel a long distance without water but the bushmen were travelling in the Sahara desert without water".*

On the aspect of what was found unacceptable, the Experimental Group were the most concerned about the physical features of the San. Many of the students were concerned about the height of the San. They seemed to think that the San shown in the video were much taller than what they have learnt about the San previously. One remark was that the San were not as short as history maintained. Other remarks which were made was: *"History said that Bushmen were short people and it does not tell us about the Bushmen in the present century, but what I observed is that the Bushmen that were shown in the end were not looking like bushmen", and "The old bushmen was 8 feet in height".* The reason, probably, why the students found the height of the San unacceptable is because a person on video looked bigger than in real life.

The Control Group, however, found the influence of Western society the most unacceptable aspect. One student wrote: *"The bushmen were driven away from their origin. Some of them were employed on the railways. The women were working on the farms to get food."* Another student wrote: *"Their culture was forcefully depressed and it ended up by disappearing. Now they had to live the most complicated life which needs money. Now they were forced to work on farms, railways, join the*

S.A.D.F. where they get enough money. They live under miserable conditions and were subject to disease. The world were now crushing around them and they had to have a minister to represent them. They were also forced to become prostitutes. Now their culture dependent on finance and create difficulties". On student wrote: "They changed from their original way of living. Their houses became modern ones, the clothes they originally wove changed to the modern ones. They drove cars. They employ on the rail-ways".

Some aspects, apart from the influence of Western society, which were found unacceptable were commented on by the students in the following way: "The way they cure sick people. They all surround the big fire singing and dancing; "The way they sit like man holding the knee up I didn't accept". "The second thing is that they are bending some bushes so as to make their houses and the women sleep with young children in such circumstances" and "It is unacceptable that they have tiny hand and feet because in the video I saw big hands and big feet".

It has already been suggested that the students had some difficulties in expressing themselves in English. The extracts which have just been included, however, do not illustrate that problem completely. It can be argued that their comments were expressed reasonably well. It must be pointed out, however, that only the more perceptive examples have been used. The perception is, obviously, partly achieved because of more sophisticated control of language. One example of weak language control is the following, (where the student is attempting to say that it is amazing that the San survived without medical doctors or supplies): "their is none medicine". "Also has a problem on pregnancy done and how their brought up because there is no doctors for helping even their is none medicine".

The section on "What students found interesting in the

video was divided into five categories according to their replies. These categories were:

1. Survival/Lifestyle
2. Values/Religion/Culture
3. Health/Hygiene
4. Change in Society/Cultural change
5. "Other"

Under the Survival/Lifestyle categories fell replies on family size, the way babies were carried, weapons, gathering, hunting, water, clothing, unity, making fire and adaptation. The values/Religion/Culture category consisted of replies related to Art, Music, leadership, dancing, and games. The cure of the sick fell under Health hygiene. Under Change in Society/Cultural Change fell aspects such as stock farming and representation in government. "Other" responses consisted of physical features and language. The responses of both groups are shown in detail in Table 11, on the following page. It can be seen that there was considerable similarity in both groups' responses to those aspects of the video that they found particularly interesting. Acquiring food (hunting and gathering), art, music, dancing all received frequent mention. The total number of responses from each group was also very similar (48 from the Experimental and 44 from the Control Group), giving an average of 2.1 responses per individual in the Experimental and 2.6 in the Control Group.

In analysing the aspects of the video that the students found "unacceptable", the same broad headings were used, although it is clear that in certain circumstances, specific topic other than those found in the previous table had to be used.

Detailed figures are given in Table 13, which follows immediately after Table 12.

**TABLE 12**  
**WHAT STUDENTS FOUND INTERESTING IN VIDEO**

	Experimental n = 23		Control (n = 17)	
	Number of responses	% of responses	Number of response	% of responses
Survival/Lifestyle				
Family size	0	0	1	6
Way babies were carried	1	4	1	6
Weapons	1	4	2	13
Gathering	1	4	2	13
Hunting	7	30	3	19
Water	2	9	0	0
Clothing	2	9	6	38
Unity (Co-operation)	1	4	2	13
Making fire	4	17	0	0
Adaption	2	9	0	0
Sub-Total	21		17	

Values/Religion/Culture				
Art	9	39	8	47
Music	4	17	3	19
Leadership	1	4	0	0
Dancing	5	22	8	50
Games	1	4	2	13
Sub-Total	20		21	

Health/Hygiene				
Cure of the sick	2	9	0	0
Sub-Total	2		8	

Change in Society				
Cultural Society				
Stockfarming	2	9	1	6
Representation in Govt.	1	4	1	6
Sub-Total	3		2	

Others				
Physical features	1	4	1	6
Language	0	0	3	19
Sub-Total	1		4	
<b>TOTAL</b>	<b>47</b>		<b>44</b>	

TABLE 13  
WHAT STUDENTS FOUND 'UNACCEPTABLE'

	Experimental (n=23)		Control (n=17)	
	No. of responses	% of responses	No. of responses	% of responses
Survival/Lifestyle				
The way babies are carried	0	0	1	6
Clothing	1	4	5	31
Dwellings	1	4	1	6
Regions in which they live	1	4	0	0
Lifestyle	1	4	0	0
Fire making	1	4	0	0
Raids on cattle	1	4	0	0
Fitness	2	9	0	0
Prostitution	2	9	0	0
Raids by Whites/Blacks	5	22	0	0
Sub-Total	15		7	

Values/Religion/Culture				
Dancing	0	0	1	6
The way San women sit	0	0	2	13
Sub-Total			3	

Health				
Hygiene	0	0	3	19
Cure of the sick	1	4	5	31
Sub-Total	1		8	

Change in Society				
Influence of Westernization	2	9	9	56
Land taken away from San	0	0	2	13
San Cabinet Minister	0	0	1	6
Sub-Total	2		12	

Others				
Physical features	6	26	1	6
Child beating old woman	0	0	1	6
Relation between San & Khoi	1	4	0	0
Sub-Total	2		7	
TOTAL	20		37	

By observation, there are greater differences in responses by the two groups in this table than appeared in the previous table. The average number of responses per student was as low as 0.8 in the Experimental, but as high as 2.1 in the Control Group.

The Experimental Group responded quite frequently to fitness (San not as strong or healthy as they had been led to believe); prostitution and the history of raiding between black and white. The majority of the Control Group concentrated on lack of hygiene and elegance in skin clothing. Two Control Group students disapproved of San women seen sitting with legs splayed apart ("like man" wrote one student). A large group disliked the apparent hysteria of methods of trying to cure the sick (one student wondered how San groups could manage to survive so far from doctors). Finally it should be noted how many of the Control Group students disliked the process of Westernization that they had seen, as if the San had been forced or manipulated into a new style of living. It should be remembered that the Control Group consisted only of women.

In the third question, the students were asked to comment on things that they found difficult to understand in the video. Once again, the five broad headings were able to be used in the analysis, which is shown in Table 14.

TABLE 14

## WHAT STUDENTS FIND DIFFICULT TO UNDERSTAND

	Experimental(n=23)		Control (n=17)	
	No. of responses	% of responses	No. of responses	% of responses
<b>Survival/Lifestyle</b>				
Shortage of water	3	13	0	0
Lifestyle	2	9	3	19
Clothing	2	9	0	0
Poison	1	4	0	0
Making fire	1	4	4	25
Dwellings	1	4	5	31
Diet	0	0	3	19
Survival	0	0	1	6
Hunting	0	0	1	6
Sub-Total	10		17	
<b>Values/Religion/Culture</b>				
Rock Art	0	0	1	6
Children at play	0	0	1	6
Dancing	1	4	1	6
Celebrating full moon	1	4	0	0
Spiritual life	1	4	0	0
Music	1	4		
Sub-Total	4		3	
<b>Health</b>				
Health	2	9	3	19
Hygiene	2	9	0	0
Curing of sick	1	4	6	35
Sub-Total	5		9	
<b>Change in Society</b>				
Change to civilization	1	4	0	0
Sub-Total	1		0	
<b>Others</b>				
Language	6	26	6	35
Communication with presenter	3	13	0	0
Physical features	1	4	0	0
Elimination by Whites	2	9	0	0
Where did they get cattle from	0		1	6
Sub Total	12		7	
TOTAL	32		36	

It can easily be seen that the Control Group found more points of difficulty than did the Experimental (2.1 points on average per students as opposed to 1.4).

Both groups found the idea of the sounds and the clicks of the San language difficult to understand, and the

difficulty of learning such a language. (Van der Post, the presenter, did not use an interpreter.)

Both groups found it difficult to understand how people could survive in such harsh conditions ("water" and "life-style topics) and the strangeness of values and religious life revealed in the video.

The sections were later regrouped and a chi-square test was done on each of the questions. The final groupings and the result of the chi-squares are shown in the following three tables.

TABLE 15

WHAT THE STUDENTS FOUND INTERESTING IN THE VIDEO.

Topic	Number of responses	
	Experimental(n=23)	Control= 17
Survival/Lifestyle/Health Hygiene/Physical characteristics	24	18
Values/Religion Culture/Cultural changes	24	26

The Chi-square value was 0,7634. To obtain significance at the 1% level the value must be 6,635 and for the 5% level 3,84. Therefore the conclusion was that in this section there is not a significant difference in the responses of the two groups. The results of the test when applied to the "unacceptable" points showed a significant difference.

TABLE 16WHAT STUDENTS FOUND UNACCEPTABLE IN THE VIDEO

Topic	Number of responses	
	Experimental	Control
Survival/Lifestyle	15	7
Values/Religion Culture/ Cultural groups	3	16
Health/hygiene/Physical Characteristics	7	9

The Chi-square value was 11,3984. The table value at the 1% level was 9,210 and for the 5% level 5,99. One can, therefore say that in this section there is a significant difference in the responses of the two groups, with the Experimental Group much more likely to respond to survival difficulties than the Control Group.

In this case the reasonably similar response of both groups to the video programme was to be expected. It was nevertheless decided to apply chi-square tests to the student responses to each of the questions. To apply the test, further grouping of responses had to be done. For the "interesting" points, the grouping is shown in the following table.

TABLE 17WHAT STUDENTS FIND DIFFICULT TO UNDERSTAND  
NUMBER OF RESPONSES

Topic	Experimental	Control
Survival/Lifestyle	10	18
Values/Religion Culture/ Cultural Changes		
Health/Hygiene/Physical Characteristics	6	9

Chi-square was 4,6244. The table value at 1% level was 9,210 and for the 5% level 5.99. Therefore the conclusion was that in this section, there is not a significant difference in the responses of the Experimental and Control Groups.

It is clear from this chapter that both groups responded positively to the video. Part of this response might have come from the comparatively new experience of watching video tapes. On the other hand the wide range of students' responses to the questionnaire and the attention which was paid to the screening suggests that they found the material in itself interesting. In their circumstances it is not surprising that there were not many major differences between the Experimental and Control Groups' responses. In only one chi-squared calculation did a significant difference occur. The Experimental Group found problems of lifestyle and survival difficult to understand while the Control Group found the values of San lifestyle strange and different.

In the following chapter those learning experiences which were given only to the Experimental Group will be analysed.

CHAPTER 5THE EXPERIMENTAL GROUPS WORK ON THE MFCANE, SAN AND KHOI PASSAGES

In Chapter four, the passages, main points and questions for this section were described.

This chapter will concentrate on an analysis of the results of work done only by the Experimental Group. The first part will look at the Mfecane passage, which was partly used as the second training passage for note-making and relevance selection, but also was marked to see whether the students had benefitted from a single training experience on the passage about the Renaissance. The second part of this chapter is concerned with the analysis of the Experimental Group's answers to the questions on the San and the Khoi passages. The first step for the Experimental Group, after reading the passage on the Mfecane, was to list the main points. The results of this experiment is set out in the next frequency table.

TABLE 18FREQUENCY TABLE : MFCANE PASSAGE: LISTING OF MAIN POINTS

%	Raw Score	n
45 - 49	9	1
50 - 54	10	0
55 - 59	11	1
60 - 64	12	2
65 - 69	13	1
70 - 74	14	2
75 - 79	15	4
80 - 84	16	4
85 - 89	17	3
90 - 94	18	3
95 - 99	19	1
100	20	1

From the results it was found that 16 out of the 23 students achieved 75% or more correct answers. This shows that most of the students were able to study the passage and were able to isolate its most important aspects.

The researcher then drew up a table in order to compare the students matric results with their raw score percentages. The reason for this was to see if there were a correlation between these two scores.

TABLE 19  
RELATIONSHIP BETWEEN SCORE ON MFECANE PASSAGE AND  
MATRICULATION SYMBOLS

Matric Symbol	Raw Score %					
	40 - 49	50-59	60-69	70-79	80-89	90-100
C				1	2	
D				1	2	2
E	1	1		2		1
EE				1	1	
F			3	1	2	2
TOTAL	1	1	3	6	7	5

Although all the students with lower scores on the test (between 40% and 69%) obtained low symbols for matriculation history there is no clear relationship between the two measures for those students who scored well on the test. The distribution of those scoring between 70% and 79%, for instance, is spread right across the symbol range, and two students who scored highest on the test obtained the lowest matriculation symbol.

It can therefore be seen that there is no clear high relationship between the Experimental group's examination symbols in matriculation and the scores achieved

in the test on the passage. It might, therefore, be agreed, at this stage, that if the students had had the opportunity in school of undergoing similar training in finding the most important points, their symbols in history might have been better.

At this stage it must be noted that one student in the Experimental Group did not partake further because he did not hand in his work on the next part of the experiment. The total of students in this group therefore dropped from 23 to 22 for the rest of the analysis of the test results of the Mfecane exercise.

The next task was for the students to find the points which were relevant to three questions:

- (1) Movements of peoples
- (2) Reaction to the Mfecane
- (3) Tribes and leaders.

It will be seen that in finding relevance of points the students were not as successful as they had been in isolating points (the first part of the Mfecane exercise).

To answer the first question fully, eight of the 20 points from the passage were relevant. As many as 17 of the students scored above 50%. The frequency table (Table 19) shows the distribution of scores on this exercise for the Experimental Group. The median score was 4.5 or just over the 50% mark. The average score was 4.5 or just over the 50% mark. The average score was 4.1 marks.

TABLE 20  
RESPONSES TO POINTS RELEVANT TO MOVEMENTS OF PEOPLES  
(MFECCANE PASSAGE)  
QUESTION 1

Raw Score	n
8	
7	
6	3
5	7
4	7
3	1
2	2
1	2
0	

In an answer to the second question ten relevant points could be included. Only five students were able to score above 50%. The median score in this task was just below four points and the average score was lower than that for the first task - 3.3 marks (or just over 30%). The results are shown in Table 20.

TABLE 21  
RESPONSES TO POINTS RELEVANT TO REACTION TO THE MFECCANE  
(MFECCANE PASSAGE)  
QUESTION 2

Raw Score	n
10	
9	
8	1
7	1
6	1
5	2
4	5
3	4
2	3
1	4
0	1

To answer the third question fully eight points needed to be selected. Seven students scored at the 50% level or higher. The median score fell between 3 and 4 points and the average score was 3.1.

TABLE 22

RESPONSES TO POINTS RELEVANT TO TRIBES AND LEADERS  
(MFECA NE PASSAGE)

Raw Score	n
8	
7	
6	3
5	1
4	3
3	7
2	5
1	2
0	1

It has been shown that the students found a task involving relevance (the points related to each question) more difficult than simply recording points made by an author (the first stage of the exercise). This difficulty was revealed not only in the number of correct points they were able to isolate, but also when the number of points inappropriate to the answer was considered.

An analysis was therefore made of the total number of points chosen by each student and the number of these responses which were correct. It is shown in Table 22. This, expressed as a percentage, can be described as a "relevance index". The first student's result, in the following table, shows that of the eight possible answers to the first question, he chose five points and that all of them were appropriate in dealing with the movement of peoples. This relevance index was,

therefore, 5 out of 5 or 100%. In contrast the third student listed in the table, who had selected four points had only found one which had any bearing on the problem. His relevance index was therefore 1 out of 4 or 25%.

TABLE 23  
RELEVANCE INDEX FOR MOVEMENTS OF PEOPLES  
(MFECANE PASSAGE)

RELEVANCE INDEX FOR QUESTION I

STUDENT	RAW SCORE	%
1	5/5	100
2	5/5	100
3	1/4	25
4	3/6	50
5	1/2	50
6	2/5	40
7	2/6	33
8	6/7	86
9	4/6	66
10	5/7	71
11	4/6	66
12	4/6	66
13	4/4	100
14	4/6	66
15	4/5	80
16	6/8	75
17	-	-
18	5/7	71
19	4/7	57
20	5/8	63
21	4/6	66
22	6/6	100
23	5/7	71

By inspection it can be seen that the majority of students selected six or more points (15 of the 22), although one, clearly confused, student, was able to find no more than two points. For accurate, meaningful understanding and interpretation of a passage, however, relevance is a vital skill. The following table shows the "relevance indexes" (in percentage terms) for all the students in the Experimental Group arranged in a frequency table.

TABLE 24

FREQUENCY TABLE ON (PERCENTAGE POINTS) ON MOVEMENT OF PEOPLES

(MFECANE PASSAGE)

%	n
20 - 29	1
30 - 39	1
40 - 49	1
50 - 59	3
60 - 69	6
70 - 79	4
80 - 89	2
90 - 100	4
TOTAL	22

This table shows comparatively satisfactory results. Although some of them might not recognize all the points which could be included in the answer to a problem, they were able to select some of the relevant points and did not include large numbers of points which had no bearing on the problem. Of the students, 86% had a relevance index of 50% or higher and 73% had an index of 60% or above.

It will be seen that the students had greater difficulty with the second question (the reaction of peoples) to the Mfecane). The next table shows each student's relevance index for this question.

TABLE 25  
REACTION TO THE MFECANE (MFECANE PASSAGE)

STUDENT	RAW SCORE	%
1	1/6	17
2	4/6	66
3	2/4	50
4	4/7	57
5	1/7	17
6	3/9	33
7	0/7	0
8	4/7	57
9	5/8	63
10	6/9	66
11	3/8	38
12	2/5	40
13	7/8	88
14	3/7	43
15	1/7	14
16	8/10	80
17	-	-
18	5/7	71
19	3/8	38
20	2/8	25
21	1/7	14
22	4/9	44
23	4/9	44

Once again quick observation of this table shows that many students recognized the great complexity of the question by selecting large numbers of points (18 of the 22 selected seven or more points). Their difficulty in seeing relevance, however, is clearly shown in the following frequency table which presents the relevance indexes as percentages.

TABLE 26  
FREQUENCY TABLE (PERCENTAGE POINTS) ON REACTION TO  
MFECANE (MFECANE PASSAGE)

%	n
0 - 9	1
10 - 19	4
20 - 29	1
30 - 39	3
40 - 49	4
50 - 59	3
60 - 69	3
70 - 79	1
80 - 89	2
TOTAL	22

In this case, only 41% of the students were able to obtain an index of 50% or higher, and as small a percentage as 27 scored 60% or higher. This is clearly in marked contrast to the scores for the first question.

The third question concerned tribes and leaders in the Mfecane. It can be seen that 12 of the 22 students selected 6 or more of the 8 points, (from Table 26) although two students could only find three points. One student found six points but all were irrelevant. The following frequency table presents the relevance indexes as percentages.

TABLE 27

## RELEVANCE INDEX FOR TRIBES AND LEADERS (MFECANE PASSAGE)

STUDENT	RAW SCORE	%
1	2/5	40
2	3/5	60
3	3/3	100
4	0/6	0
5	1/3	33
6	3/4	75
7	2/4	50
8	3/6	50
9	3/5	60
10	3/7	43
11	2/6	33
12	1/4	25
13	5/6	83
14	4/5	80
15	2/5	40
16	6/8	75
17	-	-
18	4/6	66
19	5/7	71
20	3/6	50
21	4/6	66
22	6/7	86
23	3/6	50

The third question (description of tribes and leaders) again showed an upswing in the number of students passing. Of the students 68% had a relevance index of 50% or higher and 50% had an index of 60% or above. The reason for the weak result of question 2 might have been

their inability to grasp or understand the meaning of the question. It might be argued that the phrase, "write an answer on the way peoples reacted to the Mfecane", might have been more difficult to understand and as mentioned before, some of the students do have a problem with understanding English. Table 27 presents the results of the third question in the form of a frequency table.

TABLE 28

FREQUENCY TABLE (PERCENTAGE POINTS) ON TRIBES AND LEADERS  
(MFECANE PASSAGE)

%	n
0 - 9	1
10 - 19	0
20 - 29	1
30 - 39	2
40 - 49	3
50 - 59	4
60 - 69	4
70 - 79	3
80 - 89	3
90 - 100	1

The following three graphs (Diagram 2) show the results of the frequency tables of the three questions. They reveal clearly the results towards higher percentages for Questions 1 and 3, and the more even distribution for Question 2.

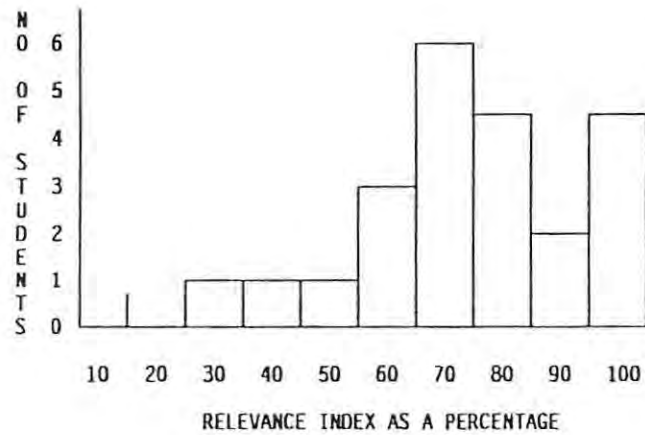
See next page for Diagram 3.

If they wished to, they could continue in their spare time. One intervening weekend enabled those students who were interested to give even more time to these tasks. During the class periods, the researcher was available for consultation on aspects which they did not under-

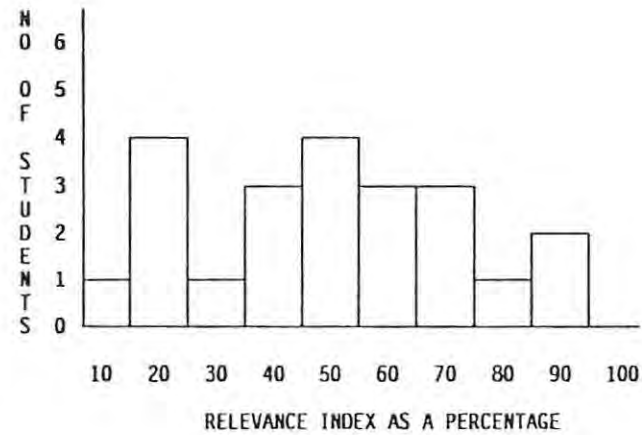
DIAGRAM 3

RESULTS OF THE EXPERIMENTAL GROUP'S ANSWERS TO THREE "RELEVANCE" QUESTIONS PRESENTED AS HISTOGRAMS

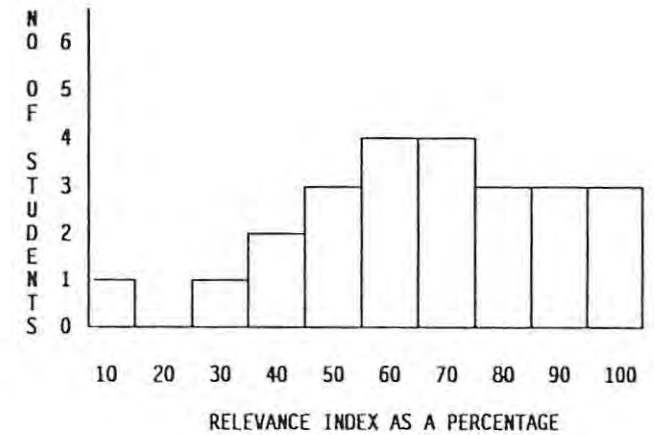
QUESTION 1



QUESTION 2



QUESTION 3



stand. In fact comparatively few students used these opportunities and the questions were more frequently concerned with problems of vocabulary than with the broader concepts described in the passages. After they were sure that they had understood the work on the San, they had to answer the questions which followed. The same procedure was followed after they had acquainted themselves with the material on the Khoi. Both questionnaires had a maximum of 170 marks. The variety of questions was described in a previous chapter and the complete units are given in Appendix 4.

Each student's raw score was converted to a percentage and a frequency table was drawn up to show the distribution. The results showed that 18 out of the 23 students scored 50% or more in the questionnaire on the San and 21 out of 23 students scored 50% or more in the question posed to them on the Khoi. It also shows that 33% of the students achieved 60% or more for the questions on the San and 83% scored 50% or more on questions concerning the Khoi.

TABLE 29  
FREQUENCY DISTRIBUTION OF MARKS ON THE TWO PASSAGES

	SAN	KHOI
%	Number	Number
31 - 40	1	-
41 - 50	4	2
51 - 60	10	2
61 - 70	7	9
71 - 80	1	8
81 - 90	-	2
TOTAL	23	23
AVERAGE % SCORE	56	65

A chi-square test was therefore done on the relationship between the marks achieved in the two work examples on the San and the Khoi. The result showed a value of

4,57. To obtain a significant difference at the 1% level with 22 degrees of freedom, a chi-square value as low as 2,8 is necessary. The researcher therefore could reject the null hypothesis and claim that there was a statistically highly significant difference between the two performances on the San and the Khoi with the students scoring significantly higher marks on the Khoi (the second exercise) than on the San.

As each student had obtained marks in two separate tests it was also possible to apply a Pearson Product Moment Correlation calculation. The result showed that  $r = 0,331793$  which indicated that, although there was a definite correlation, it revealed only a slightly positive relationship between the two scores.

Assuming that the reading demands of the two sections were reasonably similar and that the question types followed similar patterns (as was attempted when passages were devised) the difference of 56 and 65, merely 10 points in average score between the two exercises suggested that some improvement was occurring in the performance of the students. Within the limitation of the experimental procedure, in other words, there is sufficient evidence for improvement in performance, which is encouraging.

The next stage of the analysis was to calculate a frequency distribution for the students' combined scores on both passages - the San and the Khoi.

TABLE 30  
FREQUENCY TABLE ON COMBINED SCORES (% SAN & KHOI)

%	Number
40 - 49	3
50 - 59	2
60 - 69	15
70 - 79	3
TOTAL	23

It can be calculated that 20 out of 23 students obtained more than 50% (86,9%), and 18 of them scored more than 60% (78%).

One aspect of this research was to see if the training in reading and relevance selection (as was provided by the Renaissance and Mfecane exercises) had any effect upon the students performance in the much longer reading passages concerning the San and the Khoi. It will be remembered that in marking the students' responses to the Mfecane task, two scores emerged. The first was given for the number of correct points in the passage identified by the student. The second was concerned with a students ability to select relevant points to answer a particular question. Statistical analyses was done on both these scores in relation to the students' responses to the questions linked to the San and Khoi passages.

The first step was to look at the scores on the San passage in comparison with the score on the number of points listed by the students from the Mfecane passage. From the analyses already shown in this thesis it will be remembered that the average score on the San passage for students was 96 (56,47826%). The average score for the number of points listed for the Mfecane test was 15,347 (76,7%).

The result of the t tests showed that there was a highly significant statistical difference (at the 1% level) between the scores on the Mfecane and the San passages.

( $t = 27,6309$  22 df ;  $t = 2.819$

At 1% level of significance)

The scores, when expressed as percentages, suggest that the students performed better on the Mfecane test than they did on the San. This clearly does not suggest that

an improvement occurred between the training period and the work on the San test.

The same procedure was followed when the students' results on the Khoi passage were compared with the score on the number of points on the Mfecane passage. The raw score for the Khoi was 116,2 (68,34%). Although the difference in percentage between the Khoi and Mfecane scores was smaller than that and between the San and Mfecane scores, the advantage still lies with the Mfecane.

The t test showed that this difference was highly significant  
( $t = 27,044295$ , 22 df,  $t = 2,819$  at 1% level of significance)

Some comments on these two results are clearly necessary. The Mfecane passage required the students to read only one page of text. The San and the Khoi passages were very much longer (21 and 29 pages). In terms of length alone these were very much more demanding than the initial Mfecane text was. Another difference was that the Mfecane task was simply one of listing all the points made by the author. In the San and Khoi passages the students had to perform much more complicated tasks. Simply knowing what the longer passages said was only the first stage of the tasks set on the passages. These two factors together might explain why the students did better on the training passage than they did on the material about the San and the Khoi.

The next stage of the analyses concentrated on the same points of comparison: The Mfecane, the San and the Khoi; but now compared the students performance on the more difficult Mfecane task of selecting points relevant to a particular question.

A t test was applied to the scores on the San passage (average = 56,48%) and the Mfecane relevance tasks (average = 56,09%). These two average scores are very close. It is not surprising that when a t test was applied, no significant difference was found ( $t = 0,1060444$  df;  $t = 2,831$  and at  $t = t = 2074$  at 5% level of significance). Although the students' performance on the San passage was not better than their performance on the Mfecane, it should be noted that the scores did not show an overwhelming advantage for the Mfecane task, as had been found in the previous analyses.

It has already been shown that a t test applied to the scores obtained on the San and the Khoi passages showed a significant difference in favour of the marks obtained on the Khoi passage. When the Khoi passage marks (raw marks 116,2; 68,347%) were compared with the Mfecane relevance marks (raw score = 14,58; 56,09%), a t test revealed a highly statistically difference between the scores in favour of the Khoi results ( $t = 3,1322292$  df 22;  $t = 2,831$  at 1% level of significance). In other words when the point of comparison was based on the more difficult task associated with the Mfecane passage, it would seem that the students' improved from the Mfecane task to the San task and from there to the Khoi task (which was the last of the three stages in the experiment).

The last stage of this analyses concerned the combining of the marks for the San and Khoi task and comparing this score with that obtained from the Mfecane relevance task. The average combined raw score from the two passage was 106,1 which is 62.7%. The t test result here showed no statistically significant difference.

( $t = 1,8253$  22 df;  $t = 2,831$  at 1% level of significance  
 $t = 2,080$  at 0,05% level of significance)

Although a better percentage score was obtained from the work on the San and the Khoi together as compared with that from the Mfecane, the difference in scores was not large enough to produce a statistically significant difference. Some implications that can be drawn from these results will be considered in the final chapter of this thesis. The following chapter will examine the results that came from the test given to both the Experimental and Control Groups at the end of the learning period.

CHAPTER 6THE RESULTS OF THE FINAL TEST

The final step in the Experimental procedure was to give an identical test to both Experimental and Control Groups. The test was described briefly in Chapter three and the full wording is reproduced in Appendix 5. It will be remembered that this test was divided into four separate sections. The first asked the student to remember information that was directly related to the visual presentation in the video and the slides (which were shown again to the students immediately before the test presentation).

The second consisted of comprehension questions on two short passages from Malherbe's books on the San and the Khoi; the third section was based on extracts from the primary school textbook for Standard 3 which is used as a resource by the students; and the fourth section consisted of general questions which were based on common material presented either in the lectures or in the reading handouts.

The students wrote the final test on the same day but in the successive periods, with the Control Group writing first and the Experimental Group second. Arrangements were made to prevent communication between the two groups between the test periods.

Frequency distribution of the raw score marks for the Experimental and Control Groups are shown.

TABLE 31  
FREQUENCY DISTRIBUTION OF RAW SCORE MARKS FOR EXPERIMENTAL AND CONTROL GROUPS

Raw Scores	A		B		C		D		E	
	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental
91-100					4	6			6	4
81-90		2			5	6		1	9	5
71-80	2	9			4	4	3	4	17	9
61-70	3	4	3	7	3	3	2	3	17	11
51-60			2	2	1	3	6	2	7	9
41-50	1	3	6	8		1	4	4	16	11
31-40	4	4	4	5			1	7	16	9
21-30	3	1		1			1	1	3	4
11-20	4		2							6
0-10								1	1	
Ave. raw score	6,1	10	11,76	12,65	20,76	20,17	12	11,7	50,6	54
Raw score range	12	10	14	11	12	15	10	17	26	41

The information from the previous table can be summarized in percentages in the following way:

TABLE 32

CONTEXT	SECTION A VIDEO	SECTION B MALHERBE EXPERTS	SECTION C SCHOOL TEXT BOOKS	SECTION D GENERAL	TOTAL
Experimental N = 23	62,3	48,65	77,57	56,77	59,08
Control N = 17	36,0	45,23	79,84	54,54	54,3

It can immediately be seen that in only one section (Section A) of the test was there a large difference between the scores of the Experimental and Control groups. In none of the remaining sections did the differences between the groups' average performance exceed 4%. In two of the sections the Control Group scored much better than the Experimental Group. In the total performance scores the Experimental Group scored better than the Control Group, but the difference was not greater than 5%. Clearly the better score for the Experimental students was considerably affected by their performance on Section A of the test.

Tests of significance (t-tests) were then applied to these scores. The following table summarises the results of these tests.

TABLE 33

T-TEST RESULTS ON FINAL TEST SCORES OF EXPERIMENTAL AND CONTROL GROUPS

SECTION	A	B	C	D	TOTAL
t value	3.768	0.784	0.967	0.640	1.08
t value (dif=38)	2.021	2.021	2.021	2.021	2.021
5% level of significance					
t value (dif.=38) 1% level of significance	2.704	2.704	2.704	2.704	2.704
Significance	**	N.S.	N.S.	N.S.	N.S.

From this table it can be seen that only one result produced a statistically significant result - the Experimental Group scored significantly better than the Control Group in Section A of the final test. In the other section and in the total result there is no statistically significant difference between the scores.

When the frequency table is examined and the average percentages are considered it is not surprising that no significant difference emerged.

From the point of view of the aim of this research these results are disappointing, especially in view of the positive growth in the Experimental Group's abilities which were shown towards the end of the previous chapter. Can it be argued that this specific training in note-taking (the Renaissance and the Mfecane exercises), and the extended reading experience given to the Experimental Group in their reading handouts, produced no advantage for this group? In the first instance the implications of Section C can be explored more carefully. All students scored considerably better in this section than in all other parts of the test. The difficulty level of these extracts (as can be seen in Appendix 5) is extremely low and is presented at a very "personalised level": the material is virtually presented as stories. Post Matriculation level students should have no difficulty in handling this type of material and specific training would not necessarily have helped them to score higher marks. Section B asked the students to examine a more difficult unseen passage with great care. This task was the closest to the training experience given to the Experimental Group only. The advantage in favour of the Experimental Group was so small, however, that no significant differences emerged. Further consideration of the results of Section B will have to be given in the final chapter of this thesis.

If the questions in Section D are examined it can be seen that 14 of the 22 possible points are scored on the students' abilities to write comparatively extended prose. This task was not part of the training period of the Experimental Group and was not often demanded of them in the exercises on the extended reading passages.

The lack of significant difference therefore might be explained by the fact that this part of the final test was not directly related to previous training.

To test this possibility a t-test was applied to the results of the Experimental and Control Groups on the first three sections of the final test, omitting the scores for Section D. The average percentage score for the Experimental groups was 38.6% and for the Control Group it was 42.8%, a difference of just over four percentage points in favour of the Experimental Group. The t-test value was 1.736. With 38 degrees of freedom the t-value would have to reach 2.021 to obtain statistical significance at the 5% level. In other words there was no significant difference between these restricted scores of the two groups.

The next type of analysis that was made was to compare the two groups' matriculation symbols with their final test scores by means of a Chi-square test. To enable this test to be applied, the final test scores were arranged in two broad categories of 50 and above and 49 and below. In neither the Experimental nor the Control Group calculations did the Chi-square value indicate that there was a significant difference between the scores of the students when they were compared with their matriculation symbols. The exact Chi-square values are shown in table 33.

TABLE NO. 33

MATRICULATION SYMBOLS AND FINAL TEST SCORES

Control (n=17)	Chi-squared	2.179
Experimental (n=23)	Chi-squared	1.689

To obtain significance at the 5% level, the Chi-square value would have to be at least as high as 3.84.

One further analysis was made to see if a significant difference between the Experimental and Control Group would emerge. The following table relates the final raw

test score of both groups to their matriculation symbols.

TABLE 35

FINAL TEST SCORES OF EXPERIMENTAL AND CONTROL GROUPS  
WITH MATRIC SYMBOLS B THROUGH TO E

	CONTROL		EXPERIMENTAL	
	n	%	n	%
Fail	7	41	4	31
Pass	10	59	9	69
TOTAL	17	100	13	100

Certain features emerge from this table. The first, as was explained earlier, is that the lowest matriculation score for the Control Group was an E symbol. As many as eight students in the Experimental Group had symbols of EE or F. These students were omitted from this table. When the results of those students in both groups who had matriculation symbols between B and E were divided into below and above 50%, it would seem that a trend existed which gave the Experimental Group better scores in relation to their matriculation symbols than occurred in the Control Group. This can be shown more simply in the following table:

TABLE 36

RELATIONSHIP BETWEEN MATRIC SYMBOLS AND FINAL TEST  
PERCENTAGE SCORES

PERCENTAGE SCORE	B		C		D		E		EE		F	
	Cont	Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont	Exp
20 - 29					1				1			
30 - 39							3				1	
40 - 49			1		3		2				1	
50 - 59			2		1	1	7	2	1		4	
60 - 69	1				1		1	3			3	

It can be seen that 69% of the Experimental Group students scored above 50% as opposed to 59% of the Control Group.

This trend seemed to be strengthened when it was found that of the ten students in the Experimental Group whose symbols were as low as EE and F, eight passed with above 50% and only two failed. In other words students with very low matriculation symbols seemed to have gained considerably as a result of the treatment given them during the experiment. Unfortunately a direct comparison with the Control Group could not be made as none of these students gained such low matriculation symbols.

A Chi-squared test was applied to the figures in Table to see if the trend reached statistical significance. The required Chi-square value was 1.876 and this would have had to have reached 3.84 to reach significance at the 5% level. It can be seen therefore that although the trend clearly existed, a statistical significance could not be claimed. In this chapter many analyses have been made involving the final test results of the two groups. In most cases the differences between the two groups were small and statistically significant levels were rarely met. In view of the likelihood that the techniques taught to the Experimental Group would not have been taught to them at school, it would seem surprising that such small differences occurred between the two groups. It was expected that systematic training in careful reading, note taking and relevance selection should produce some positive effects which would benefit the Experimental Group.

Four factors might explain the absence of significance results. The first was the composition of the two groups. They were both very small, a situation over which there was no control. The second factor concerned the sex composition of the groups which was very different. The Control Group was made up only of women but the 23 students in the Experimental Group contained

as many as 20 men. It has often been claimed that women have, as a whole, greater verbal facility and so do better at a subject like history which is so strongly verbal in nature. The sex composition of the two groups was also beyond the control of the researcher. To the best of the researcher's knowledge there is no evidence to show that this sex advantage for women continues into adulthood. Nor is there evidence to show whether such sex differences exist in Black populations. This possible explanation of the failure to find significant differences must, therefore, be treated with caution. Both these factors however, (of group size and sex composition) could have influenced the final result.

The third factor which might have affected the results is the length of the training period. Note-making and relevance selection was given to the Experimental Group only once as an exercise and this lasted only one lecture period. The second exercise (the Mfecane) was used in the experimental procedure as a test item. It could be argued that the introduction of this new technique needed a much longer training period before testing commenced.

The fourth factor was the very considerable difference in length between the Renaissance and Mfecane passages and the material that the Experimental Students had to study on the San and the Khoi. It is possible that the increase in difficulty of the tasks was too great after so short a training period.

The methodology for the research and the limitations placed on the research design made it impossible to examine the implications of any of these four factors.

CHAPTER 7THE GROUPS' RESPONSES TO THE LEARNING EXPERIENCES

It will be remembered when planning the research that arrangements were made for the students to complete a questionnaire on their responses to the methods of teaching the topics. Some of the teaching stages were common to both the Control and the Experimental Groups: the video and slides presentation and the final test. The same questions on these aspects were given to both groups of students. Nine questions fell into this category and these will be discussed first. No complicated statistical analysis has been done on the differences between the two groups. It will be seen that their responses were very similar and only possible trends will be noted.

The Experimental Group consisted in this case of 22 students. The reason for this is that one student did not hand in his questionnaire of the questions which were applicable both to the Experimental and Control Groups. The first questions concerned responses to the video tape and was worded: "What did you think of the video tape?"

TABLE 36ASSESSMENT OF VIDEO TAPE

	Very interesting	Interesting	Neutral	Not very interesting	Not interesting at all
CONTROL GROUP (N = 17)	3 (17,6%)	11 (64,7%)	2 (11,8%)	1 (5,9%)	-
EXPERIMENTAL GROUP (N = 22)	7 (31,8%)	11 (50%)	3 (13,6%)	1 (4,5%)	-

In both groups over 80% of the students found the video "interesting" or "very interesting", with more of the Experimental Group students choosing the "very interesting" option. As has already been pointed out in an earlier chapter, the students responded very positively to visual stimulus and clearly continued to do this right at the end of the experimental period—about six weeks later.

The next two questions were open-ended questions relating to those parts of the video which were particularly liked or disliked.

TABLE 38  
ASPECTS OF THE VIDEO MOST ENJOYED

	n=17 Control Group	n=22 Experimental Group
Everything/Clarity	4	4
Rock-paintings	9	10
Life Style	6	18
White arrival	5	-
Clashes/Weapons	1	1
Total Responses	25	33

It was possible to group individual responses into four broad categories. The rock-painting category is self-explanatory. "Life Style" includes many of the items used under this heading in tables in earlier chapters and included aspects such as housing, clothing, medicine and child care. The category "White arrival" does not include specific references to clashes or conflict which were placed in a separate category.

The two aspects which deserve attention in this table are rock paintings and Life Style. Put into percentages, 52,9% students of the Control Group found the aspect of rock paintings very interesting in contrast with 45% of the Experimental Group. The lifestyle of the San was very interesting to 35% of the Control Group, but 81,8% of the Experimental Group said that this aspect was the most enjoyable aspect of the video. Four students in each group were not prepared to isolate any particular part of the video but claimed that everything was enjoyable and some commented on the clarity of the presentation.

The next question was the opposite to the previous question, asking "Were there any parts which you did not like in the video?" The following table shows the responses to this question:

TABLE 39  
PARTS NOT LIKED IN THE VIDEO

	Control Group	Experimental Group
Everything was difficult to follow	4	-
Narrator/Production	1	6
Life style	7	1
Nothing was difficult	4	12
Westernization/Cultural Clashes	2	4

Once again the responses were placed into broader categories. The category "Lifestyle" covered many of the items which other students had praised (see the previous table). The answers in the category "Westernization or Clashes" were slightly broader than in the previous table and obviously reflected concern about the negative aspects of cultural influences.

The Experimental Group found the video much easier than the Control Group. Of the 22 students in the Experimental Group 54,5% found that nothing that was difficult for them in the video as compared to only 23,5% of the Controls who said nothing was difficult to understand. It should also be noted that the same percentages of students, namely 23,5% of the Control Group, found the video difficult to understand. In the Experimental Group, however, nobody complained about the difficulty of the video as a whole. The researcher feels that a reason for this might be because the Control Group had greater difficulty in understanding and expressing themselves in English. A further aspect which might support this is that 35,2% of the Control Group disliked the Narrator and the production of the

video as opposed to only 4,5% of the Experimental Group. It might be argued that the Control Group students disliked the Narrator and the production of the video because they found it difficult to follow what they saw and heard because of their language problem.

It might also be argued that the Experimental Groups' more favourable reaction could have come from looking back not only at the video but that the extended support that the long written notes had given them about the San. In other words the video and notes complemented each other.

The next question concerned the time allocation for the study of the San and the Khoi. This question clearly meant something different to the Experimental and Control Groups. To the Control Group it meant the time specifically devoted to class lecturers. To the Experimental Group the time allowed them to work independently on the extended handouts.

TABLE 40  
TIME ALLOCATION OF SAN-STUDY

	Enough	Neutral	Not enough	Total
Control Group	10(58,8%)	5(29,4%)	2(11,8%)	17
Experimental Group	10(45,4%)	9(40%)	3(13,6%)	22

TIME ALLOCATION FOR THE KHOI-STUDY

	Enough	Neutral	Not enough	Total
Control Group	9(52,9%)	5(29,4%)	3(17,6%)	17
Experimental Group	11(50%)	8(36,4%)	3(13,6%)	22

The improvement in the score of the Experimental Group's responses that there was enough time allocated for the San and the Khoi (a 5% increase) might be because there was a weekend in between for the students to work on the Khoi. It could also be that they were more used to the

kind of task they were doing because they had already done the work on the San. They therefore were more relaxed as they knew how to go about the task.

The next question asked if the video and slides were linked appropriately with the lectures, or the reading task. The following table shows the results:

TABLE 41  
APPROPRIATE LINKAGE BETWEEN VISUAL MATERIAL AND LECTURES

	Very closely	Closely	Neutral	Not very closely	
Control Group	4(23,5%)	11(64,7%)	1(5,8%)	(5,8%)	-
Experimental Group	13(59,1%)	6(27,2)	2(9,09%)	1(4,5%)	-

It is clear that the Experimental Group had greater approval for the link between the visual material and the notes than the Control Group had for the visual material and their lectures. For the Experimental Group, the handouts might have enabled them to read and re-read the information and so to find links. The Control Group was entirely dependent on the shorter guided notes given in the lectures.

Consideration must always be given to the positioning of visual material in a syllabus unit. The students were encouraged to assess whether the visual material should have come before, during or after the learning period. There is a considerable difference between the two groups. In the Control Group, for every two students who would have preferred it towards the end of the period, one student would have preferred it as an introduction. One student would have liked to have seen it, at intervals, during the learning period. The Experimental Group was almost equally divided in favour of during or after the learning period.

The results are somewhat surprising. By far the commonest approach to the use of visual material is to use it as an introduction to a new topic, so to make concrete some of the new concepts. One must wonder whether the favourable responses to the visual material would have been quite so strong if it had been presented at a different time in the learning period, especially when the students' explanations of the things they found difficult to accept are remembered.

The second part of the questionnaire which was common to both groups was a set of questions about their response to the final test. On the difficulty of the test, the response was as follows:

TABLE 42  
ASSESSMENT OF TEST DIFFICULTY

	Easy	Neutral	Difficult
Control Group	1(5,8%)	16(94,1%)	-
Experimental Group	1(4,5%)	20(90,9%)	1(4,5%)

It is therefore obvious that nearly all the students had a positive response towards the test, and the groups showed no marked differences in their assessment.

Greater differences appeared when the students were asked to rate the different sections of the test in order of which section they enjoyed most. It will be remembered that Section A was based on the visual stimulus; Section B on unseen passages from Malherbe's books; Section C on passages from a school text book;

and Section D asked some general questions on the total programme.

TABLE 43

ASSESSMENT OF SECTIONS (ENJOYMENT)

	A	B	C	D
Control Group	1(5,8%)	7(41,1%)	5(29,4%)	4(23,5%)
Experimental Group	6(27,2%)	2(9,1%)	10(45,5%)	4(18,18%)

If this is studied one can see that the Control Group enjoyed section B the most, and this was followed in order of preference by Sections C, D and lastly A. The Experimental Group on the other hand enjoyed Section C the most, followed by Sections A, D and B. A similar question was asked on which sections in the test the students found the most difficult to answer. The results are shown in the following table:

TABLE 44

ASSESSMENT OF SECTIONS (DIFFICULTY)

	A	B	C	D	None
Control Group	14(82,4%)	-	1(5,8%)	1(5,8%)	1(5,8%)
Experimental Group	13(59,1%)	2(9,1%)	2(9,1%)	5(22,7%)	

According to this table, the Control Group found Section A the most difficult to answer followed by C and D together and Section B as the least difficult section. One person (5,8%) found no section difficult. If one compares this table with the previous one it can be seen that what the Control Group enjoyed and what they found difficult corresponded well with each other.

Most of the Experimental Group felt that Section A was the most difficult followed by Section D and B and C together. In this case the two tables do not correspond with each other.

The rating of the students as far as enjoyment and difficulty were concerned, can be summarized in the following table:

TABLE 45  
RATING OF TEST SECTIONS

<u>Control Group</u>		<u>Experimental Group</u>	
<u>Enjoyment</u>	<u>Difficult</u>	<u>Enjoyment</u>	<u>Difficult</u>
B	A	C	A
C	C/D	A	D
A	B	B	B/C

If one compares the scores which the students achieved in the test for each section with what the students said they enjoyed most, the following tables can be drawn up.

TABLE 46  
RATING OF TEST SECTIONS

	Sections							
	SECTION A		SECTION B		SECTION C		SECTION D	
	Rating	Aver. %	Rating	Aver. %	Rating	Aver. %	Rating	Aver. %
		Score		Score		Score		Score
<u>Control</u> Test per- formance	4	38,1	3	45,2	1	79,8	2	54,5
Enjoyment	4		1		2		3	
<u>Experimental</u> Test per- formance	2	65,5	4	48,5	1	77,6	3	50,9
Enjoyment	2		4		1		3	

If the sections which the students enjoyed most are compared with their actual scores in each section, it is found that what the Control Group enjoyed most and what

they actually scored, differ from each other. They said that they enjoyed Section B most but according to their actual scores, they achieved only their third highest score in this section. Sections D in which the students scores best in the test was only rated 4th in what the students found enjoyable to answer. The enjoyment ratings of the Experimental Group, however, matched exactly the order of scoring in the final test. The section that was most enjoyed was Section C and this was the section which produced the highest average score. Section B was rated least favourably and the Group B average score was the lowest in the test.

As has already been noted the differences between the groups were not sufficiently great to warrant more complicated analyses. Nor was there a consistent pattern of responses which favoured either the Experimental or Control Group. It is now possible to look at a series of questions answered only by the Experimental Group on their special learning experiences.

The first question in this category concerned the relevance of the Mfecane exercise in the minds of the students.

TABLE 47

USEFULNESS OF PASSAGES

	Very useful	Useful	Neutral	Not very useful	Not useful at all
Experimental Group	6(27,3%)	7(31,8%)	5(22,7%)	3(13,6%)	1(4,5%)

It can be seen that just over 60% of the students found potential use in the technique of noting points and then selecting some of these to answer a specific question. It should be remembered that there was time to do only two of these exercises (Mfecane and Renaissance) before

the San and Khoi learning period began. This response can therefore be seen as an encouraging one.

The students were then asked to explain why they responded as they did in the previous table. Their responses had been grouped into 5 broad categories as shown in the following table:

TABLE 48  
EXPLANATION OF RESPONSES TO TRAINING PASSAGES

Reason	Number of Responses	% out 23
Selection Skills	6	26,1
Aiding understanding	5	21,7
Remembering and isolating content	6	26,1
Transferable skill	1	4,3
Other	5	21,7

One student listed two responses making a final total of 23.

It can be seen that six students recognised clearly how the technique could be used for finding or selecting relevant material. Five further students talked about the aid to understanding. One of these implied that it forced careful reading ("you read through the passage"). Another student in this category talked of "the difficulty of working on your own" and seemed to imply that this gave a direction to reading. One student simply use the phrase "it stimulates". Closely linked to the second category was the one which the students claimed that it helped them to remember facts or the "know the content". The single response which revealed that the technique could be used in other "topics" (implying its wider use) was interesting.

Five students made less appropriate responses including one who said that it was a difficult technique and

another who claimed that it could be useful "sometimes". One student refused to commit himself until he knew the results of the final test!

In considering these results, 18 of the 23 responses suggested that the significance of the technique was appreciated by the Experimental Group.

The students then had opportunities of rating the difficulty level of the reading passages on the San and the Khoi. Fifteen students (69%) rated the San material as either very easy or easy and 78% (17 students) rated the Khoi material in the same way. Similar percentages of students (between 22 and 23%) rated the passages as neither easy nor difficult. Only three students in each case felt that there was not enough time to work on the passages.

Two questions gave the students opportunities of rating the amount of information they had learnt about the San and the Khoi. Their responses can be seen in the following table:

TABLE 50  
RESPONSE TO AMOUNT OF INFORMATION FROM SAN AND KHOI  
PASSAGES

	San		Khoi	
	n	%	n	%
Very much	5	22,7	6	27,3
Much	12	54,5	11	50
Neutral	1	4,5	4	18,2
Not very much	4	18,2	1	4,5
Nothing	-	-	-	-

In both cases a little over 1/5 of the students were not enthusiastic about the material but in 3/4 of the cases



The combination question type used in the above table meant that the students were given certain events which they had to arrange according to when they happened. For this purpose different combinations were given. They had to choose the correct combination. Explanatory questions meant that students had to explain terms like "semi-nomadic", "Clan" and "Free Burghers". In order to answer interpretation passages it was expected of the students that they should read passages carefully and then answer questions which follow.

This Chapter has shown that the Experiment Group gave a number of favourable assessments firstly, to the initial visual input (where they were more positive than the Control Group); secondly to the training experience (the Renaissance and Mfecane work); and thirdly to the extended reading passage on the San and the Khoi. The analyses of the questionnaire on the test showed fewer differences between the Experimental Group and Control Groups. It is now possible to summarize the findings of this research study and to make some recommendations about the use of these findings.

CHAPTER 8CONCLUSION

In this chapter a brief summary will be given of the results of the experimental work of this research. In the second part of the chapter some of the implications of the investigation will be considered. In the first part of the chapter the results of tests given only to the Experimental Group will be considered first. Then the tests involving both the Experimental and Control Groups will be summarized. Finally the Experimental and Control Group's attitudes to the procedure will be discussed.

The Experimental Group consisted of 23 first year teachers in training who were given a very brief introduction to a method of note-taking and relevant-point-selection based upon an idea of Smith (1985). This was the first aspect of the research methodology which was specific to the Experimental Group. The second part of the training consisted of answering specific questions on the passage. These questions required only a selection of the points for the answers. The technique was introduced to the students through a passage on the meaning of Renaissance. The listing of the author's points and the selection of certain of the points to answer questions was done as a whole class discussion activity. After the training passage had been administered, a second passage, on the Mfecane, was used as a test passage.

A frequency table, drawn up after the students had listed the main points in the description of the Mfecane, showed that most of the students were able to follow the passage and were able to isolate its most important aspects (16 out of 23 achieved 75% or more.) The results of a table drawn up to show if there was a correlation between the students matriculation results and their raw score percentages showed that there was not a high correlation between these two scores. It

must be remembered that their matriculation symbols were low. Yet some pleasingly high scores came from the task requiring them to list the main points. This occurred despite the fact that only one training period on the Renaissance passage had been given them. If the students had had the chance in school of undergoing similar training in finding the most important points from their reading, their symbols in history might have been better.

When the students were asked to find points which were relevant to three questions (on the movements of peoples, the reaction to the Mfecane and the Tribes and leaders) they were not as successful as they had been in isolating the most important aspects in the whole passage. In only the first question (movements of peoples) did the median score rise above 50%. This might be attributed to the time factor. They might have done the first question more thoroughly and then found they lacked time to complete the next two questions in the time remaining.

There are, however two aspects of the relevance selection test that need to be considered. The first is the number of correct points directly related to the question, which the student was able to isolate from all the points made in the passage. The second aspect concerned the number of irrelevant points selected by each student. In assessing a student's success at this task, both the correct and incorrect responses need to be taken into account. On question one of the exercise the students did comparatively well. They were able to select some of the relevant points and did not include many which had no bearing on the problem. 17 of the 23 students scored above 50% in relevancy selection and 86% had a relevance index of 50% or higher. In the second question the students had greater difficulty in seeing relevance. Only five students selected more than half of the correct points needed to answer the

question and only 41% gained a relevance index of 50% or higher. The first and third questions were relatively low order questions, which simply asked for a straight forward isolation of facts. The second question, however, required more higher-order thinking. It might have been that the meaning of the questions was more difficult. It has already been suggested that some of the students have problems in understanding English. The third question showed a slight improvement in the number of students achieving more than 50% of the correct answers (seven in all and 68% had a relevance-index of 50% or higher). One must bear in mind that the training period was very short (only two periods). The results might have been very different if the training period had been longer.

After the Experimental training Group completed the training period, they received extensive notes on the San and the Khoi. These were two topics in the prescribed syllabus for the first year history course. After they felt that they had understood the work on these topics, they had to answer over 70 questions which followed. They performed well in this task and most of them scored 50% or more on both exercises. They did better, however, on the section on the Khoi than they did on the San. In other words they performed better on the second than on the first task.

This can be seen as evidence for improvement during the experimental period. When a chi-squared test was done on the relationship between the marks achieved in these two work examples it was found that there was a statistically highly significant difference between the two performances, with students scoring significantly better on the Khoi (the second) than on the San (the first) exercise.

A Pearson Product Moment Correlation calculation showed that although there was a positive correlation ( $r =$

0,331793) there was only a slight relationship between the later scores. If the students' improvement between the two tasks was consistent (that is if each student showed a reasonably similar rate of improvement) the correlation coefficient would have been high. The comparatively low coefficient showed that in a number of cases the rate of improvement was erratic - some students achieving considerably higher scores, others showing only slight improvement.

A frequency table giving the combined scores on the San and the Khoi exercises showed that 20 out of 23 students obtained 50% or more and 18 of them scored more than 60%.

It was clearly necessary to examine the relationship between the scores on the training test - the Mfecane passage - and the scores on the San and Khoi exercises. "t" tests were used to make these comparisons. It was found that the students had performed better on the Mfecane point-making test than they had done on the San exercise. The same result occurred when the students' scores on the Khoi passages were compared with those for point-making on the Mfecane passage.

When t tests were applied to the scores on the San passage and the Mfecane relevance tasks again, no significant difference was found. The raw scores, in fact showed an advantage for the Mfecane task. On the Khoi passage scores, however, there was a significant difference in favour of these marks in comparison with the Mfecane results. It would seem that the students had improved from the Mfecane task to the San task and from there to the Khoi task. This was one of disappointing results of the Experimental Work. A consistent statistically significant improvement in the San and Khoi exercises after the initial training period on the Renaissance and the Mfecane was hoped for. As the San and Khoi scores were reasonably satisfactory and

some evidence an improvement was found, three possibilities can be suggested for these findings. The first, already pointed out, is the very short training period. The second is the fact that the Mfecane passage was short (only one typed page) and the San and Khoi passages were very much longer (22 and 29). The third point concerns the number and the quality of the questions in the two types of exercises. In the Mfecane passage the students were required to do no more than list points relevant to a question. In the San and Khoi exercises a very much wider range of tasks, making many different demands on the students, was set. In these circumstances the evidence for some improvement can be welcomed. It could be important that this evidence occurs right at the end of the experimental period which could suggest that some appropriate learning had occurred.

The possibility of some eventual improvement was indirectly confirmed when an analysis of the combined scores for the San and the Khoi tasks were compared with the scores obtained from the Mfecane relevance-task. The t-test result showed no statistically significant difference between the results. The San exercise followed very shortly after the Renaissance and Mfecane exercises, and might be interpreted as a further training experience.

The second stage of the summary of the research concerns situations in which the results of the Experimental and Control Groups were compared. The first point to be examined was whether there was a significant difference between the two groups before the experimental period was started. One measure was available for this purpose, that of their matriculation symbols. Although from observation the Control Group seemed to have better matriculation symbols than did the Experimental Group, no significant difference between the groups was found

when a chi-squared test was applied to their matriculation symbols.

It will be remembered that the Control Group received conventional lectures on the San and Khoi topics. It will also be remembered that these lectures were very carefully structured to help the Control students. Full chalkboard notes, prepared in advance of the lectures were built up during each lecture period. The students received handouts which reinforced the main points of the lectures, and which left blank spaces for the students to add supplementary information. It was clearly important for the long term progress of the Control students that the lecture alternative was presented in as efficient and structured a way as possible. In these circumstances it might be expected that the Experimental Group's treatment would have to have very considerable advantages over the Control Groups experience before significant differences in results could be found.

At the beginning of the experimental period, both groups were shown a video on the San. They were then asked three questions on the video (what they found interesting, what was difficult for them to understand and what they found unacceptable about the San). They were asked to write a paragraph on each of these topics.

A content analyses was made of the students' responses. There was a considerable similarity in both groups' responses to those aspects of the video that they found interesting, but there were greater differences in responses by the groups to what they found unacceptable in the video. In their response to the question on what they found difficult to understand, the Control Group

found more points of difficulty than did the Experimental Group.

Chi-square tests were done on the three questions. It was found that there was a significant difference only when this test was applied to the unacceptable points.

Probably the most important part of this experiment was the final test which all the students had to write. This test covered material from handouts on the San and the Khoi given to the Experimental Group and the lectures given to the Control Group.

In only Section A of the test was there a large difference between the scores of the Experimental and Control Groups. In this section the Experimental Group scored considerably better than the Control Group. The better overall scores in the test for the Experimental Group was largely affected by their performance on Section A of the test.

Section B of the test, which asked the students to examine an unseen passage, had direct implication for the training experience given to the Experimental Group only. Here no significant difference between the two groups was found. The reason for this lack of significance might be because only a small number of opportunities for detailed and careful analyses of a text was given in the San and Khoi notes. Although this is a very important skill which history students should acquire, it may have been that the Experimental Groups' practice opportunities in this skill was not sufficient for them to score significantly better than the students in the Control Group.

One further section of the test showed also no significant differences between the two groups scores. Section D of the test was omitted from this analysis

because it was not directly related to special training given to the Experimental Group.

The final part of the thesis concerned the questionnaire. Two separate questionnaires were set because parts of the experiment were applicable only to the Experimental Group e.g. the Mfecane exercise and the reading passages on the San and the Khoi.

The first question in this category concerned the relevance of the Mfecane exercise and the usefulness of these passages. Over 60% of the students found potential use in the technique of noting points, and then selecting some of these to answer a specific question.

The students were then asked to explain why they responded as they did in an open-ended question. Six students stated that the technique could be used for finding or selecting relevant material. Five students talked about the aid to understanding. Six further students claimed that it helped them to remember facts.

Another student said that the technique could be used in other topics. Five students made less appropriate responses including one which stated that the technique could be useful sometimes.

In considering these results, 18 out of 22 Experimental students implied some acceptance of the significance of the technique.

The students also had to rate the difficulty level of the reading passages on the San and the Khoi. Fifteen students (69%) rated the San material as either easy or very easy and 17 students (78%) rated the Khoi material in the same way. The increase in the percentage of students who rated the Khoi material as easier than the San questions might be because the Khoi was done after

the San material. They therefore had time to get used to the kind of questions in these materials.

Two questions gave the students opportunities of rating the amount of information they had learnt about the San and the Khoi.

In both cases three quarters of the students' responses to the reading material were positive or very positive.

The last question that was applicable only to the Experimental Group asked the students to place in order the sequence in which they would have liked to answer the eleven different question types that were used in the two reading passages on the San and the Khoi. This question showed that the students disliked questions which required explanation, interpretation and extended writing. The reason for this might be, as stated before, because of the students' language difficulties in English. Some questions could be asked of both the Experimental and Control Group because they concerned common experiences. These answers will now be summarised.

While both groups showed a positive response towards the test, the Experimental Group were more positive in their attitude towards the questions asked on assessment of the video and linkage between the visual material and the lectures/notes.

In both groups over 80% of the students found the video interesting or very interesting with more Experimental Group students choosing the "very interesting" option.

Open-ended questions relating to those parts of the video which were particularly liked or disliked showed a wide variety of responses. Put into percentages, 52,9% students of the Control Group found the aspect of rock paintings very interesting as opposed to 45% of the

Experimental Group. The lifestyle of the San was very interesting to 35% of the Control Group, but 81,8% of the Experimental Group enjoyed this aspect the most.

The question on the parts which they did not like again produced some contrasts between the groups. The Experimental Group found the video much easier than the Control Group. In the Experimental Group 54,5% found that nothing was difficult to understand as compared to only 23,5% of the Control Students. The reason for this might be that the Control Group found it more difficult to understand the video because of language difficulties or that the Experimental Group enjoyed the video more because the video and the notes on the San and the Khoi complemented each other.

The next question concerned the time allocation for the study of the San and the Khoi. Of the Control Students, 58,8% felt that the time allocation for the San study was enough and 52,9% said that enough time was available for the Khoi study. For the Experimental Group, on the other hand, 45,4% and 50% respectively felt that the time allocation for the San and the Khoi were enough.

The next question asked if the video and slides were linked appropriately with the lectures or the reading task. The Experimental Group had much stronger approval of the link between visual material and the notes (59,1%) than the Control Group had for the visual material and their lectures (23,5%).

The last part of the questionnaire which was common to both groups, was a set of questions about their response to the final test. On the difficulty of the test nearly all students had a positive response to the test. Only one student in the Experimental Group found the test difficult. Greater differences appeared when the students were asked to rate the different sections of the test. The Control Group found Section B as the least difficult and Section A as the most difficult part

of the test. They also enjoyed Section A. The Experimental Group on the other hand enjoyed Section C the most and Section B the least. Most of the Experimental Group felt that Section A was the most difficult and Section B and C the easiest.

Even after one training period on the Renaissance some pleasingly high scores came from the test in which the Experimental Students listed the main points from the Mfecane. Clearly further training is required for this. Tunmer, R. (private communication) made use of approximately the same method but over a longer period of time and without a Control Group. Thirty four experienced teachers with two year training were attending a course to upgrade to a three year course at Rhodes University. They received specific instructions over six weeks (1½ hours per week) devoted to making effective use of resources of textbooks, note taking and relevant points selection.

The first session of two 1½ hours was devoted to making effective use of table contents, index and list of references. The idea of skim reading and using topic sentences in paragraphs was also given attention to.

After this note, taking exercises were done in three 1½ hour periods. They started off by doing three different passages as a class exercise. After this they were briefly introduced to the idea of reversing the order of training i.e. three or four questions set on a new passage, whereafter the students had to note the points relevant to each of the questions. The reason for this was that as a readers' experience in accurate reading grew, they should not have to note every point in a passage, but should react to a specific question which a passage might be able to solve. This followed the approach of the Science Research Reading Laboratories S.Q.3R system. (Skim, Question Read, rehearse, revise).

The first of the six periods was devoted to a test in which all the points in the passage had to be listed and points relevant isolated. Even allowing for longer time, two problems emerged with the upgrade students. Firstly they showed a tendency to repeat exactly the wording from the passage rather than using their own words. Secondly, although the students were able to isolate points well, they had difficulty in being able to select points relevant to a specific problem. In other words the difficulties experienced by the students in the upgrade programme were similar to those found in the present research study.

It has already been said that the Experimental Group did not show consistently improved performance in the final test and that they did not perform statistically significantly better than the Control Group. Does this mean, therefore, that the technique described by Smith (1985) is not appropriate to Black first year college students in a South African situation? It would possibly be unwise to reject the technique completely. Seven factors could have made it difficult to produce clear-cut positive results. These are:

- (1) poor examination matriculation results, especially in the Experimental Group;
- (2) the experiment was conducted very early in their college experience;
- (3) exposure of the Experimental Group to possibly an entirely new technique;
- (4) the short length of training time before the San and Khoi passages were given to them;
- (5) the language difficulties of students in both groups;
- (6) the considerable increase in difficulty and length of the training passages (Renaissance and Mfecane) as compared to the San and Khoi readings;
- (7) the need to present very carefully prepared lectures to the Control Group to ensure that these students were not handicapped.

Encouragement can be found from the positive results coming from the students' answers to the Mfecane passage

and the increase in percentage scores from the San to the Khoi exercises. If the technique is used, however, closer attention would have to be paid to the length of time of the training period and to the breaking down of the skills into smaller and more easily identified tasks. This recommendation appears to be supported by the experience of working with upgrade students at Rhodes University.

APPENDIX 1CAPE COLLEGE OF EDUCATIONTEACHING PRACTICE PROGRAMME 1990

	26/03 - 04/04 (8)	14 - 23/5 (8)	16 - 24/7 (7)	25/07 - 01/08 (6)	
STD III	Home Teaching	Home Teaching	Evaluation (+160) 17 - 24/07 (6)	Prac. T. - Local 26/07 - 01/08 (5)	22 Days
STD II	Evaluation (+80) 28/03 - 03/04 (5)	Home Teaching	Home Teaching	Home Teaching	21 Days
STD I	Observation	Classes College	Observation	Home Teaching	21 Days
SP III	Home Teaching	Home Teaching	Home Teaching	Evaluation (+70) 26/07 - 01/08 (5)	23 Days
SP II	Home Teaching	Evaluation (+118) 16 - 23/05 (6)	Home Teaching	Home Teaching	21 Days
SP I	Observation	Classes College	Observation	Home Teaching	21 Days
JP III	Home Teaching	Home Teaching	Home Teaching	Evaluation (+66) 26/07 - 01/08 (5)	23 Days
JP II	Evaluation (+80) 28/03 - 03/04	Home Teaching	Home Teaching	Home Teaching	21 Days
JP I	Observation	Classes College	Observation	Home Teaching	21 Days
	STD II Ev. +80 JP II Ev. +78 Rest-Home T (8)	SP II Ev. (+118) Rest Home Teaching Except 1st year STD I Classes - 2 SP I at - 4 JP I College - 4 10	STD III Ev. (+160) Rest Home Teaching	SP III Ev. (+70) JP III Ev. (+66) STD III Local Sch. Rest Home Teaching  Classes Commence 02/08	

APPENDIX 2CONTENT OF THE SYLLABUSCOURSE I FIRST YEAR OF STUDYMODULE 1 (56)1. History by observation

1.1 Historical study of four different regional areas in the Republic of South Africa.

1.1.1 Historical study of four important regional:

1.1.1.1 places

1.1.1.2 persons

1.1.1.3 events

1.1.1.4 buildings

1.1.1.5 early inhabitants of the district (4)

1.1.2 The symbols associated with four local authorities/  
municipalities/village council/regional councils.

1.1.2.1 management

1.1.2.2 badge and banner

1.1.2.3 crest

1.1.2.4 motto, etc. (1)

## Enrichment:

\* What is the importance of Local Government?  
Discuss with reference to modern society.

\* What are the heraldic requirements for an  
acceptable badge and banner? (1)

1.1.3 Historical development of public services in the district.

1.1.3.1 Communication and transport per:

1.1.3.1.1 runner with a letter

1.1.3.1.2 person on horseback

1.1.3.1.3 cart and horses

1.1.3.1.4 mail-coach

1.1.3.1.5 ox-wagon

1.1.3.1.6 railway

- 1.1.3.1.7 motor vehicle
- 1.1.3.1.8 air transport
- 1.1.3.1.9 telephone and telegraph
- 1.1.3.1.10 radio and television
- \* Enrichment:  
Examine the development of transport and communications from the 17th century to the 20th century. (2)
- 1.1.3.2 Lighting
- 1.1.3.2.1 candle-power
- 1.1.3.2.2 gas and electricity
- 1.1.3.2.3 illumination of a city, town, farm.
- \* Enrichment:  
Access the importance of electricity for a modern city. (1)
- 1.1.3.3 Protection services as helpers and protectors of civilians.
- 1.1.3.3.1 police
- 1.1.3.3.2 defence forces (land, sea and air)
- 1.1.3.3.3 prisons
- \* Enrichment:  
"Prisons are necessary evils of modern society." (2)  
Discuss this statement by referring to modern day society.
- 1.1.3.4 Road safety and traffic officers as helpers and protectors of road users.
- \* Enrichment:  
Assess the role of the pedestrian in promoting road safety.  
\* Draw all the road signs that is used today.  
\* Select and explain according to your judgement twenty road signs that is most important for road safety. (2)
- 1.1.3.5 Health services
- \* Enrichment  
Access the importance of health services for the community. (1)

- 1.1.3.6 Emergency services
- 1.1.3.6.1 fire brigade
- 1.1.3.6.2 ambulances
- 1.1.3.6.3 rescue services: e.g. sea and mountain rescuers.

Enrichment  
\* Discuss the functions of a modern fire brigade. (2)

## 2. Narrative history

### 2.1 People who made important contributions to South Africa.

- 2.1.1 Mr Sol T. Plaatjie as a literator
- 2.1.2 Mr S Khumalo as an artist
- 2.1.3 Mr E Sontanga as a musician
- 2.1.4 Miss C Makiwane as a nurse
- 2.1.5 Rev Soga as a missionary

Enrichment:

\* Evaluate Sol T Plaatjie as a literator  
\* "Nursing is the most noble profession."  
Discuss this statement with reference to  
Cecilia Makiwane. (7)

### 2.2 People who made important contributions to the world.

- 2.2.1 Madame Curie as a scientist
- 2.2.2 Alexander Graham Bell as an inventor
- 2.2.3 Wright Brothers contribution towards aviation
- 2.2.4 Thomas Alpha Edison as a scientist.

Enrichment:

\* Discuss the value of scientific activity with  
reference to Madame Curie. (4)

## 3. A brief survey of the settlement and life style of people in South Africa during 1652 to 1840

- 3.1 Early inhabitants  
San (Bushmen) and Khoi (Hottentot or Khoikhoi)
- 3.1.1 Migration and settlement

## 3.1.2 Life style

## Enrichment:

- \* Make a study of the earliest inhabitants of Southern Africa.
- \* Discuss the importance of the San (or Bushmen) art.

Make use of the following scheme:

- (a) Location and identification, etc.
- (b) Examples illustrating their art with an indepth evaluation, etc.
- (c) Value and importance of the San (Bushmen) art, etc. (2)

## 3.2 Black peoples

3.2.1 Migrations of the Nguni, Sotho, Venda, Tsongo, Herero and Ovambo as understood by historians today.

3.2.2 Resettlement following the Mfecane influence of Shaka, Mzilikazi, Soshangane on the distribution of the Black people. (3)

3.2.3 Life style common to the Nguni, Sotho, Venda, Tsonga, Herero and Ovambo referring to:

3.2.3.1 the importance of cattle

3.2.3.2 clothing

3.2.3.3 household articles

3.2.3.4 iron smelting for implements

3.2.3.5 food supply (4)

3.2.4 Local traditional style of Black People's Government common to the Nguni, Sotho, Tsonga, Herero and Ovambo.

3.2.4.1 Father/mother/child relationship

3.2.4.2 Induna

3.2.4.3 Chief

3.2.4.4 Paramount Chief (2)

## Enrichment:

- \* How did the rise of Shaka effect the Black peoples of South Africa? Discuss in detail.
- \* Discuss with illustrations and references how iron smelting changed the life style of the Nguni, Sotho, Venda, Tsonga, Herero and Ovambo. (4)

- 3.3 White Settlers
- 3.3.1 Life and the early sailing ships
- Enrichment:
- \* Discuss the inventions that improved ocean transport. (1)
- 3.3.2 Social life in the first settlement (dress, homes, crops, weapons) referring to Company servants, free burghers and slaves.
- Enrichment:
- \* Make drawings to illustrate the different forms of:
- (a) dress: Company servants  
free burghers  
slaves
- (b) homes: Company servants  
free burghers  
slaves
- (c) weapons: Free Burghers (6)
- 3.3.3 Migrations of the Trekboers and their life style (2)
- 3.3.4 British Settlers and trades (especially in the Zuurveld and Natal) (2)
- 3.3.5 Voortrekkers and their settlements
- 3.3.5.1 their life style
- 3.3.5.2 treaty settlements
- 3.3.5.3 contact with Dingane and Mzilikazi
- Enrichment:
- \* Assess the validity of the Retief-Dingane Treaty.
- Motivate your conclusion with detailed references. (3)
- TOTAL (56)

1. Brief survey of the Ancient civilisations of Egypt, Mesopotamia, Greece and Rome by making a study of the following aspects:

- Agriculture and the development of science
- Architecture and the building of cities
- Government, legislation and development of a judiciary system
- Religious beliefs and Christianity
- Painting and sculpture
- Writing and literature 6 X 4 = (24)

Enrichment:

- \* 1.1 Make drawings of an Egyptian pyramid and sphinx.
- \* 1.2 Make a drawing of a Ziggurat and discuss its role in the Mesopotamian society.
- \* 1.3 Make a study of the following famous Greek personalities:  

Themistocles and Pericles (city states in war and peace); Aeschylus, Euripedes and Sophocles (drama; the Gods); Socrates (Sculpture, the Parthenon, Olympic Games).  
(6)
- 1.4 Discuss: "Ancient Greece laid the foundation of civilisation." (3)
- 1.5 Study the following famous Roman personalities:  

Nero and Constantine the Great (Christianity persecuted and accepted; the Colosseum); Julius Ceaser and Augustus Ceaser (the Empire, administration).  
(2)
- 1.6 Evaluate the importance of the conversion to Christianity of Constantine. (2)

2. Life in the middle ages in Europe and Africa

2.1 In Europe

Invasions which destroyed the Roman Empire - Goths,  
(4)

Vikings; great Christian institutions - the monastery, the Cathedrals - to illustrate the spirit of the Middle Ages.

## Enrichment:

- \* Make drawings of at least four famous monasteries and cathedrals illustrating the spirit of the Middle Ages. (4)

## 2.2 In Africa

- 2.2.1 Briefly study the discovery of Africa by European nations.  
Two examples of Black Empires. (4)
- 2.2.2 Mali and Islam (3)
- 2.2.3 Zimbabwe and the Arab trade (2)

## Enrichment

- \* Discuss the development of the ancient Ethiopian Empire. (2)

TOTAL (56)

APPENDIX 3C. CONTENT1. South African History 1652 - 1840

A brief survey of the settlement and life style of people in South Africa during this period. (Number of periods in brackets).

## (a) Early inhabitants

Bushmen and Hottentot peoples

(i) migrations and settlement

(ii) life style (3)

## (b) Black peoples

(i) migration of Nguni, Sotho, Venda, Tsonga, Herero and Ovambo as understood by historians today. (2)

(ii) resettlement following the Mfecane influence of Shaka, Mzilikazi, Soshangane on the distribution of the Black people. (4)

(iii) life style common to the Black peoples, referring to:

- the importance of cattle

- clothing

- household articles

- iron smelting for implements

- good supply (6)

## (c) White Settlers

(i) Life and the early sailing ships (1)

(ii) Social life in the first settlement (dress, homes, crops, weapons) referring to Company servants, free burghers, slaves. (5)

(iii) Migration of the Trekboers and their life style. (2)

(iv) British settlers and traders (especially in the Zuurveld and Natal). (3)

- (v) Voortrekkers and their settlements:
  - (1) their life style
  - (2) treaty settlements
  - (3) contact with Dingane and Mzilikazi
  - (4)

## 2. GENERAL HISTORY

- (a) The life of some persons in Ancient Civilisations and aspects of their way of life.

- (i) Ancient Greece

Themistocles and Pericles (city states in war and peace); Aeschylus, Euripedes and Sophocles (drama; the Gods); Socrates and Plato (education); Myron Phidias and Praxiteles (sculpture, the Parthenon, Olympic Games). (10)

- (ii) Ancient Rome

Nero and Constantine the great (Christianity persecuted and accepted; the Colosseum); Julius Ceaser and Augustus Ceaser (the Empire, administration). (5)

- (b) Life in the Middle Ages in Europe and Africa.

- (i) In Europe

Invasions which destroyed the Roman Empire - Goths, Vikings; great Christian institutions - the monastery, the Cathedrals - to illustrate the spirit of the middle ages. (8)

- (ii) In Africa

Two examples of Black Empires

- (a) Mali and Islam

- (b) Zimbabwe and the Arab trade

(7)

Period Total = 60

## APPENDIX 4

THE KHOISAN COMMUNITIES OF SOUTHERN AFRICA

When Jan van Riebeeck arrived at the Cape in 1652, he and his men were not the first people ever to settle in this area. For centuries people called Khoi-khoi (Hottentots) and hunter-gatherers (Bushmen or San) had occupied this area.

These two groups, together, are called the Khoisan. The word Khoisan derives from the names Khoi and San. The Khoi kept cattle while the San were hunter-gatherers. (Elphick, R, Giliomee, H, 1979 pp3-4) The San, who were first at the Cape, made contact with the Khoi at approximately the time of the birth of Christ. The name San were given to the hunter-gatherers by the Khoi. The

Khoi-khoi gave themselves this name which means "*men of men*". It can also mean "*genuine people*".

The term Khoisan is given to these two groups because archaeological, anthropological and linguistic studies have shown that there is no clear genetic distinction between these two groups. It is believed that the Khoi-khoi were San before they became herders. The most recent evidence is that by 500BC the ancestors of the Khoi-khoi were nomadic hunter-gatherers in Northern Botswana. Some San languages are also very similar to Khoi-khoi dialects such as Nama and Korana. The term Khoisan is a way of indicating that there is a relation

between the two groups in language. It is also an attempt to indicate that there was intermingling between the two groups on the basis of marriage and culture. One difficulty which arises in classifying them as one group is the physical differences which exist between the two groups. The Khoi were bigger people than the San. Some historians say the physical difference developed because the Khoi had a higher protein rich diet because of their pastoral economy in comparison with the diet of the San. The reason why the Khoi became pastoralists is probably because through peaceful means or through robbery they acquired cattle from agriculturalists (Bantu speakers) who they came into contact with in Northern Botswana. (Cameron, T, 1986 pp 28-29)

THE ORIGIN AND DEVELOPMENT OF THE SOUTHERN AFRICAN SAN COMMUNITIES.

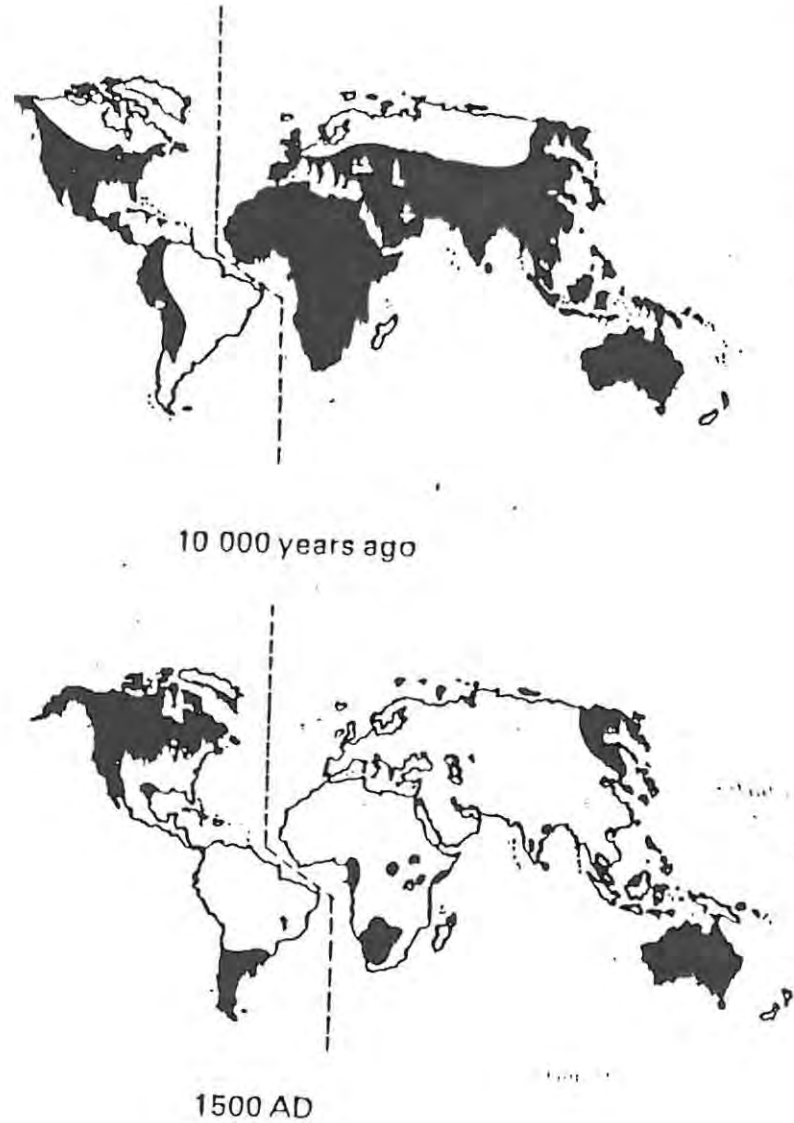
**HUNTERS  
OF THE WORLD**

*Top: About 10 000 years ago, when animals and plants were first being domesticated, hunters covered most of the world.*

*Bottom left: By the time of the age of exploration by European travellers, hunters had been replaced by agricultural peoples in many places.*

10 000 years ago

1500 AD



According to archaeological evidence hunters inhabited most of the world about 10 000 years ago. This was because animals and plants had not yet been domesticated.

It often happened that animals had to migrate according to the seasons or because of droughts. Man then had to follow the animals, therefore many, but not all, hunter-gatherers were nomadic. They were constantly on the move, so travelled light with very few worldly possessions. (Malherbe, C. 1983 p.13)

Evidence shows that small groups of hunter-gatherer were the only inhabitants of Southern Africa for about 8 000 years until about 2 000 years ago. Between 10 000 - 25 000 years ago, yellow-skinned people began to appear in Southern Central and Eastern Africa. San-like skeleton remains have been found as far north as Egypt. (Van der Post, L. Taylor, J. 1984, p.11)

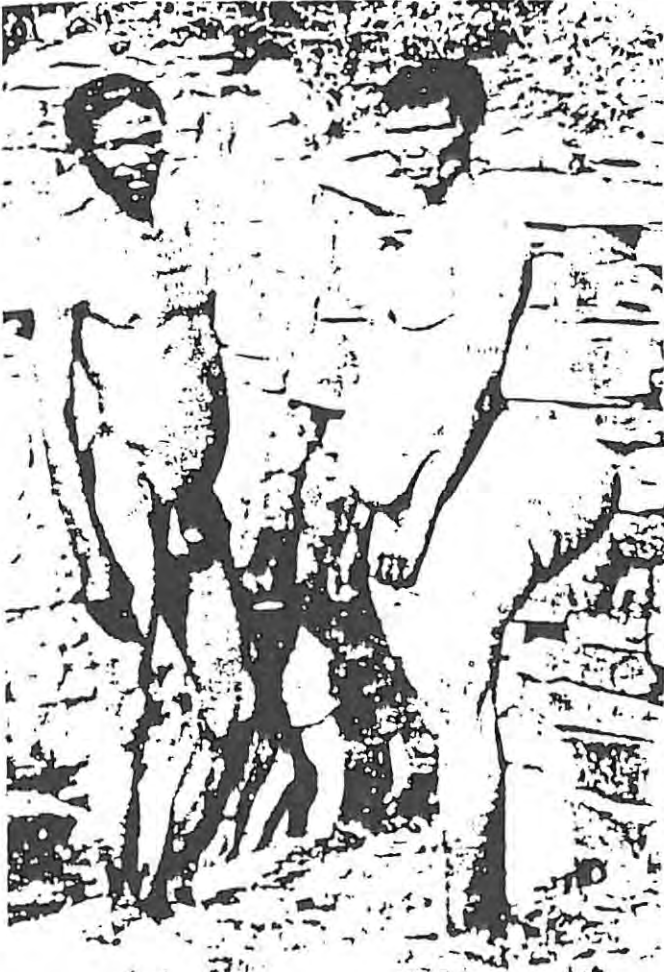
They were originally spread over most of Southern Africa. Some of them lived on the plains and the Kalahari desert where they hunted. Others lived in mountainous areas. Others were found along river valleys, while other groups stayed along the coast, fishing for a livelihood. They were nomadic people and moved after water and food. They lived in small bands, each independent of the other, following herds of game for their meat and living off the veld from wild roots,

berries, caterpillars, termites, locusts, wild honey and fish.

#### Characteristics of the San

In this part of the story, the San's way of life is described before they came into contact with other people with different lifestyles. Later, there will be a description of how the life-style of the San has changed.

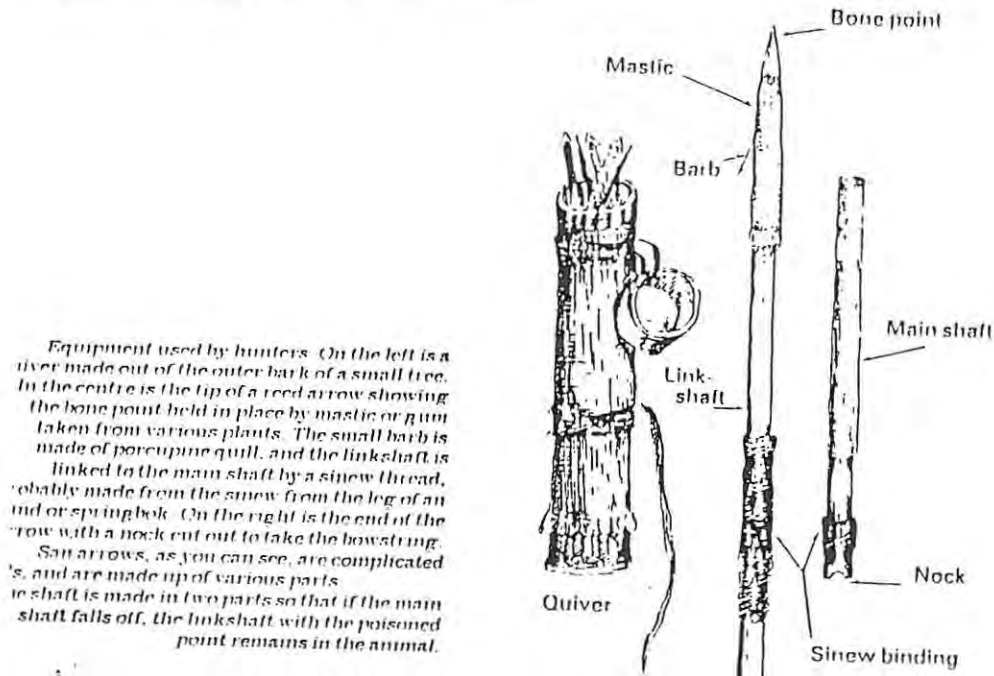
The San have certain characteristics which separate them from the other peoples of Africa. They are short people. The men are usually just over 5 feet tall and the women a little shorter. They have high wide cheekbones and pointed chins. Their hands and feet are small. They have a soft skin which wrinkles early in life. The San's skin colour ranged from light yellow to light brown. Their hair curls tightly so that it gives the appearance of tufts on the scalp. The women's bottoms stick out. This is scientifically known as steatopygia. (Tobias, P. 1987, p.1.). You can see these features in pictures below.



The San as hunter and gatherer

The San are famous for their hunting ability. They hunt with bows and arrows. The arrow tips are smeared with a poison made from larvae of the beetle *Camphidia simplex*, or from snake venom. The poison used does not contaminate the meat because it is cardiotoxic. Therefore only a small piece of flesh around the arrow wound has to be cut out and discarded. The rest of the animal can then be eaten. (Cameron, T. 1986, pp.31) The arrows are carried in a quiver made of skin or of the bark of tree roots. The arrow consists of three parts- the point, the foreshaft and the shaft. It was originally it was made out of bone and sinew. The foreshaft is of bone, one end of which is attached to the point by a link shaft of reed bound with sinew. The other end is inserted into the top of the shaft. The shaft consists of two parts so that if the main shaft falls off, the link shaft with the poisoned point remains in the animal. (See picture) Clubs are also used to kill birds and small animals. Spears are used to kill wounded animals. Traps are used for birds and smaller animals and pitfall traps are used for bigger game. Along the rivers basket traps were used to catch fish. In the stalking of game the San made use of camouflage in order to get near to their prey. The head or the whole skin of an animal might be worn. Another method was to make use of leaves, or the gait of an animal might be copied. The arrows rarely delivered

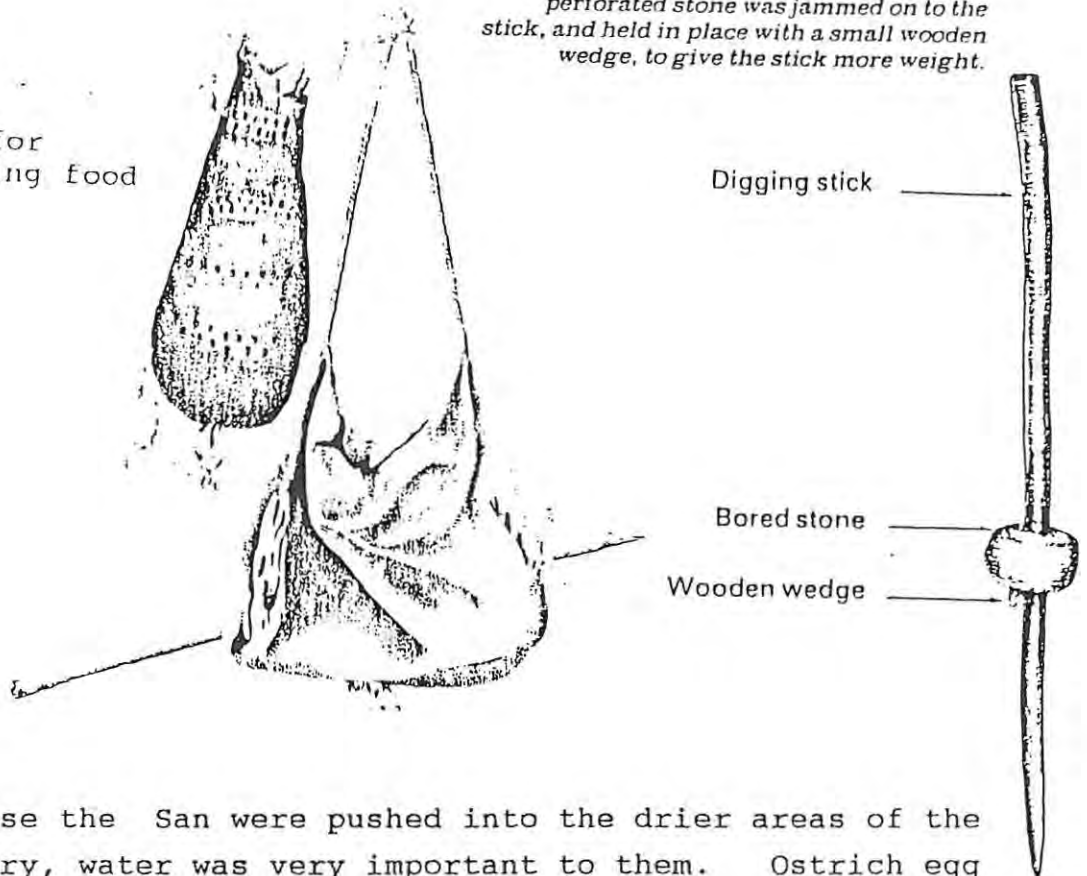
a fatal blow. The stricken animal had, therefore, to be tracked, sometimes for a long period, until it died. The man who owned the arrow which killed an animal was regarded as the owner of the meat and it was his task to divide the meat according to various kinship ties. (Shaw, E.M. 1971, pp 4 -5)



While the men were busy hunting, the women gathered plant foods. The food gathered by a woman remained her property and she provided for her family only. The reason for keeping the food for the single family was probably because it was more easily obtained than meat. The implement used for digging roots was a pointed digging stick made out of hard wood. The food that was gathered was carried home in skin bags or might have been tucked into the cloak of the gatherer. The women also had to gather wood for the fires. The gathering of food was generally a daily routine. (See picture)

*Digging sticks were often made from hard woods such as wild olive. They were used by women to dig up underground plant food like bulbs and roots. A round perforated stone was jammed on to the stick, and held in place with a small wooden wedge, to give the stick more weight.*

Bags for carrying food in.



Because the San were pushed into the drier areas of the country, water was very important to them. Ostrich egg shells were used for carrying and storing water. A hole is made in one end and is plugged with grass in order to prevent spilling. A reed may be used to suck water from the fork of a tree. The San know which roots to dig up for water during the dry season. They also used liquids from the animals they had killed. The water in the stomachs of antelopes, for instance can be drunk. The tsamma melon was one of their main sources of water during the dry season. (Shaw, E.M. 1971 pp 6-7)

When the rain came again, it was a big occasion for the San:

The rainy season came. The sun rose and set, and then the rain spilled itself, and it fell and kept falling. It fell tiresomely, without ceasing, and it seemed to tease people like a naughty child. The water pans were full and my heart was happy, and we lived and ate mongongo nuts. We ate more and more mongongos and they were delicious. I was

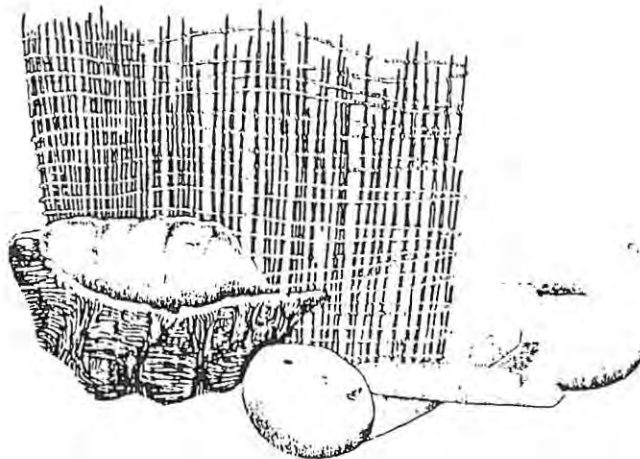
like a dog wagging my tail, and I ran around and wagged my tail. Really! I went like that with my tail, just like a dog. My heart was so happy because water had come that day. Yes! I was also thankful.

(As told by Nǀisa, a!Kung woman, in R Lee and I. de Vore, Kalahari Hunter-gatherers, pp. 259-60)

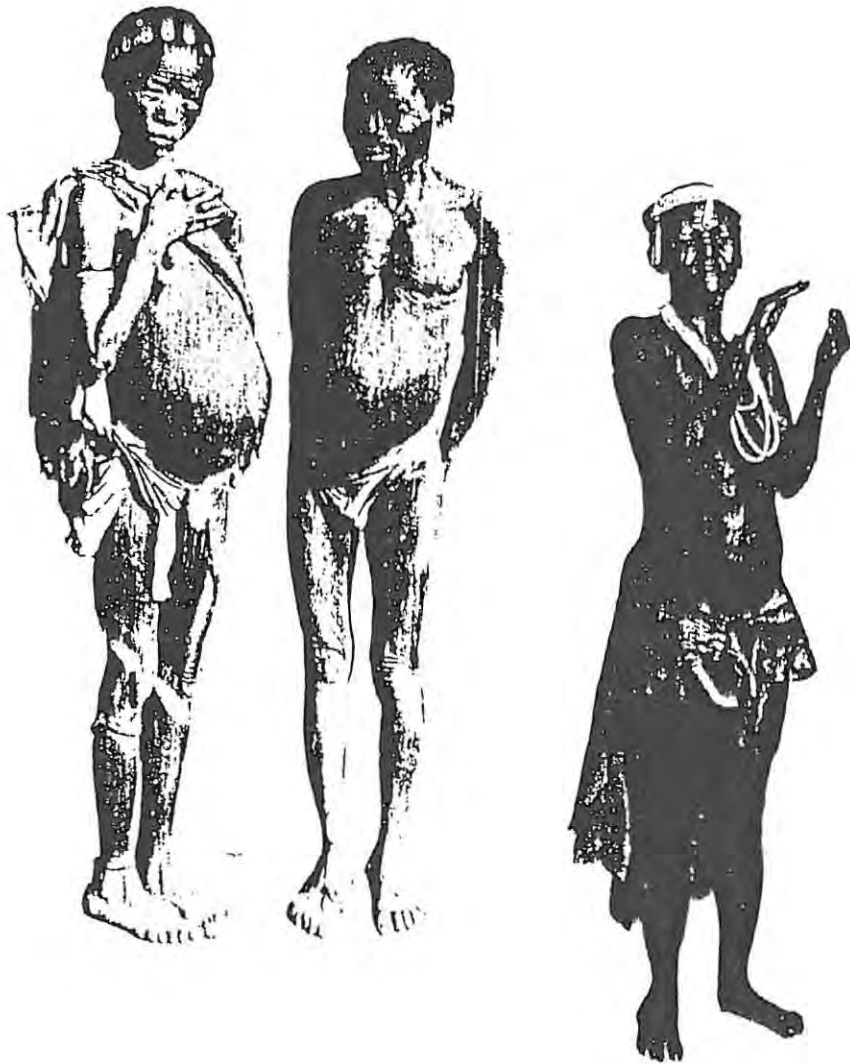
San languages have many types of clicks, even more than Nguni languages. When people tried to write these languages, they used special marks to show the clicks. The '//' , ǀ, are some of these marks.

Because they were nomadic and could not carry many goods with them, the Sǎn did not have many household utensils. The only utensils they usually carried were wooden bowls and ladles. Flat basketwork sieves were used for sifting ants' eggs from the soil, or for sifting melon seeds from the ash after roasting. A pair of grinding stones was used for crushing food and also for grinding coloured ochres or vegetable material for painting their faces. Other utensils that were used are:

- (a) a small wooden mortar and pestle for breaking up heavier substances;
- (b) Bone or wooden blades for slicing melons or bulbs;
- (c) a sharpened stick for scraping roasted food out of the ashes;
- (d) skin cloaks as blankets.



Clothing was made from the skin of the animals they had killed. The men wore a triangular loin-cloth. During the colder periods they wore a skin cloak. The cloak could also be used as a pouch for carrying food. Older men might wear a fur cap. The women wore a small apron and a skirt which reached just below the knees at the back but was shorter in front. They wore cloaks. Babies were carried in a skin which was slung over the shoulders. Sandals were not often used. (Today modern clothing is often found amongst the San.)



The San women were fond of ornaments. They made use of bits of root or reed, seeds and horns, but the most important items used for these ornaments were ostrich egg-shells. Out of these shells they made necklaces or head ornaments.



### Recreation

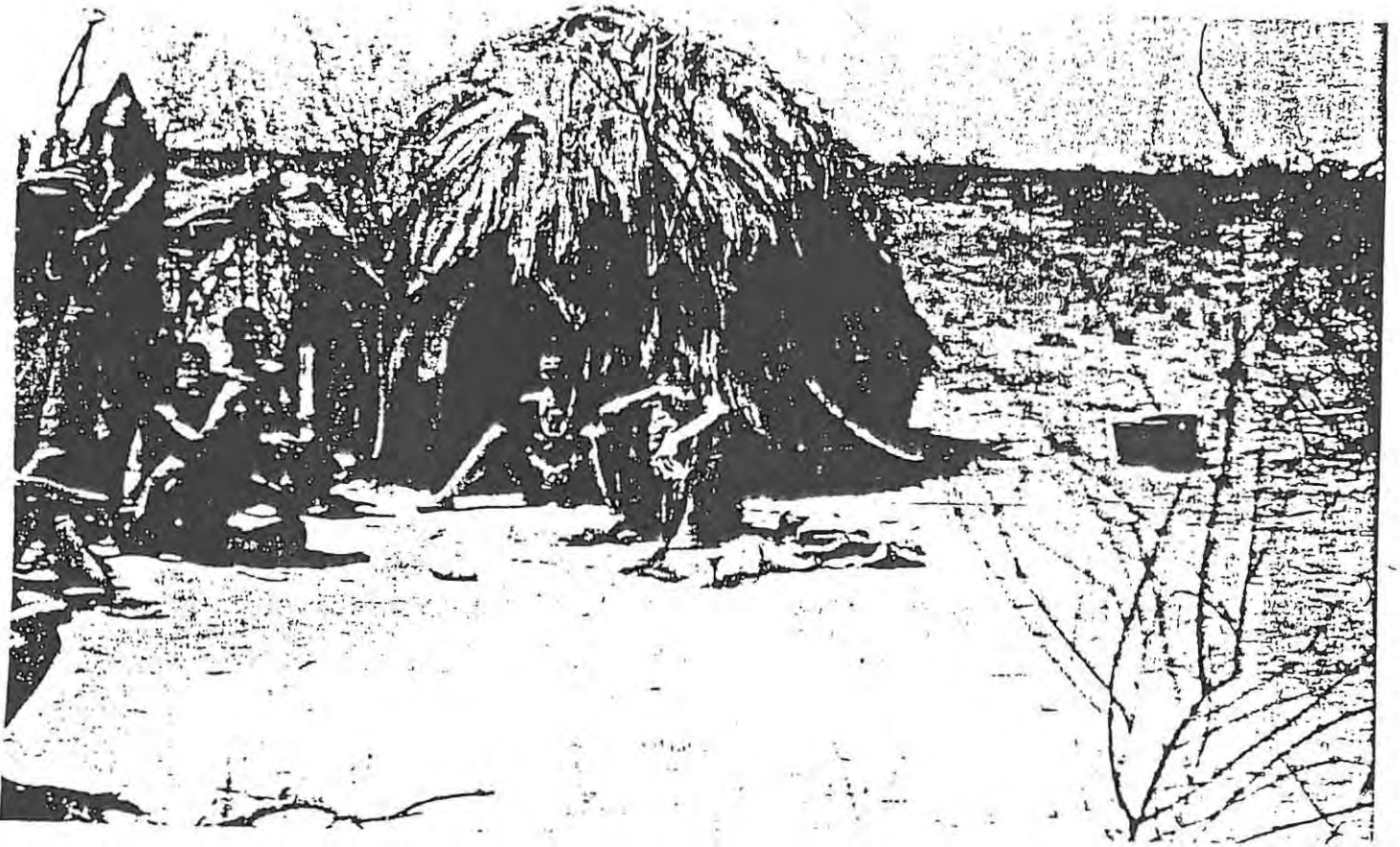
Finding of food took up a lot of time for the San but they still had "time for recreation." They enjoyed smoking, (although it is not clear which plant leaves were used for smoking), story telling, dancing, singing and making music. The children enjoyed playing games.

Dancing took place at night around the fire. Those who were not dancing, sang and clapped their hands. (Shaw, L.M. 1976 pp 8 - 11).

### Social Structure

The San today still live in bands as in the past. Each of these bands was independent of the other. The size of the bands varied. A camp needed at least ten active people in order to survive. In the Queenstown district every band used to have a cave as its headquarters. In each of these headquarters there was a sacred painting from which a band took its name. These paintings were usually of an animal such as a springbok. In the desert areas, there were no headquarters, but each band still had a name and each moved within a defined area. They have always had territories over which they held priorities. The family was the basic unit. People making up a band were usually relatives. Bands did not have a headman but some people had more authority than others, although they do not have complete control over the band. The families were small because of their nomadic lifestyle, and because of the harsh conditions in which they lived. Quarreling amongst members of a band was quickly stopped, for the loss of a hunter could mean that less food was found, and if weapons were used, a scratch might mean death because of the poison used on the arrows. Each family had a fire place near the hut where they ate. Shelters were built close together. People sat in a set order, men to the right of the fire facing the entrance to the shelter, women to the left.

Boys of about the age of puberty slept by their own fire, and girls of the same age joined some single women unless they were already married.



"... The last and most striking character of the food-gatherer is that, so long as he is left undisturbed by outside influence, he rarely indulges in violent behaviour. Within the family group all is peaceful..." A family group seated before a hut in the central Kalahari.

The family of parents and children stayed together until a son married.

When a young man got married, he went to live with his bride's family. He was only allowed to go back to his

parents after the birth of several children, but he did not have to do so. Girls married at about the age of seven or eight and the boys at fourteen or fifteen.

No one was allowed to marry a close relative.

Long ago my parents and I went to the village where old Ka//a and his son /"Tashay were living. My friend N!huka and I had gone to the water well to get water and he and his family were there ... When "Tashay saw me, he decided he wanted to marry me. He called N!huka over and said, 'N!huka, that young woman, that beautiful young woman ... what is her name?'

N!huka told him my name was N#isa, and he said, 'That young woman .... I'm going to ask them if I can marry her....' I was silent, just quiet. Because when you are a child and someone wants to marry you, you don't talk. At first my heart didn't agree to it.... His parents went to my mother and father. His father said ... 'I want to speak to you, to /Gau and Chu!ko, N#isa's father and mother ... Give me your child .... and I will give her to my son ... 'They talked about the marriage and agreed to it. All this time I was in my aunt's hut and couldn't see them, I could just hear their voices. (N#isa meets her future husband, in Lee and de Vore, pp.268-70)

Children spent much time with adults and listened to their conversations. When their parents went out to find food, some adults stayed with the young children. Education, which was limited to how to behave, how to find food and how to develop other skills, took place informally and went on all the time.

### Religion

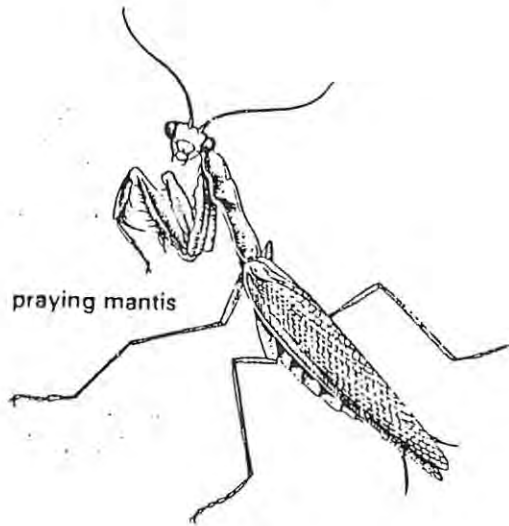
Some of the San became shamans, or medicine people. They formed a link between this world and the supernatural world. At a ritual dance the women sat in

a closed circle around the fire as they sang and clapped the rhythm of the medicine songs. These songs they believed had supernatural powers. As the dance increased in intensity, power was said to "boil" in the men's stomachs and to rise up their spine to their heads where it exploded. The men then went into a trance. In this trance the men moved around amongst the people, drawing sickness from them by the laying on of hands. For the San sickness can be physical or psychological or social. After the sickness had been drawn into the medicine men's bodies, they expelled it with a shriek and it was believed that they returned from where they had come from.

A healer describes the trance state (!Kis) and the energy that fills him (n/um):

You dance, dance, dance, dance. Then n/um lifts you in your belly and lifts you in your back, and then you start to shiver. N/um makes you tremble; it's hot. Your eyes are open but you don't look around; you hold your eyes still and look straight ahead. But when you get into !Kia, you're looking around because you see everything, because you see what's troubling everybody ... (Lee and de Vore, p. 286)

The Mantis insect played a big role in the life of the Cape San. They believed that this insect created the moon which was the source of rain and therefore of food also. Therefore, the Mantis had a special place in their religion. Religion differs amongst the different groups of San but most of them believed in a God, who is powerful and good. The Great god lived somewhere in the east of the universe. There was also a lesser god who lived in the west and was sly and bad. Most San did not pray to the Great god directly, but through a healer.



### The Rock Art of the San

The rock art of the San is found in caves, shelters and even in open areas on rock. Recent research has shown that much, possibly all, the rock art, for which the San are famous, was associated with the medicine men. It has been realised that to understand this art one has to examine the activities and experiences of the medicine men.

When a medicine man danced and the potency began to boil inside him, his stomach muscles contracted into a tight, painful knot and he bent forward until his torso was almost at right angles to his legs. He trembled and sweated. Among the southern people, medicine men often suffered a nasal haemorrhage when they entered a trance. They then entered the terrifying supernatural world.

Some of the paintings show men in this position with blood falling from their noses.

As a man entered a trance he experienced at least 3 stages of hallucination:

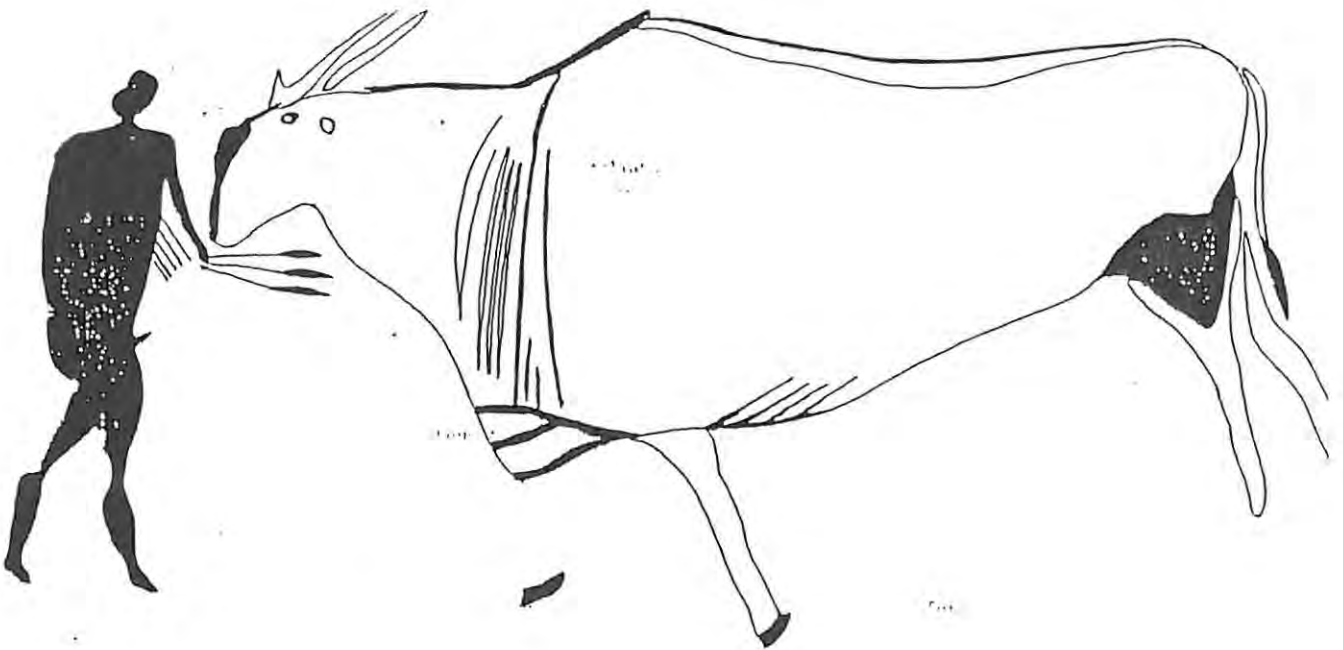
1. He saw patterns: zigzags, chevrons, spots, spirals and grids. These were a product of a person's nervous system and people from all cultures experience the same thing in an altered state of consciousness.
  
2. The trancer saw objects that were important for their lifestyle. For example, for hunter-gatherers animals would be very important and this is why we find so many pictures of animals, especially antelope in their paintings. Of the antelope, the eland is considered to have the most potency.
  
3. At this level the trancer saw things which were invisible to ordinary people. All these stages can be seen in their rock art. In the paintings one also sees felines. Men were believed sometimes to go on out-of-body travel in the form of a lion, and the dangerous, violent aspects of trance were symbolised by felines.

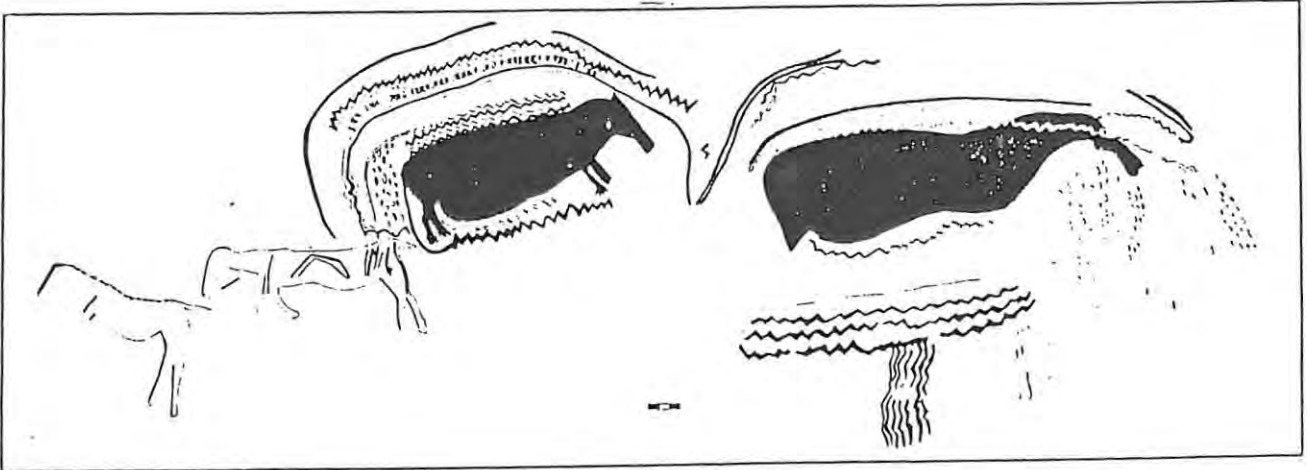
The third stage of hallucinating where unknown shapes were seen is very interesting. Men were painted with

The third stage of hallucinating where unknown shapes were seen is very interesting. Men were painted with long lines coming from the top of their heads, depicting, perhaps the spirit leaving the body.

Another feature of these paintings is that the men often had antelope heads and hoofs: in this stage a medicine man felt himself to be part of the animal that has power over him. (Lewis-Williams, J.D. 1986, pp 35-36).

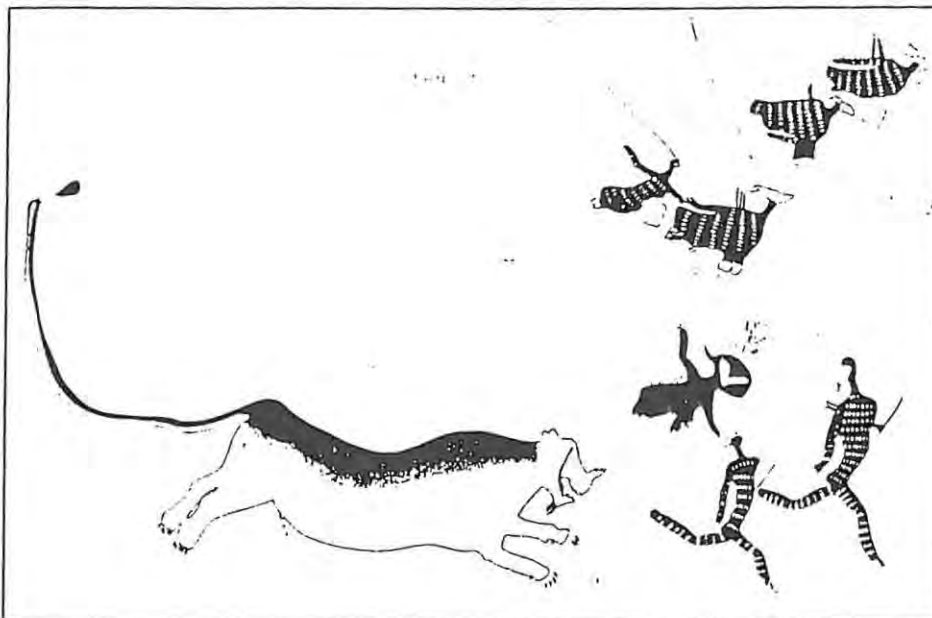
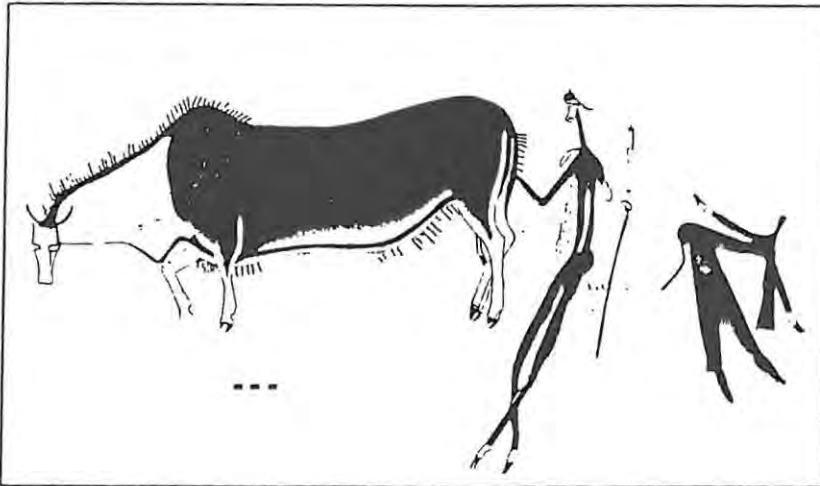
It must also be said, however, that at times, the San might have painted on rocks just for the pleasure of creating, or for purposes of decoration. (Tobias P. 1978 p.72)





Part of a rock painting showing the relationship between medicine men and eland-power. Like the eland itself, the man apparently holding its tail has hoofs, erect hair and crossed legs. The man to the right dances in a typical bending-forward posture with outstretched arms. Scale in centimetres. Colours, red, black and white. (Drawing: Department of Archaeology, University of the Witwatersrand)

Two hallucinatory rain-animals surrounded by phosphenes (geometric forms). Medicine men who controlled the rain entered trance to kill such creatures, thereby causing rain to fall. Some of the oldest dated rock art in southern Africa shows similar geometric forms or grids. These are on portable stones excavated by Francis and Anne Thackeray at a site near Kimberley and have been dated by radiometric means to over 5 000 years before the present. (Drawing: Department of Archaeology, University of the Witwatersrand)

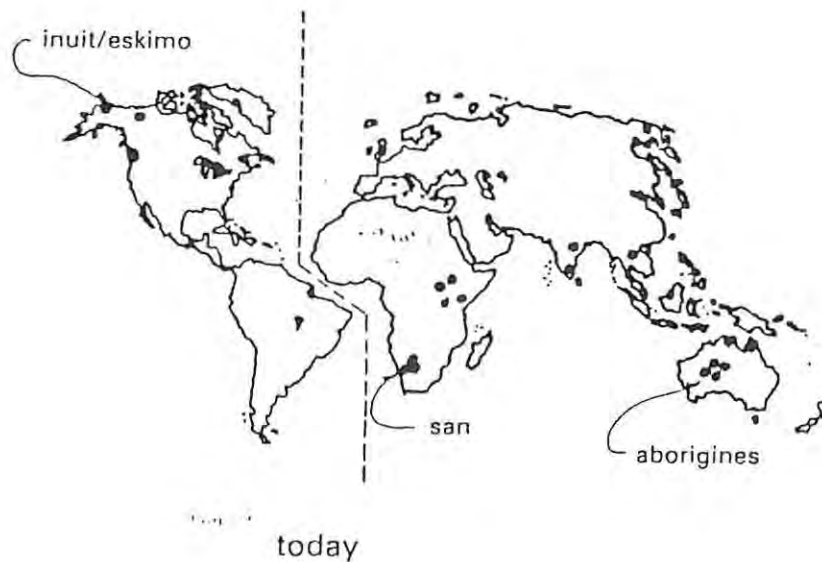


A rock painting of men fleeing from a feline. Evil medicine men went on out-of-body travel in feline form. The bleeding noses, hoofs and hair of the men show they are benevolent medicine men. The painting probably depicts a hallucinatory experience. (Drawing: Department of Archaeology, University of the Witwatersrand)

Changes which took place because of contact with other cultural groups.

From about 10 000 - 20 000 years ago, man learned to plant food crops and succeeded in domesticating animals such as cattle, sheep, goats and pigs. This led to a new kind of life style. Hunter-gatherers lost the need to be nomadic and could now remain in set areas. As plants and animals were gradually domesticated, hunter-gatherers were therefore steadily replaced by agricultural people in many places.

Bottom : *Today there are only a few isolated groups of hunters left in the world, and they are rapidly changing their way of life because of outside influences.*



Today there are only a few isolated groups of hunters left in the world and they are rapidly changing their way of life because of outside influences. (Malherbe C. 1983 p.12)

As far as contact with Whites is concerned, the first hunter gatherers were seen by explorers as far back as 1655. They were seen by an exploration party led by J. Wintervogel about 80 km north of the settlement of Jan van Riebeeck at the Cape (Malherbe C. 1983 p.4) The first contact by Wintervogel's expedition was peaceful, as were the next two, one by Dankaert and one by Pieter Crythoff.

In 1677 however, three free burghers were murdered at the Breede River. The report of these murders came from a survivor of the attack and from a Khoi captain, named Klaas. The murderers were said to be dependents of Gonnema. Gonnema, however, was a Khoi captain. The murderers therefore were probably Khoi and not San. If the attackers were San, the attack was probably provoked by the fact that the free burghers were hunting hippopotami on their hunting ground without permission. According to San code, such an act justified the killings. To the Whites it was murder and therefore revenge was necessary.

An expedition was sent to find the "murderers" but they came back empty handed. In 1684 another burgher was killed probably for the same reason as the previous murders. After this frequent hostilities broke out between the Whites and the San and continued for almost two centuries.

The reason for the conflict was the different lifestyles of the two groups. They did not understand each other. (Van der Post L., Taylor J. 1984 pp 14-15)

With the Khoi, the situation of hunter versus farmer again cropped up when the White settler moved inland. For this reason the San became the enemy of the White man and expeditions were sent to punish them. The commando system was established and recognised by the D.E.I.C. in 1773 when a veldkonnandant was appointed to protect the northern border against the San. During these expeditions many San were killed. As a result of the commando raids, many San were driven to the more remote areas of South Africa.

The San also came into contact with the Black people of Southern Africa. During the 1840's a few San clans were wiped out by the Tswana because of cattle stealing. In about 1769, Rarabe, a Xhosa chief went hunting in San territory. The San drove off and killed some of his cattle. This led to war, with the result that the San were cleared from a large area round the Great Kei River. In Natal and Lesotho the same situation arose. San raids were followed by retaliation. In 1869 the last organised San band in the Lesotho and Orange Free State area was scattered by a combined effort of the White farmers and the Sotho. A few small bands lingered on in the Drakensberg. The last to be seen was in 1878. On the Lesotho side of the border the isolated groups of

San lingered on a little longer. (Tobias P. 1978, pp 81 - 84).

#### Future of San

In the future it is likely that the San will go on squatting and being farm labourers. Some men are already becoming migrant workers in the mines and some have a few cattle and goats. Others have started selling curios like bows and arrows. San have also turned to farming but unfortunately, because of the arid areas they stay in, farming is not a big success. In fact it is likely that the San are going to lose more and more of their culture. They will become more and more capitalistic in their way of life. Some of their children now go to school and a few medical clinics have opened.

One man has summed up what is happening to the San:

Look, today San have goats, we have wretched donkeys. We ride them to travel around and carry home our things. Some of us have horses, some have cows. Where will they drink?.... Where will they find enough water? I say to you .... you should gather together the !Kung, let us all talk together, and then you write a letter to the government. Tell the government how we live, and ask them to drill boreholes so that our stock may drink. Then if we have to pay taxes like everyone else that's just fine with us. That's what I say. (Lee and de Vore, p.24)

## QUESTIONS

Fill in the missing words: (You will find the exact word or words in the text you have already read.)

1. By 500 B.C. the ancestors of the Khoi were nomadic hunter-gatherers in ..... (1)
2. According to ..... evidence hunters inhabited most of the world 10 000 years ago. (1)
3. The San are nomadic people moving around looking for ..... and ..... (2)
4. The San's arrow tips are smeared with poison made from ..... or from ..... (2)
5. Along rivers the San used ..... to catch fish. (1)
6. The implement used for digging roots is a ..... made out of ..... (2)
7. The most important item used for ornaments by women are ..... (1)
8. Which two groups together are called the Khoisan? (2)
9. What is meant by the term San? (1)
10. Give the name of the insect which plays an important role in the religious life of the San. (1)
11. List three important commodities which the San needed, to keep them alive. (3)
12. Quarreling amongst members of a band is quickly stopped. Why? (2)

Multiple Choice. Write down the number of the question and the letter which is next to the best answer.

13. The basic unit of the San is the:
  - (a) Clan
  - (b) Band
  - (c) Family
  - (d) Tribe (1)
14. If a young man got married he:
  - (a) went to live with his brides family
  - (b) stayed on with his parents
  - (c) joined another band of San
  - (d) moved away to form a new band. (1)

15. The ..... played a big role in the religious life of the Cape San:
- (a) Beetle
  - (b) Mantis
  - (c) Hornet
  - (d) Cobra (1)
16. Praying to the Great god is done:
- (a) by each individual himself
  - (b) by the leader of the clan only
  - (c) through a healer
  - (d) by the men only. (1)
17. Rock art done by the San was mostly associated with:
- (a) hunting
  - (b) leisure activities
  - (c) battles
  - (d) medicine men (1)
18. The hunter-gatherers in Australia today are called the:
- (a) aborigines
  - (b) San
  - (c) Inuit
  - (d) Eskimo (1)
19. The reason why the San and other groups clashed was because:
- (a) the San were warlike people
  - (b) the different cultures did not understand each other
  - (c) the San tried to force other groups away by killing their stock
  - (d) all of the above. (1)
20. What was established to protect the northern border of the Cape against the San:
- (a) Expeditions
  - (b) Raids
  - (c) The Commando system
  - (d) Free burghers (1)
21. Apart from the Kalahari the San stayed the longest in this area:
- (a) Swaziland
  - (b) Drakensberg
  - (c) Karoo
  - (d) Lesotho (1)

22. Today the San are still found in:

- (a) the Kalahari
- (b) Lesotho
- (c) Zimbabwe
- (d) the Western Cape (1)

23. Arrange the following events in chronological order:

- 1. Arrival of Jan Van Riebeeck at the Cape
- 2. Domestication of animals
- 3. The first hunter-gatherers seen by Whites
- 4. War between Rarabe and the San
- 5. Murder of three Free Burghers at the Breede River. (5)

Choose the correct combination:

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| A. | 2 | 1 | 3 | 5 | 4 |
| B. | 1 | 3 | 5 | 4 | 2 |
| C. | 3 | 2 | 4 | 1 | 5 |
| D. | 5 | 4 | 2 | 3 | 1 |
| E. | 4 | 5 | 2 | 3 | 1 |
- (5)

Answer the following questions in the space provided:

24. How has modernization affected the San?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(9)

25. Explain why the San and the Black people of Southern Africa clashed:

.....

.....



.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

(20)

29. The San were in constant conflict with other cultural groups in Southern Africa. In the table below you will see two different groups with which they were in conflict. In the second column, write down the names of specific leaders or groups they clashed with and in the third column why they clashed with this leader.

Column 1	Column 2	Column 3
Whites		
Blacks		

30. Match the events listed below with the correct dates on which they took place. The dates are listed here

1652, 1655, 1773, 1677 1840.

<u>Events</u>	<u>Dates</u>
San clans wiped out by the Tswana	.....
Veldkommandant appointed for protection against the San	.....
Arrival of Jan Van Riebeeck	.....
First San seen by explorers	.....
Free Burghers killed at the Breede River	.....

31. Make up your own sentences, using the following words and phrases, to show that you understand them:

- (a) Pastoral economy
- (b) Steatopygia
- (c) Cardio-toxic
- (d) Shaman
- (e) The Great god
- (f) Supernatural world
- (g) Hallucination
- (h) Commando system
- (i) Migrant workers
- (j) Nomadic

(20)

32. Select the word(s) in Section A to fit the word(s) in Section B by writing the correct number in the column headed "answer".

Section A	Section B	Answer
(1) San	a. Locusts	
(2) Food	b. sharpened stick	
(3) Poison	c. Hunter-gatherers	
(4) Arrow	d. Animal skins	
(5) Ostrich egg-shells	e. Larvae of a beetle	
(6) Utensil	f. Ostrich egg-shells	
7) Clothing	g. Consist of three parts	
8) Ornaments	h. Basic unit	
9) Family	i. Storing water	
10) Shamans	j. Medicine people	

(10)

33. Read the following passages carefully and then answer the questions which are given below:

(a) Perhaps the first thing we think of is that the Bushmen hunt with bows and arrows and that they gather food such as berries and roots. Perhaps we first think of the Kalahari, the dry region which supplies the food and water. Bushmen are known to move about and build flimsy shelters to sleep in. In days gone by, they made rock paintings and engravings.

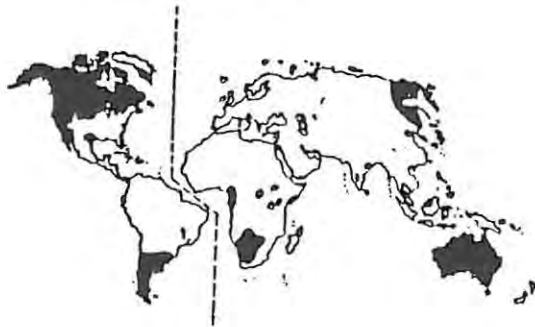
(1) Many people think that the San find life very hard. Is this true today? Was it true in the past? Please motivate your answer. (5)

- (2) Many people think their way of life is primitive. By this they mean that it has remained very simple while other peoples' lives have become more modern. What is your viewpoint on this? (5)
- (3) The San are also seen by some as inferior. According to what you have studied, what do you think? (5)
- (b) "The rainy season came. The water pans were full and my heart was happy, and we lived and ate mongongo nuts. I was like a dog wagging my tail and I ran around and wagged my tail, just like a dog".
- (1) Why does N#isa say that she was like a dog wagging its tail after the rain fell? (2)
- (c) "Long ago my parents and I went to the village where old Kan//a and his son /Thashay were living. When /Thashay saw me, he decided he wanted to marry me. He called N!huka over and said N!huka that beautiful young women ...." What is her name? "N'huka told him my name and he said I'm going to ask them if I can marry her". "I was silent. Because when you are a child and someone wants to marry you, you don't talk. His parents went to my mother and father. They talked about the marriage and agreed to it".
- (1) What do you think about the marriage custom of the San? (2)
- (2) What would you think if you were expected to marry in this way? (3)
34. What do you think would have happened to the San if they had not come into contact with other groups. (5)
35. There are still San languages left in Southern Africa. What do you think is likely to happen to them in the future? Compare your ideas with what is happening to them now. (5)
36. You are a San who has been educated. After you obtained matric, you decided to go back to your people. Here you again became aware of the problems which your people have encountered. You decide to write a letter to a newspaper asking for assistance. List some headings for points that you want to use in your letter. (5)

37. (a) Compare the maps about the distribution of the hunter-gatherers with each other. What conclusions can you come too? (2)

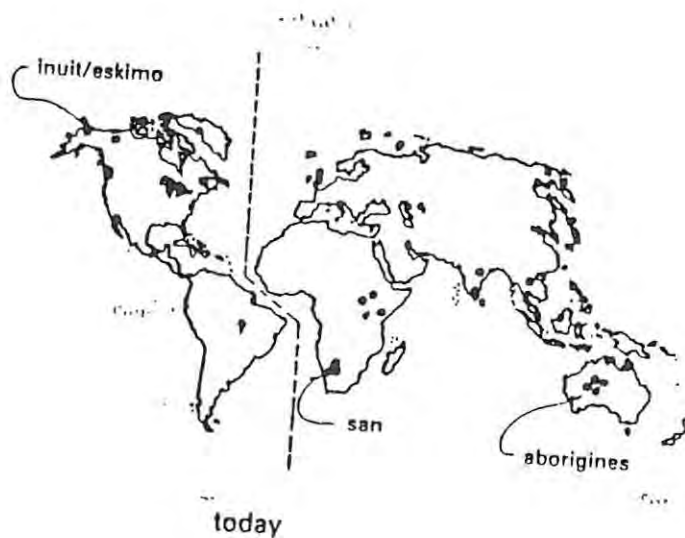


10 000 years ago

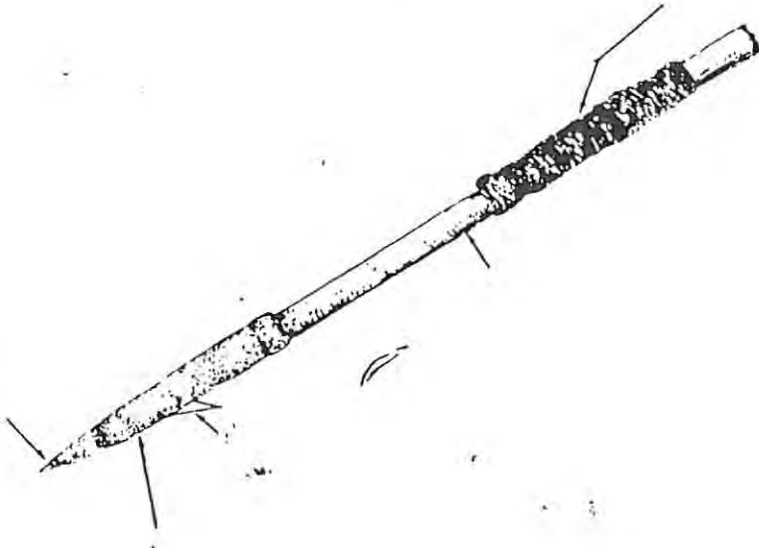


1500 AD

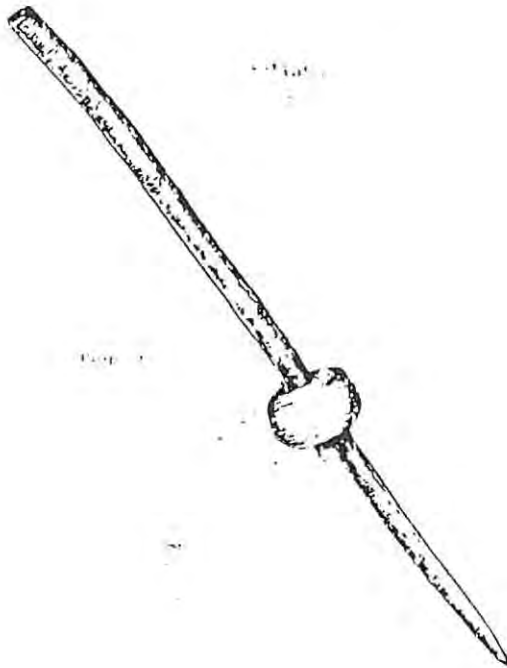
- (b) According to the map of today, on which continents does one still find hunters. (3)



38. Describe the objects in the picture by explaining what the items are made out of. (5)



39. What was the item in the picture used for. (1)



40. Describe what the picture tells you about the way of life of the San. (4)



THE KHOI-KHOI.

## INTRODUCTION.

The Khoi-Khoi were the first people met from 1488 onwards by early explorers along the southern coast of Africa. They were found from the Swakop River in the west to about the Keiskamma and Fish Rivers in the east. They called themselves Khoi-Khoi which means men of men. (Shaw, E.M. 1972 p.1) Early European visitors to Southern Africa did not know what the people who lived near the coast called themselves. The language they spoke was full of sounds which Europeans found difficult to pronounce. One of the words that the Khoi-Khoi used, sounded like Hottentot. Therefore, the Whites started to calling Hottentots.

There were many click sounds in their language. When writing down the language white people used special signs to show these different sounds and how they were written.

## Khoi click sounds

// this sign is used when writing Khoi words with a click in the side of the mouth, like you would say to a horse to get moving.

/ this sign is for another click, like the tutting sound you would make to say 'what a shame'.

! this sign is the click that sounds like the popping of a cork, done with the tongue.

≠ this sign is the click that a baby makes with its tongue just behind its teeth.

(Malherbe, C. 1984. pp4-5)

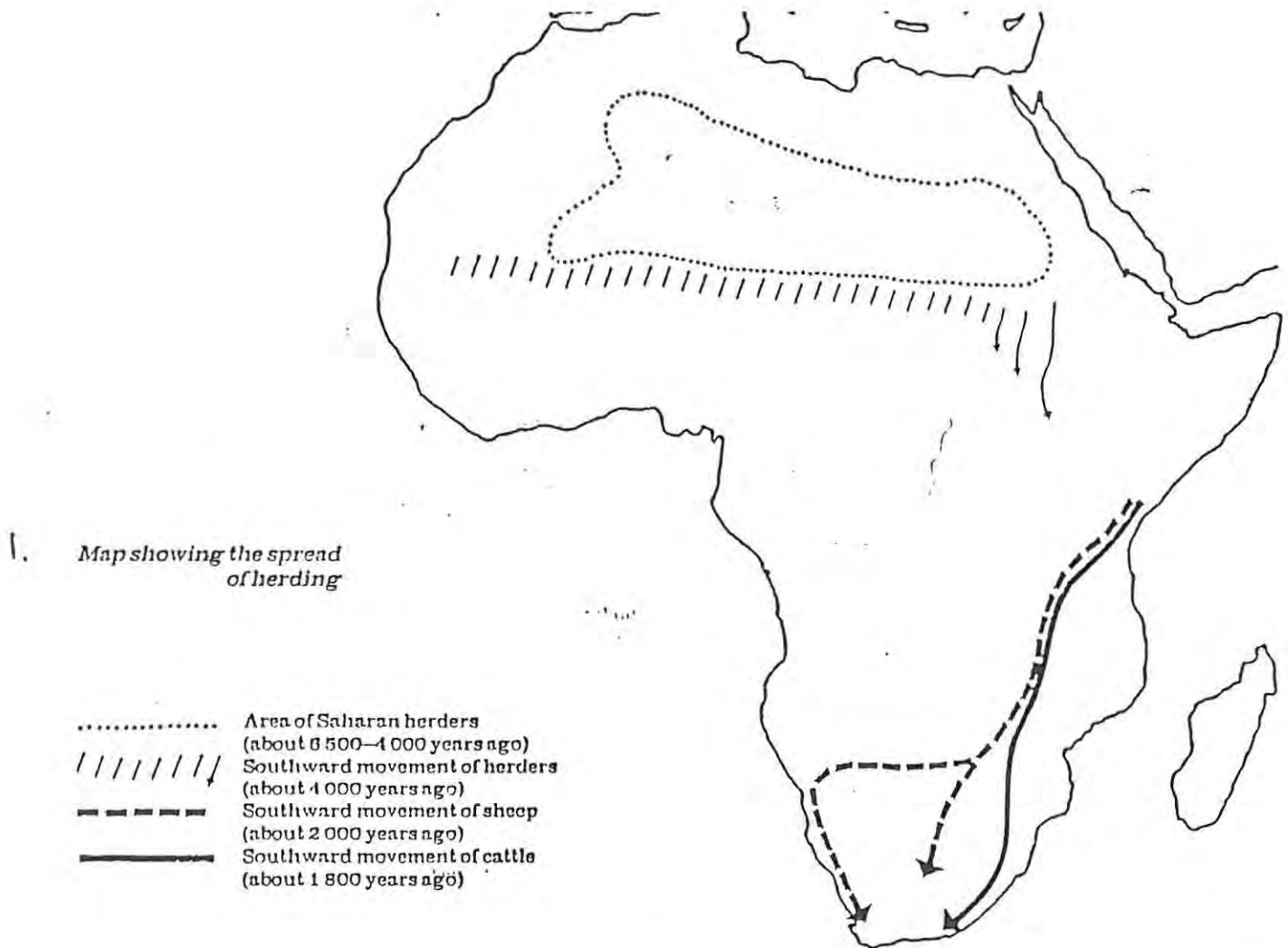
Here are some words still used today taken from Khoi the Khoi language:kierie, kudu and quagga. Place names like Okiep, Kakamas and Keiskamma are also borrowed from the Khoi language. (Malherbe, C. 1984 p.76)

The Migration of the Khoi-Khoi.

There are two theories about where the Khoi came from. The first is that they came from Northern Africa. Study the map on this page. The theory is that herders started to spread south-wards from the Sahara-region

about 6 500 - 4 000 years ago. It must be remembered that the Sahara was not as dry then as it is now, so it was possible to keep sheep and goats in this area. Rock paintings found in the Sahara shows animals which only could have survived in a wetter climate than which surrounds the rocks today.

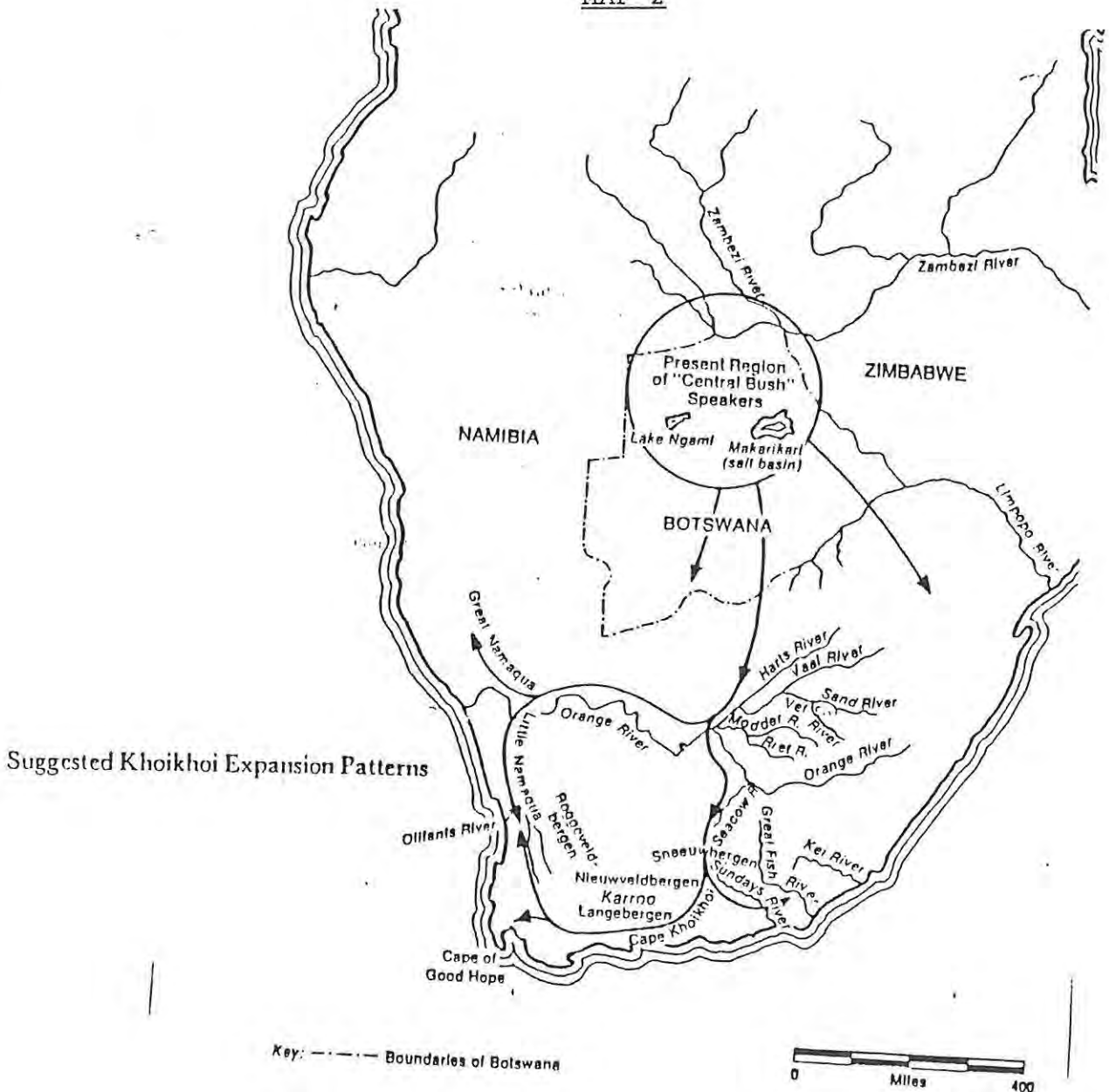
MAP 1



The herders did not move directly south from the Sahara region but moved down the east coast because the tropical rain forests were in their way. It would have been impossible for them to move through these forests with their herds because the trees grew so closely together that no grass could grow beneath them.

The second theory is that the Khoi originated from Northern Botswana. Dorothea Bleek classified the hunter languages into three categories namely Northern Bush, Central Bush and Southern Bush. According to her the Khoi language was very close to the Central Bush language. The Central Bush Language is spoken in Northern Botswana. It is, therefore, argued that the Khoi originated in or near Northern Botswana and not in Northern Africa. (Elphick, R. 1985 pp6-7)

MAP 2



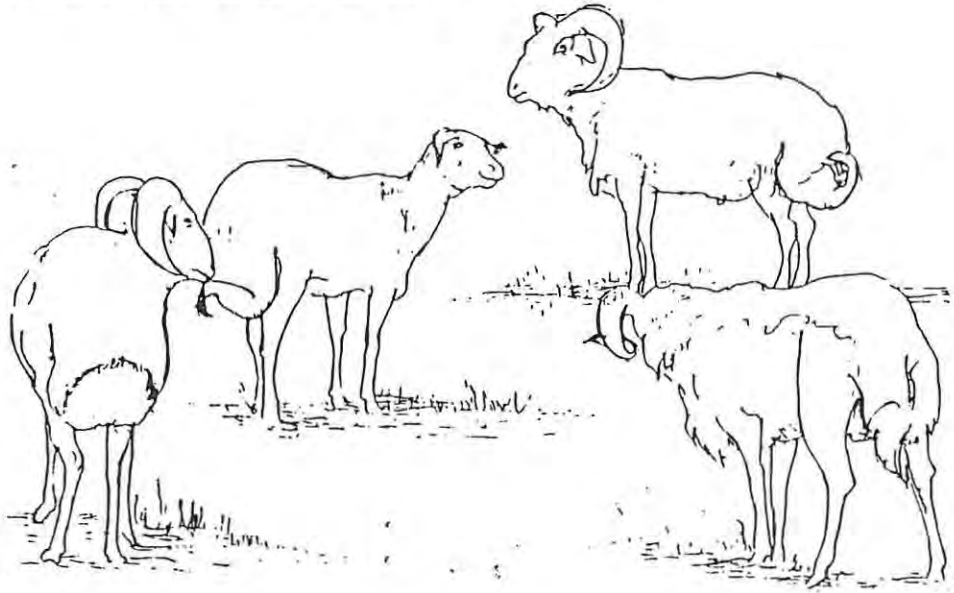
They acquired or stole livestock from other migrants in Central and East Africa, and learned how to care for them. When their stock became too large, the Khoi-Khoi clans had to find new grazing lands. They mostly moved southward.

The acquired livestock may have consisted of both sheep and cattle but according to archaeological evidence sheep were mostly farmed with. It, therefore, seems that the Khoi brought mainly sheep into Southern Africa and only later acquired large herds of cattle, possibly from Black tribes. (Elphick, R. 1975 pp11-12)

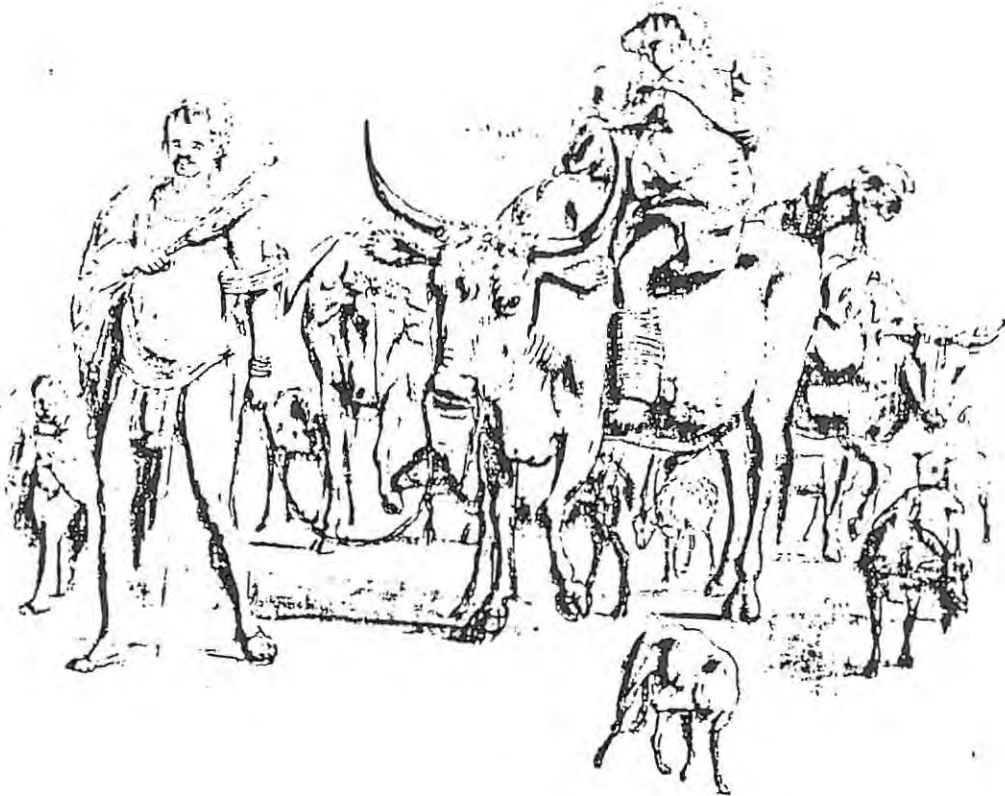
It is most likely that they moved into the Transvaal and from there to the Orange River. Here they split. One group (the ancestors of the Cape Khoi) passed down along the southern coast and then westward along the coastal plains between the sea and the mountains to the Cape of Good Hope. The other group (ancestors of the Nama) moved westward along the Orange River till near the Atlantic ocean where they split into two groups. One group moved into South West Africa (Namibia) and the other south towards the Cape where they met up with the Cape Khoi about 100 - 200 km north of Cape Town. (Elphick, R & Gillomee, H. 1979 pp5-6) Because they were pastoralists, they moved about looking for grazing land. During the spring they were usually found in the Cape because the areas north and east of the Cape were then dry because of its summer rainfall. The Western Cape has winter rainfall so by early spring the grass was rich and strong for sheep grazing. (Wilson, M and Thompson L., 1982 pp41-42). It can, therefore, be guessed that the Khoi were semi-nomadic within fairly clearly limited regions, set by the presence of grass for grazing their animals.

The way of life of the Khoi.

The sheep of the Khoikhoi had tails with a mass of 5 to 16 kg. The fat could be melted and stored in horns, to which a cap and a carrying strap were fitted. The San, who valued the fat that they usually got from eland and other wild animals, admired the fat-tailed sheep and sometimes painted them.

Khoi family on the move

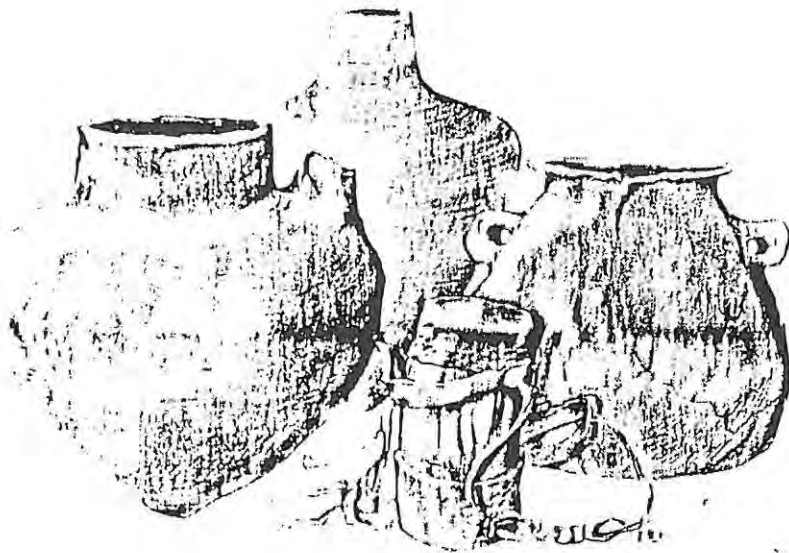
In this picture, notice that the Khoi are using cattle. This shows, therefore, that it is a picture showing the later history of the Khoi.



The Khoi were pastoralists. They kept flocks of sheep. They were mostly used for food. They also had very large herds of wide horned cattle. This type of cattle today is known as the Afrikaner cattle. Milk was the most important food which was obtained from their animals. The cattle were also used as pack animals (look at the picture again) and some oxen were trained for war. Cattle were seldom slaughtered because a large herd of cattle was a sign of wealth. They ate animals that had died, or that they captured from their enemies. Their cattle were killed for food only on special occasions like weddings and funerals. The skins of their animals were used for clothing. When possible the men would kill wild animals for meat. The women also collected plant foods like bulbs, berries and roots. This food was dug out by means of a digging stick and taken home in skin bags. (Shaw, E.M. 1972 p3-4) Some groups possessed goats too, obtained after contact with Bantu speakers. Dogs were kept to protect the herds and to help when hunting. The men hunted with bows and poisoned arrows and spears. They also set snares and traps. Clubs were used to finish off the game which were wounded. The clubs were also used to kill birds. The most important weapon was the spear which sometimes was only a sharp pointed stick of which the point was hardened in the fire. Later, use was made of iron cutting blades and spear tips which they would have traded with those Black tribes, who had learned how to make iron goods. Fish were caught with nets, in tidal pools near the edge of the sea, by means of bone hooks and lines made of fibre from the bark of trees.

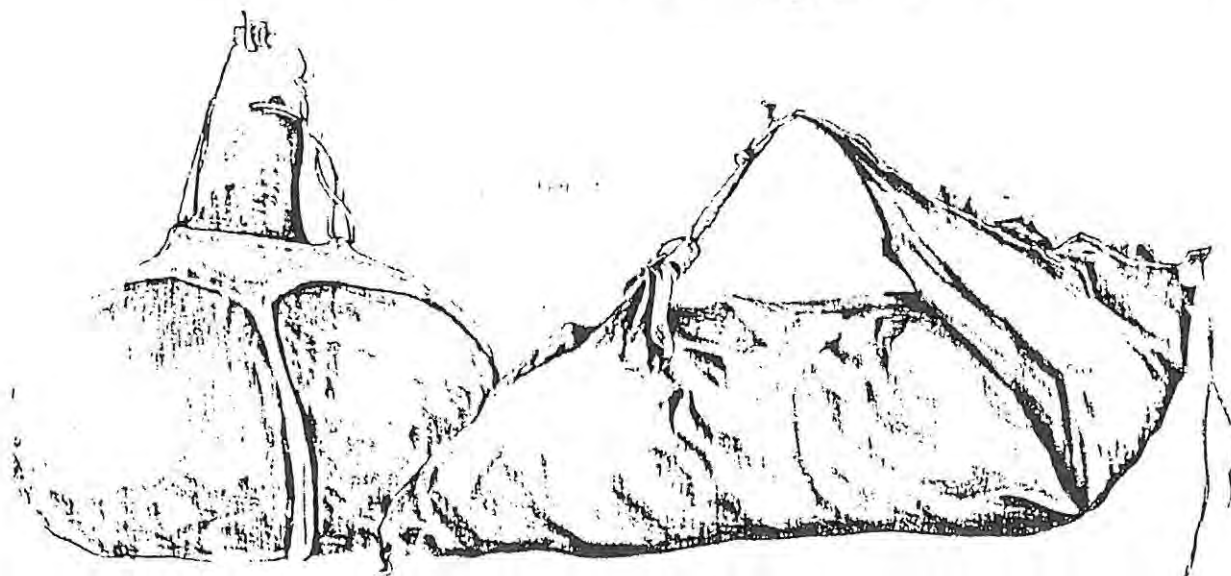
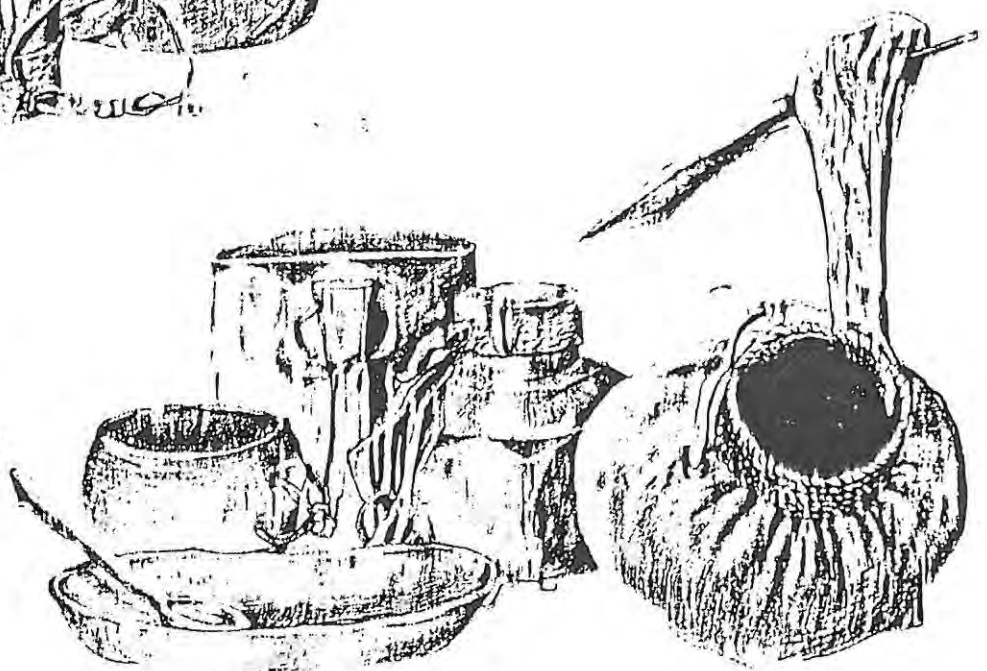
Study the next few pictures of household utensils. They were easily transportable.

Khoi women made clay pots. Note the pointed base of the pot on the left. This was a characteristic of Khoi pots.



Flat wooden dishes were used to hold food and wooden spoons were used to serve it. Most pots had handles with holes through which a carrying strap could be threaded.

Large bags made out of skin were used to carry milk and water in.



Like the San, they used few household goods. They were mostly floor mats, bedding, small bags to contain all sorts of objects and large skin bags for carrying the milk and water. In the areas nearer to the sea shells were used as spoons. The women probably made sun-dried pottery.

Clothing was made from skins. The women's dress consisted of two small aprons, a skirt, cloak, cap and sometimes sandals. The men wore a small apron which was attached to a belt. They also wore a sheepskin cloak, a cap in bad weather and sandals when going on a journey. Both men and women rubbed fat into their skins and the women painted their faces especially on feast days. Both sexes wore ornaments like leg rings made out of strips of dried raw-hide. Shells, animal teeth, small horns and beads made out of ostrich egg-shell were also worn. The Khoi also loved copper bangles and ear-rings. These they got from white traders. (This is mentioned again in the section on early contacts with white settlers).

#### Recreation

For recreation the young men had wrestling matches. A type of game, rather like Chinese chequers, was played. In the evenings stories were told around the fire. Dagga and later, after contact with Europeans, tobacco were smoked. The Khoi loved music and dancing.

#### Religion

Not much is known about this part of their lives. What is known is that they worshipped the moon which they honoured by means of a dance. It also seemed as if the Khoi believed in three supernatural beings:

- (a) The god who controlled all good things.
- (b) The god connected with bad things.
- (c) An ancestral hero who had been a great magician and had died many times and at many places.

Certain men were medicine men. They could cure or bewitch and make rain. (Shaw, E.M. 1972 pp 7-13)

Social organization.

Each camp consisted of a circle of huts which was sometimes surrounded by a fence made of brushwood, in which the sheep and cattle were enclosed at night. The huts were made from a framework of poles which was covered with reed mats. The reeds were lined with skins during the winter. (Wilson, M & Thompson, L. 1982 p.58). The huts all faced towards the centre of the kraal. The huts of the chief and his clan, were on the western side of the kraal and these all faced towards the east. The huts of each clan were together. These huts were used over and over again.

The reed mats which covered the frames of their huts were simply put on oxen and carried to their next camp where new poles for the framework were cut again. (Schapera, 1965 pp228-229)

In such a camp all the men of the same clan stayed in other words they were descendants of a common ancestor in the male line together with their wives and children and servants. A few of these clans made up a "horde" which was an independent political unit. In such a unit there could be groups of different clans. The clans of a horde moved separately, but sometimes the representatives of each clan stayed at a central camp whilst the clans moved in search of pasture. Sometimes it happened that a clan would leave their horde to form an independent horde probably because the horde became too big to accommodate grazing land for everybody.

Seniority was important to them. The position of the huts showed which person was senior to another. Seniors used the huts on the right hand side and juniors those on the left hand side as you face East. The seniority of a clan within a horde was also recognised. The leader of the horde came out of the senior clan and leadership was handed over on the principle of heredity.

Children belonged to the clan of the father and marriage within a clan was usually prohibited, but marriage between children of brothers and sisters was allowed in special cases. It was the custom of the Khoi that a man should take the wife of his brother if his brother died; by the same token the younger sister might replace her sister when she died. (Wilson, M. & Thompson, L. 1982 p.59) Premarital sex was not allowed and both lovers were severely punished under the supervision of the head of the camp. (Schapera, I. 1965 pp 241-242) A girl could enter marriage after she started menstruating and a boy after he had been allowed into the company of the older men at about the age of 18 years. Also important, was that the boy's father had to be able to provide food for the party afterwards i.e. sheep and oxen.

At the ceremony the gall of the slaughtered animal was poured over the feet of the bride. A new hut was built for the bride at her parent's kraal. Her husband had to stay there with her to serve her parents. He was only allowed to take his wife home after she had had her first baby. He would then give his mother-in-law two cows and his mother in turn would present his wife with a sheep which would be slaughtered. The wife brought with her the poles and reeds for the hut and also the stock that she received from her parents. This would remain her property. She would be in charge of the milking in the household. It was also the rule that a mother should not rear twins and one of the children would be left outside in the cold to die. It was not clear why this rule was made. (Wilson, M and Thompson L. 1982 p60). If a women gave birth to a child while she was still nursing an older child, she would strangle the infant. It might be that it was too difficult to move from one camp to another if there were too many babies who needed to be carried. The custom was for the expectant mother to move some distance from the camp when she was due to give birth. If infanticide had occurred, she would come back to the camp with the report that "the jackals have taken the child". (Rau, L.p.1)

Disputes were brought before the whole clan and if there was quarrel between clans, the chief of the horde and the heads of the clans decided on the case. The kinsmen of a murdered man were under obligation to take revenge. A murderer or an adulterer would not be accepted in any other horde. (Wilson, M & Thompson, L. 1982 p60).

Their political system was weak. The chief of a tribe or horde could only overrule the heads of a clan if he was extraordinarily wealthy or talented. The horde and clan level were weak and it depended on the individual rather than on the position he held as to how much power he was going to have. (Elphick, R and Galiomee, H. 1979 p6).

Their lives were governed by obligations and taboos. Adult men were not allowed to see their brothers and women their sisters. (Rau, L. p1). A brother and sister did not speak to each other directly and their traditions did not allow them to be alone with each other. (Wilson, M and Thompson, L. 1982 p59).

Special ceremonies were held at birth, puberty, marriage and death. The graves of their ancestors were important and they prayed at these graves when in trouble. Rain was also important and sacrifices of animals and prayers for rain were common. The mantis was respected as a sign of grace and prosperity. (Wilson, M. & Thompson L. 1982 pp61-62).

The economy was based on pastoralism and was weak. Wealth was measured according to the amount of livestock possessed. It was often difficult to look after stock properly because they could be stolen, killed by wild animals, or die from disease or drought. If any of these things happened the now poor Khoi had only one chance and that was to reclaim livestock back, which in turn led to constant warfare between Whites and Blacks and Khoi and Whites and Khoi and Khoi. Another way open to them, however was to hire themselves out as herders and

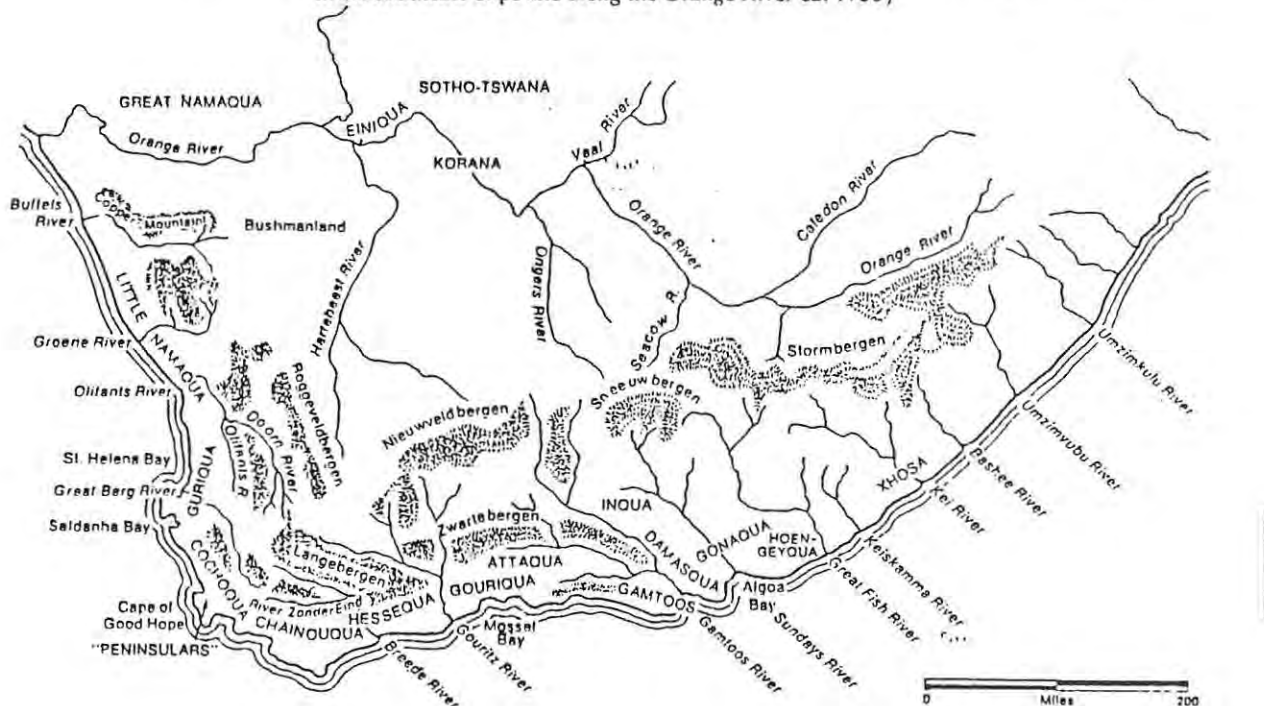
to be paid with livestock for the services they gave. Through the extended family system, like the San, they could expect a fair amount of help and support from relatives - e.g. food, or the loan of some animals etc. (Elphick R. and Giliomee, H. 1979 p6) They could also start to hunt and gather. They therefore reverted back to a San type of lifestyle. It was not unusual for this to happen. Some Khoi lived according to a ecological cycle from pastoralism to hunting and back again to pastoralism. During time of hardship (downward phase) Khoi would increasingly become hunter-gatherers. The upward phase was the exact reverse.

### Early contacts

Study Map 3. Note the locations of Khoi before contact with the Whites. Also note where the Black tribes were located at this stage.

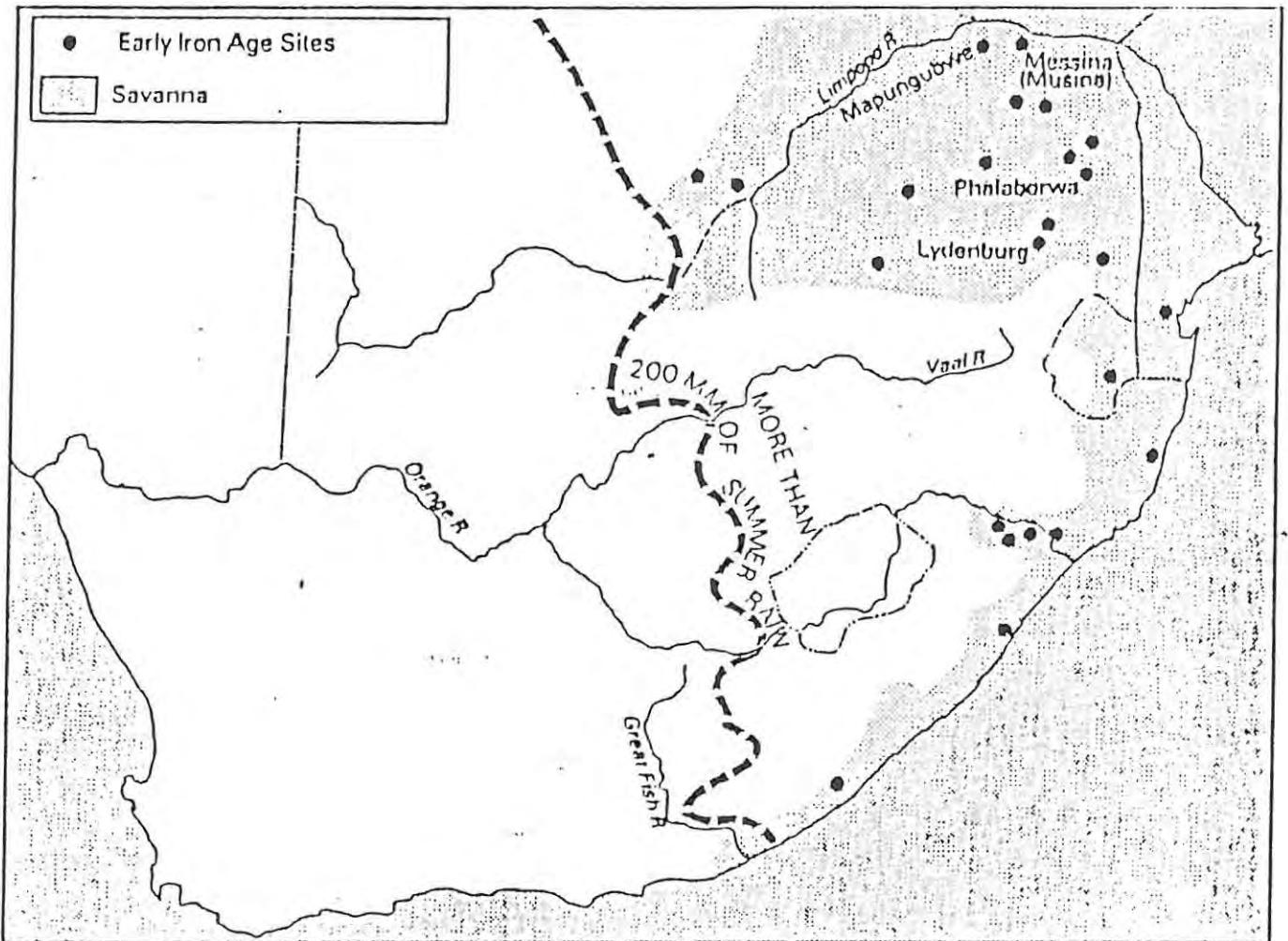
### MAP 3

Approximate Locations of Khoikhoi before Contact with Whites (in the Southwest Cape ca. 1650; in the Southeast Cape and along the Orange River ca. 1750)



If you compare map 3 and 4 you will see that the Khoi groups lived to the west of the 200mm summer rainfall region. This area was better equipped for herding than the area to the east. East of the 200mm line Black tribes were found because, although they were also cattle farmers, they were also agriculturalists. It was not possible to grow crops in areas where less than 200mm of rain in a year falls unless you could use irrigation methods. The Black tribes did not have the knowledge to irrigate their fields.

MAP 4



For 164 years (1488 - 1652) the contact between Europeans and the Khoi-Khoi was not a regular event and it mainly concerned the Khoi-Khoi groups of the Western and Southern Cape Coast.

(Elphick, R. 1977 p71)

During February 1488 the first recorded meeting between the Khoi-Khoi and Europeans took place when Bartholomew Dias met the Khoi at Mossel Bay in his search for a seaway to the east. (Muller, C.F.J., 1981 p6). In 1497 Da gama met people who might have been the Khoi-Khoi at Saldanha Bay and with whom a fight broke out where some Portuguese were wounded. Later at Mossel Bay he apparently met some Khoi-Khoi again. The next contact was in when the Table Bay Khoi were met by Antonio de Saldahna. Saldahna was attacked by about two hundred Khoi when he visited the shore for a second time. The Khoi-Khoi were then thought of as vicious Francisco D'Almeida, the First Viceroy in India, stopped over in Table Bay. Some of his men were sent ashore and got involved in a quarrel with some Khoi-Khoi. The Portuguese mounted an attack and seized children as hostages at a kraal. The Khoi-Khoi retaliated and counter-attacked. The Portuguese were cornered on the beach and fifty Portuguese including D'Almeida were killed. This attack resulted in the Portuguese avoiding the Cape as a place to get fresh water (Elphick R., 1977 p73) In 1591 some English merchants under George Raymond, using three ships left England for the east. They spent some time in "Saldahnia" and in September 1591 they met some Khoi whom they described as brutish. (Muller, C.F.S. 1981 p14) From 1591 - 1610, however, there were fewer incidents of violence because the Khoi-Khoi wanted iron from the Europeans and the Europeans wanted livestock from the Khoi. Their contacts were much more peaceful than they had been before. Later the Khoi's need for iron was satisfied and they became more interested in copper in exchange for stock. (Elphick, R. 1977 pp75-76). The loss of interest in iron started in 1610. The reason for this was probably that the market for had become saturated. Only a small amount of iron

was needed for their iron-tipped assegais. It is estimated at that time that there were no more than 1 200 Khoi soldiers and they were virtually flooded with the metal. (Elphick, R. 1985 pp76-77)

In 1613 a certain Coree was captured by the crew of an English ship, the Hector, and taken to England. He did not enjoy his stay there and he was eventually taken back and landed again in Table Bay in 1614. In 1615 an English fleet arrived at the Cape and left behind some condemned criminals. At first the Khoi were hostile towards them, but after Coree found out that they had been sent by Sir Thomas Smythe, the governor of the East Indian Company, the Khoi's attitude changed. He asked that the convicts be given muskets as he wanted to live with his family under the protection of these convicts. Coree wanted to use the convicts to help him fight against his Khoi enemies who were greater in number than his tribe. The convicts were, however, not prepared to help him. In 1617 he, however, managed to get a Dutch party to go with him and attack his enemies. During 1626 several Dutch sailors visited the Cape, but the Khoi did not want to barter with them and traded only with the English. The reason for this could have been that Coree was killed in 1626 probably by the Dutch. (Elphick, R. 1977 pp79-80).

Between 1617 and 1652 there were 42 visits from ships of many European countries to Table Bay. The trade had declined greatly. Only two accounts of bartering of more than 10 cattle and two accounts of more than 10 sheep were recorded. (Elphick, R 1977, p.82)

From their experience of contacts with the Khoi, the Dutch felt that their behaviour was unpredictable. Sometimes they were eager to barter and at other times not. Sometimes they would attack the visitors and sometimes they would not. Another instance of murder occurred 1638 when Cornelius Spex, a Dutch captain, and fourteen of his crew were killed when they ventured too

far from the ships. (Muller, C.F.J. 1981 p.18)

A reason for this unpredictable behaviour however might have been because they did not know what to expect from the Europeans. Some of the crew of the passing ships were wild and were, therefore, aggressive towards the Khoi while others did not harm the Khoi. As a result the Khoi never knew what to expect from the Whites.

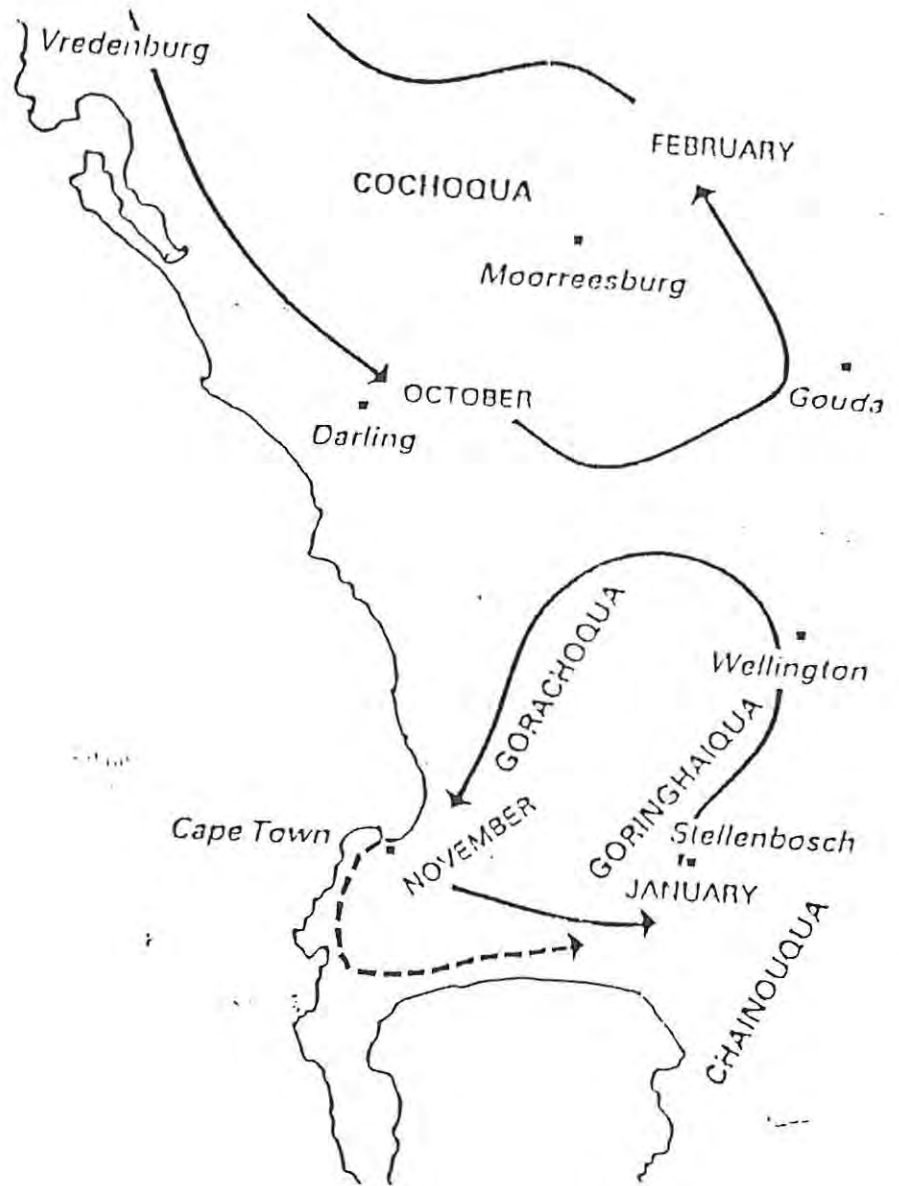
A group which also had contact with whites were the Strandlopers. These people were a cattleless community. They were an impoverished offshoot of the Peninsular Khoi. They lived along the shores of Table Bay. By 1652 they numbered approximately between 40 or 50. They consisted of the poor Peninsular Khoi as well as refugees, outcasts, orphans and other people without family. (Elphick R., 1985 p94) Their leader, Harry, went with an English ship to Java probably in 1631-32 and some of the members of this group were also taken to Robben Island near Table Bay where there was an abundance of sea food, like penguins and seals. (Elphick, R., 1977 pp 83 - 84)

On 23 March 1647 the Nieuw Haarlem was wrecked in Table Bay. Some sixty men under the leadership of Junior Merchant Leendert Janszen stayed behind at Table Bay, waiting for the next Dutch fleet to pick them up. They stayed for a year. During their stay, they bartered with the Khoi. Thus when Janszen and Proot were asked to compile a report on their stay at the Cape and the possibility of establishing a refreshment station at the Cape, they gave as one the reasons for being positive towards the idea, the fact that the Dutch would be able to barter with the Khoi, because they were not aggressive. (UNISA 1978 p24)

By 1652 the Khoi had 164 years of contact with the Whites although most of the contact had happened in the last fifty years. The contact also was mostly confined to small groups of Khoi. (Elphick, R. 1977 p86) The contacts were of short duration because the two parties

would trade with each other and then went their own way. Also the Khoi were semi-nomadic, moving to the Cape coastal areas during the summer and to the interior in the winter months. See Map 5.

MAP 5



*This map shows the probable transhumance patterns of the Feninsulars and Cochoqua (before 1655).*

On the part of both the Khoi and the White sea men, their contacts had sometimes led to trust and to trade, and at other times to distrust, attacks and thefts. In other words, neither group had a consistent attitude. When Jan van Riebeeck came to the Cape, the first Khoi tribe which he encountered in the vicinity of Table Bay was the Standlopers, also called Watermans or Goringkoikonas. The other tribes were scattered over a wide area but in due course Jan van Riebeeck and his successors met most of them. The main trade was cattle. In the beginning the Free Burghers (the first farmers at the Cape) were not allowed to barter with the Khoi, but they did this illegally and this in turn sometimes led to fights between them. (UNISA 1978 p84) During the time of Jan van Riebeeck the Khoi were encouraged to visit the fort and the Dutch tried to maintain a friendly relationship with them in order to make it easier to barter cattle from the Khoi.

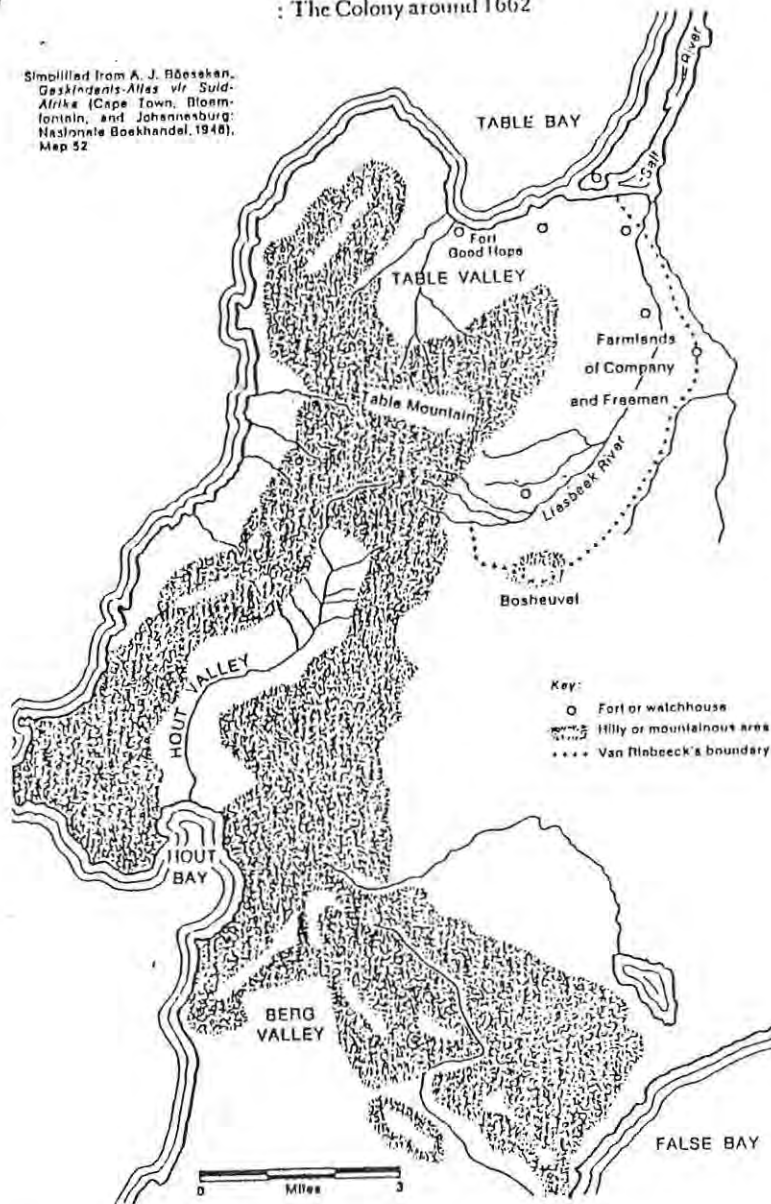
The causes of the first Dutch-Khoi War, 1659

Study map 6. According to the map, the area around the fort was very mountainous. For instance, Table Mountain is over 1 000 metres high. In case of an attack from the Khoi, the Dutch would have difficulty in tracking down the Khoi. The Dutch also had watchhouses situated to the west of the fort. The farms of the Free Burghers were situated in the vicinity of these watchhouses.

MAP 6

The Colony around 1662

Simplified from A. J. Böeseken, *Geskiedenis-Atlas vir Suid-Afrika* (Cape Town, Bloemfontein, and Johannesburg: Nasionale Boekhandel, 1940), Map 52



On Sunday 19 October 1653 the Khoi murdered a herdsman, David Janz and stole the cattle he was looking after. This incident led to a breakdown in relations between the Dutch and the Khoi. Some of the Khoi also gone so far as to steal copper buttons off the children's clothing. (Muller C.F.S. 1981 p29) In order to avoid thefts Van Riebeeck had to transfer most of the sheep and cattle to Robben Island.

During Commissioner Van Goen's visit in 1657, Van Riebeeck discussed the policy towards the Khoi. It was decided that a policy of territorial separation should be followed, but that Jan van Riebeeck should maintain his past policy of being friendly towards the Khoi in order to continue with bartering. Robbers and thieves should be sent to Robben Island. If the offender could not be found, Van Riebeeck could capture some of his fellow tribesman and keep them on Robben Island until they acknowledged who the culprits were and where they were to be found. (Muller, C.F.J. 1981 p30) It seems, therefore, that a harsher policy was going to be enforced against the Khoi.

After the installation of the Free Burghers in 1657 the Khoi became dissatisfied, especially the Khoi horde called the Kaapmans. (Muller, C.F.J. 1981 p32) The Free Burghers were settled on land that the Khoi had used and the Khoi did not like the loss of their grazing lands near Table Mountain. They also complained because the farms of the Free Burghers prevented them from reaching the watering areas in the Cape Peninsula. (Elphick, R and Giliomee, H. 1979 p12)

Other causes of complaints as seen from the point of view of the Dutch was the unwillingness of the Peninsular Khoi to barter enough stock so that they could supply the ships with sufficient meat. The Dutch also believed that the Khoi sheltered slaves who fled from their masters. Furthermore the Khoi herds trampled the crops of the Free Burghers. The Khoi on the other hand were becoming increasingly alarmed

because they then realised that the trading station was expanding into an agricultural community which would mean a permanent loss of their land. (Elphick, R. and Giliomee, H. 1979 p11) The Khoi also complained about the misbehaviour of the Free Burghers. Their pastures were getting smaller. In addition the Peninsulars became alarmed when hostages were taken in 1658 by Jan van Riebeeck after he and Van Goens revised the Dutch policy towards the Khoi. The permanent banishment of Harry could also therefore be seen as a cause of the first Dutch-Khoi war. The Khoi-Khoi believed that the Dutch expansion should be stopped before they expanded too much. (Elphick, R. 1977 p111)

Under Gogosa the nominal head of the Peninsulars, the Khoi-khoi were too divided to be a threat to the Dutch. (Elphick, R and Giliomee, H. 1979 p12) He did not want to attack the Dutch but the younger leaders were influenced by Doman to attack the Dutch. (Elphick, R. 1977 p12).

#### The first Dutch-Khoi war 1659 - 1660

Under Doman, previously an interpreter for the Dutch, the Khoi suddenly attacked the Dutch in May 1659. They were difficult targets for the colonists guns because they moved about, making use of rainstorms during which to attack. This would frustrate the Dutch who could not make full use of their rifles in rainy weather as these operated with matchlocks. The Khoi eventually destroyed most of the colonists' farms and stole the greater part of their sheep and cattle.

As a result of this, Jan Van Riebeeck withdrew the free Burghers and their remaining stock to the fort. The Dutch mostly made use of defensive warfare. (Elphick R. and Giliomee H. 1979 p12) At the fort Jan van Riebeeck was forced to give the slaves light arms to help to protect the fort. (Elphick, R. 1977 p112) The war had no clear result because the Khoi were unwilling to attack the fort and the Dutch lacked the ability and speed to force the peninsulars into a decisive battle. The

artificial unity between the peninsulars now broke up and when Doman was seriously injured on 16 July 1659, his group disintegrated. During April and May 1660 the two most important tribes of the Peninsulars, the Goringhaiqua and Gorachauqua made peace with the Company. (Elphick, R. and Giliomee H. 1979 p12)

Results of the First Dutch-Khoi war.

After the war Van Riebeeck took possession of the territory west of the Salt and Liesbeeck Rivers. The Dutch therefore penetrated deeper into the interior after the war. (Van Jaarsveld, F.A 1975 p20) The war did not affect all the Khoi-Khoi however. It led to discomfort for a comparatively poor group of clans. The more wealthy tribes were unaffected by the war. (Elphick, R and Giliomee, H. 1979 p12) The Khoi were not required to return the loot they acquired during the war and their grievances were to be looked into. They had however to give up their claims to land now occupied by the Free Burghers. They also agreed to come to the fort to trade only along certain agreed routes, stipulated by Jan van Riebeeck. The most important fact was that the Khoi-Khoi had accepted that the Dutch were at the Cape to stay and that they were forming a colony. The Dutch now strengthened their defenses by getting new horses and planting hedges to keep out the Khoi-Khoi. (Elphick R. 1977 pp114-115)

Causes of the second Dutch-Khoi war 1673 - 1677.

More hostility occurred out in 1670 when some White hunters were murdered. There was disagreement as to who the murderers were because some Khoi claimed the San were the culprits while others said that it was the work of Gonnema, Chief of the Cochoquas, a Khoi herd. The Dutch could not do much about the murders because they did not have enough soldiers to go out into the countryside and search for them. When Gonnema and his people apparently again attacked three big-game hunters, the Cape could not retaliate because of probable attacks from countries like France. (C.F.J. Muller 1981 p55) Another incident happened in July 1673

when some whites from Saldahna Bay reached the Castle and told the government that they had been attacked at the Company's post in Saldahna Bay by Khoi-Khoi who maintained they were Gonnema's people. (Elphick, R 1977 p129) The accusations against Gonnema could not always be proved and actually only one case could definitely be identified as the work of Gonnema. (Elphick, R. and Giliomee, H. 1979 p14)

From the Khoi-Khoi point of view, the policy of the Dutch became tougher after the death of Commander Pieter Hackuis in 1671. The punishment for criminals was more harsh and the policy of entertaining chiefs at the Castle was also changed and only those who brought worthwhile cattle to the Castle were treated well. Some other unfortunate incidents occurred e.g. when a White child stabbed a Khoi child; a Free Burgher was killed and some Khoi in the interior were kept on edge by a number of deserters from the Colony. (Elphick, R. 1977 p127)

The Khoi still felt that the Dutch had taken their land which had belonged to them for centuries. (Van Jaarsveld F.A. 1975 p20) Above all in some cases the Dutch commandeered livestock from the Khoi, which led to a situation where the Khoi lost their livelihood and this in turn led to friction and theft as well as detribalization and impoverishment. (Van Jaarsveld F.A. 1975 p25) In order to get the Dutch to move, the Khoi started raiding the Dutch livestock and to burn down their wheat fields. (Van Jaarsveld 1975 p20) After more attacks on Dutch hunting parties, the second Dutch-Khoi War broke out.

#### Second Dutch-Khoi War (1673 - 1677)

On July 12, 1673 an expedition under Hieronemus Cruse with 18 Free Burghers went to punish the Khoi. This expedition was successful. They returned on 25 July with 800 head of cattle and 900 sheep. This led to some Khoi tribes siding with the Dutch. (Muller, C.F.J., 1981 pp55-56) These Khoi were influenced by grievances

strengthened and they felt that the Khoi would not be able to beat them in warfare. (Elphick, R. 1977 p.133) The D.E.I.C.'s control over the Khoi now became stronger. Several tribes were forced to stop trading and communicating with Gonnema. In 1676 - 1677 the government at the Cape started to adjudicate disputes among the Khoi leaders and to impose its decisions by force. After Simon van der Stel became governor at the Cape, the pretence that the Khoi chiefs were respected allies was gradually dropped. S. van der Stel started approving the installation of each new chief by presenting such a chief with a cane of office. This gesture gave these chiefs a certain prestige but it also indicated the superiority of the Cape Government over the Khoi-Khoi.

The Dutch now moved further inland to trade with the Khoi-khoi. The result was that most of the Khoi-Khoi in the Western Cape came into contact with the Dutch trade and Dutch soldiers. This eventually widened the company's capacity to interfere in Khoi-Khoi affairs. (Elphick R., and Giliomee H., 1979 pp14-15)

#### CONCLUSION

Since the middle of the 17th Century the Khoi started losing their individual identity. This was mainly because of the demands which the colony made on them combined with their weakness to resist them.

The Khoi of the Southwestern Cape were placed under pressure by the traders of the DEIC and also at a later stage by the Free Burghers claiming land. The traders did not allow the Khoi to become part of the full Colonial economy as providers of exportable raw materials. The only role which they were allowed to play was to provide essential foodstuffs for the people who conducted the trade and for the community at the Cape.

After 1660, the DEIC also started to interfere in the politics of the Khoi. The aim was mainly to control the cattle trade and to keep the prices low. This led to a decline in the Khoi herds. The Khoi also did not have strong leaders who could develop the separate groups into forming a strong nation. They therefore could not unite against the colonists at crucial times.

(Elphick, R. and Giliomee, H. 1979 pp34-35)

Their numbers were also greatly reduced by several small-pox epidemics. In 1713 a fleet anchored in Table Bay. Several people on the ships had contracted small-pox. Their clothes were apparently among the linen taken from the ships for washing. From here the disease spread. The Khoi had less resistance to the virus than the Europeans and the slaves and they did not have medicine to fight it. Hundreds died because of the virus. (Elphick R., 1985 pp231-232) Further small-pox epidemics broke out in 1755 and 1767.

QUESTIONNAIRE

1. The economy of the Khoi was based on ..... and ..... were weak. (1)
2. The Khoi had large herds of ..... (1)
3. The men hunted with ..... and ..... and ..... They also set ..... and ..... (5)
4. Clothing were made out of ..... (1)
5. Each camp consisted of a circle of huts which sometimes was surrounded by a fence made out of ..... within which the ..... were enclosed at night. (2)

Multiple choice. Write down only the letter next to the correct answer.

6. This was very important to the Khoi:
  - (a) Security
  - (b) Leadership
  - (c) Slaves
  - (d) Rock paintings
7. Adult men were not allowed to see their .....
  - (a) sisters
  - (b) brothers
  - (c) fathers
  - (d) mothers
8. Wealth was measured according to:
  - (a) money
  - (b) the size of their farms
  - (c) the number of children a man have
  - (d) the amount of livestock he possesses
9. In 1497 Da Gama met people at ..... which might have been Khoi:
  - (a) Cape Town
  - (b) Saldahna Bay
  - (c) Algoa Bay
  - (d) Simons Town
10. He was killed in 1510 by the Khoi:
  - (a) Dias
  - (b) Da Gama
  - (c) De Saldahna
  - (d) D'Almeida

11. The Khoi wanted ..... from the Europeans and the Europeans wanted livestock from the Khoi:
- (a) weapons
  - (b) liquor
  - (c) money
  - (d) iron
12. These two people reported positively about the Khoi to the D.E.I.C. in 1647:
- (a) Janszen and Proot
  - (b) Dias and Da Gama
  - (c) D'Almeida and De Saldahna
  - (d) Van Riebeeck and Spex
13. These people were not allowed to barter with the Khoi in the beginning:
- (a) San
  - (b) Xhosa
  - (c) Free burghers
  - (d) Trekboers
14. The reason for the first Dutch-Khoi war becoming indecisive:
- (a) Persistent rain
  - (b) The Khoi could not get into the fort
  - (c) The Dutch did not have enough ammunition
  - (d) The Khoi were unwilling to attack the fort
15. The reason for the Khoi moving southward:
- (a) Looking for grazing land
  - (b) Attacks from the San
  - (c) Population explosion
  - (d) Looking for iron and copper (10)
16. What does the term Khoi-Khoi mean? (1)
17. According to modern researchers, where did the Khoi originate from? (1)
18. List a few animals which were kept by the Khoi. (4)
19. Name the three supernatural beings in which the Khoi believed. (3)
20. The life of the Khoi was in many ways different from the life of the San. Name six things that were different. (6)
21. The San moved about all the time looking for food. Why were the Khoi in contrast semi-nomadic? (2)

22. Where did the first recorded meeting between Whites and Khoi take place? (1)
23. Arrange the following events in chronological order:

1. Interference by the Cape government in the internal affairs of the Khoi.
2. Diaz met the Khoi at Mossel Bay
3. The first Dutch-Khoi war
4. The death of D'Almeida
5. Van Riebeeck took possession of the area west of the Salt River and the Liesbeeck River.

Choose the correct combination:

A	1	5	2	4	3	
B	5	2	1	3	4	
C	2	4	3	5	1	
D	3	1	4	2	5	
E	4	3	5	1	2	(5)

24. Match the events listed below with the correct dates on which they took place. The dates are listed here:

1488    1497    1510    1647    1659

<u>Events</u>	<u>Dates</u>
(a) First Dutch-Khoi war	.....
(b) First contact with explorers	.....
(c) Janzsen shipwrecked at Table Bay	.....
(d) Da Gama met Khoi at Saldahna	.....
(e) Death of D'Almeida	.....

(5)

25. What did the Khoi do for recreation? (7)
26. Describe the options that a Khoi had if he lost his livestock. (4)
27. Why did the Khoi and the Europeans mistrust each other? (5)
28. What were the results of the first Dutch-Khoi war. (10)
29. Explain why the Khoi lost their identity. (6)

30. Make your own sentences using the following words and phrases to show that you understand them:

- (a) Semi-nomadic
- (b) Clan
- (c) Free Burgher
- (d) Peninsular
- (e) Taboo
- (f) Matchlock
- (g) Pastoralist
- (h) Bartering
- (i) Tidal pool
- (j) The jackals have taken the child (20)

31. Select the word(s) in Section A to fit the word(s) in Section B by writing the correct number in the column after section B.

<u>Section A</u>	<u>Section B</u>
1. Language	a. East of Africa
2. Oral tradition	b. Used as spoons
3. Dogs	c. Clicks
4. Shells	d. Over the feet of the bride
5. Medicine men	e. Protect herds
6. Huts	f. Brought before whole clan
7. Gall	g. Could make rain
8. Disputes	h. Political system
9. Weak	i. Each clan were together
10. Khoi	j. Formed basis of coloured community

32. Read the following passages carefully and then answer the questions which are given below.

- (a) The more recent belief is that the Khoi originated in or near Northern Botswana. From there they moved south. Draw a map in order to show their southward movement. (10)

(b) Marriage between children of brothers and sisters were allowed and marriage within a clan was prohibited. What other traditions and taboos did you learn about concerning the marriage customs of the Khoi? (15)

(c) Numerous contacts were made between the Khoi and Europeans during the period 1488 - 1652. By making use of three columns record in column 1, the date, in column 2, the name of the European or nationality and in column 3 what took place during the encounter.

Example:

Column 1	Column 2	Column 3
1488	Dias	Met Khoi at Mossel Bay

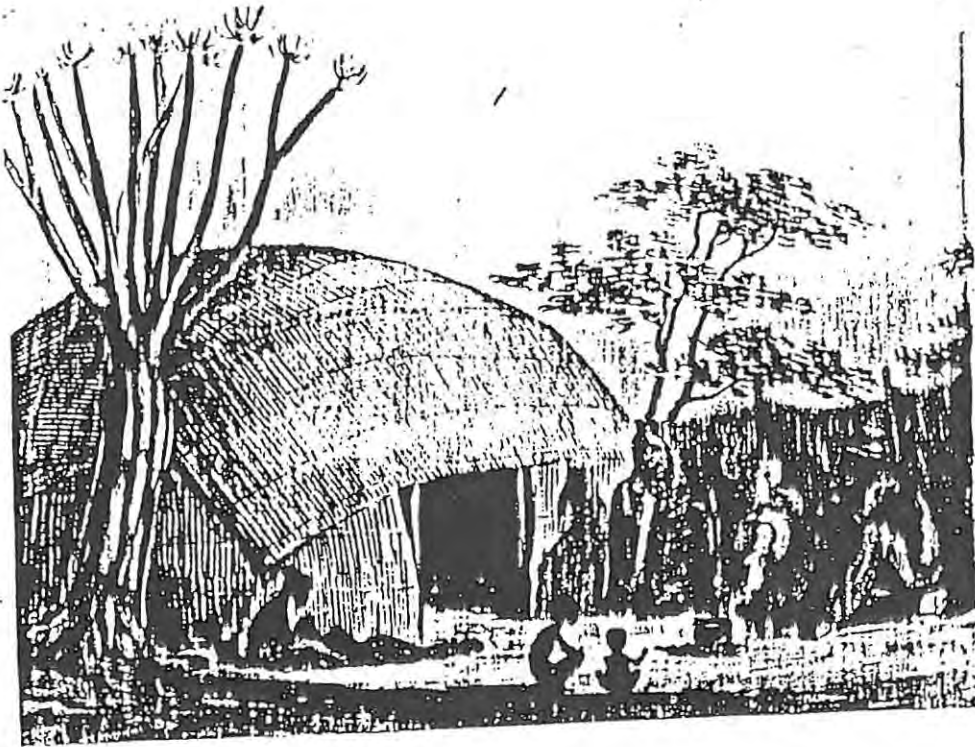
(28)

(d) In 1670 hostilities broke out between the Khoi and the Whites when some White hunters were murdered and others were attacked. Explain how these events eventually led to the second Dutch-Khoi war (1673-1677) (12)

(e) Eventually a few Khoi became hunter-robbers. Some moved away from the colony. The majority accepted the situation in the colony and were absorbed into the Xhosa nation or became farm labourers for the White farmers and eventually formed the basis of the coloured community. Why did this happen to the Khoi? (6)

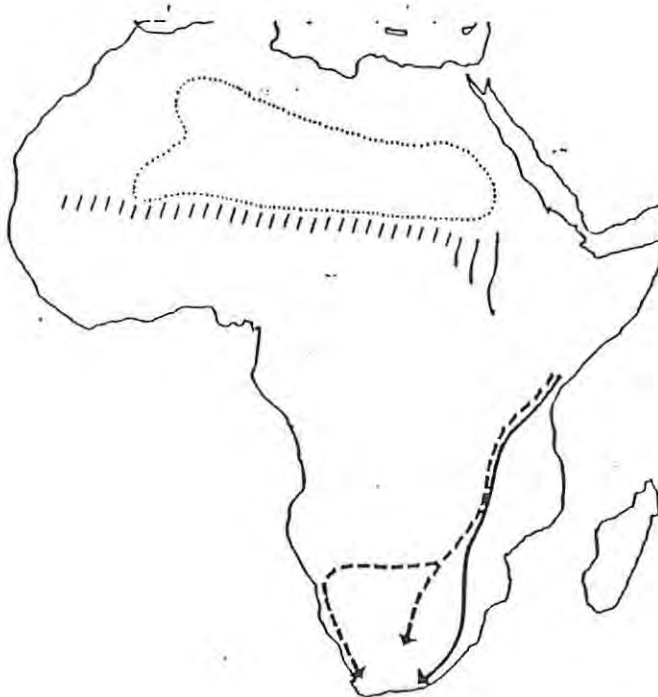
33. Study the picture. What do you notice in connection with cultural change. What is still evident of the Khoi culture?

(3)



34. Look at map of climate and vegetation in Africa. Why do you think the herders did not go directly south from the Sahara region, but moved down the east coast.

(3)



GLOSSARY

Adulterer	Voluntary intercourse between a man and a woman who is not married to each other.
Aggressive	Threatening towards someone.
Archaeology	The science which explains how human being used to live.
Artificial	Lacking in spontaneous quality.
Bartering	To trade by exchanging one commodity for another.
Brushwood	Wood of small branches.
Cardio-toxic poison	Poison affecting the heart.
Caterpillar	A type of small, long, many legged worm-like creature.
Chevrons	Pattern looking like this: V
Chinese chequer	A game for 2 - 6 players in which small balls are moved from hole to hole on a board in the shape of a pointed star.
Clan	A group of families, all originally descended from one family.
Condemn	To express strong disapproval of something.
Convict	Person found guilty of a crime.
Counter attacked	To return an enemy attack.
Defensive strategy	Not attacking the enemy, but waiting for them to attack.
Domesticate	To make an animal able to live with man and serve him.
Explorer	A person who searches, or travels to discover things.
Feline	A member of the cat family e.g. lions or tigers.
Free Burghers	Former employees of the Dutch East India Company who were given land, so that they could take up farming.

Gall	A bitter liquid formed by the liver
Hedge	A row of bushes or small trees which divides one field from another.
Herders	People whose main livelihood comes from domesticated animals. Heredity A position which can be passed from an older to a younger person especially in the same family.
Heterogeneous society	Consisting of different groups of people.
Horde	A large number of people.
Hunter-gatherers	People who live by hunting wild animals and gathering wild plant foods.
Infanticide	The crime of killing of child.
Intermarriage	Marriage between different groups.
Intermingling	The mixing of groups.
Khoi-Khoi	Men of men, the genuine people, called Hottentots by Europeans.
Kinsmen	Family relationship
Ladle	Large, deep spoon with a long handle.
Larvae	The wormlike young of an insect between leaving the egg and changing into a winged form.
Linguistic	The study of language.
Male line (lineage)	The line of descent from one person to another in a family.
Mantis	Also called praying mantis. It is an insect that presses its front legs together as if praying.
Matchlocks	A kind of gun which was fired by lighting a fuse.
Menstruate	To have a natural flow of blood from the womb.

Migrate	To move from one place to another.
Mortar	A bowl made from a hard material in which substances are crushed.
Nasal haemorrhage	Bleeding from the nose.
Nomadic	People wandering around looking for food and water.
Pastoral	Farming with livestock.
Pastoralist	Person farming with livestock.
Peninsula	A piece of land almost completely surrounded by water but joined to a larger mass of land.
Physical	Concerning the body.
Premarital	Before a marriage.
Protein	Foods such as meat and eggs that help to build up the body.
Psychological	Concerned with the way that the mind works.
Quiver	The container for arrows.
Raw-hide	Untreated cow's leather.
Refreshment Station	A place where ships used to stop over in order to take in fresh food and water.
Retaliated	To pay back evil with evil.
San	The people whom the Dutch called Bushmen. They were also hunter-gatherers.
Semi-nomadic	Moving around in a certain area.
Shaman	Medicine man.
Shore	Land along the sea.
Sinew	A strong cord in the body of a human person or animal.
Steatopygia	Protuberant buttocks.

Supernatural	Not explained by natural laws but by the powers of spirits, gods and magic.
Taboo	Something strongly forbidden
Territorial separation	Border between two groups
Tidal pool	A pool surrounded by rocks at the edge of the sea. The water is not as rough in these pools because the waves breaks against the rocks and not into the pools. Fish and shell fish can find shelter here.
Trance	A sleeplike condition of the mind in which one does not notice the things around one.
Vicious	Cruel.

APPENDIX 5CAPE COLLEGE OF EDUCATIONHISTORY CONTENT

GROUP: S.P.T.D. I  
 EXAMINER: I.L. FERREIRA

MARKS: 90  
 TIME: 80 MIN.  
 DATE;

## INSTRUCTIONS:

1. Please answer all the questions.
2. Please write neatly

SECTION A

1. Answer the following questions while watching the excerpt from the video.
  - (a) What was the attitude of the San towards the Whites when they first met? (2)
  - (b) Why did the San and the Whites clash? (4)
  - (c) Why did the San and the Blacks clash? (2)
  - (d) What visual proof do we have that the Blacks and the San clashed? (2)
2. Answer the following question after you have looked at the slide:
  - (a) How did contacts with other cultural groups play a role in the lives of the Khoi shown in the slide? (6)

/16/

SECTION B

1. Read the following extract from, Malherbe C : These small people, and answer the questions which follows:

"The journals of early travellers in the 15th and 16th century show that by this time Khoikhoi were mainly coastal dwellers while San lived in the interior. Clearly, though San are well-adapted to dry areas, they once flourished in very different places such as well-watered lowlands, high veld and mountains. But gradually they were pushed out. San reacted in various ways to the 'intruders' -Khoikhoi, black and European.

Some San found opportunities to trade:

Items offered:	Items wanted:
skins, hides, honey, ostrich	tobacco, clay pots, iron
eggshell beadwork	implements, beads, copper

Some hired themselves as cattleherds and soldiers:

These Sonquas (San) are just the same as the poor in Europe, each tribe of Hottentots having some of them and employing them to bring news of the approach of a strange tribe. (Simon van der Stel's Journal, p.122)

The Sonquas .... for a livelihood take up as hired soldiers to the other Hottentot nations in their wars, serving only for food from day to day. (P. Kolb, the present state of the Cape of Good Hope, p.78) That is they "merged" with or joined and intermarried with other groups.

Others shared their knowledge of hunting in return for food, tobacco, clothing, livestock or protection. Such persons are known as 'clients', and those who accept their services as 'patrons'.

Some tried to resist the intruders. Khoikhoi herds were sometimes driven off. The Xhosa and Zulu were raided too. San also raided Dutch cattle posts and fought to drive trek-boers from the San's hunting territories. However, many San were killed or captured.

Others moved away, only to be overtaken again by farmers and herders. At last, the hunter-gatherers were to be found only in the dry Kalahari.

- (a) Why did the San and other peoples sometimes clash with each other? (4)
  - (b) It can be said that this passage describes the ways the San adapted to different conditions. What does adapted mean when it is used in this way? (4)
  - (c) List three of the ways in which the San adapted. (6)
  - (d) What comparison does Van der Stel make between the San and some people in Europe? (2)
2. Read the following extract from Malherbe C : Men of Men and answer the following questions:

The Strandlopers at Table Bay may have been Khoi who had lost their animals. It is possible that the regular visits of ships to Table Bay had persuaded them to wait at the Bay to obtain food and other goods from these passersby. However, they wanted to have sheep and cattle again. By the time that the Dutch ship, the Haerlem, was wrecked in Table Bay (1647) Harry had got some sheep which he brought to barter.

The Dutch feared the Khoi very much because they had attacked men from other Dutch ships recently. Leendert Janssen, who spent a year at the Cape with the Haerlem's crew, believed that the Khoi had good reason to attack Europeans:

..... that some of our soldiers and sailors have .... been beaten to death by them, is indeed true; but the reasons why, are ..... always hidden. (D. Moodie, The Record, I p.3., Remonstrance)

- (a) What name was given to the people who stayed at least part of the time near the sea? (2)
- (b) What does this name mean in English? (2)
- (c) Why do you think they lived near the sea? (2)
- (d) Janssen believed that the Khoi had reason to attack Whites. Why did he believe this? (4)
- /26/

### SECTION C

1. Read the passage on the San, which comes from your textbook carefully and then answer the questions:

#### Soai's Eland Hunt.

On a warm summer morning Soai left his grasslined sleeping hollow and looked out over the valley. Today was a great day in his life. His father Gai, his two brothers and seven of his uncles and cousins were taking him on an eland hunt. If Soai killed the eland his family would say he was now a man.

For many days his father helped him to make a bow and arrow, and a quiver to hold the arrows. For the bow he cut a straight, smooth stick. It bent evenly when he tied a bowstring of animal sinew into the grooves cut at each end of his stone knife. Smaller sticks were for arrows. The arrowheads were of bone, polished on stone to make them sharp. Poison from a beetle was smeared just below the arrowhead where it was fixed to the shaft. The quiver was made of hard leather sewn together with long bits of soft leather. The quiver would be strapped to Soai's back.

The eland would be gathered together in a herd. Qhang, the Lord of the Heavens, called the eland together. Because an eland belonged especially to Qhang, his spirit was strong. If Soai, the hunter, killed an eland, the eland's strong spirit went into Soai to join his own spirit.

Soai and the other small, quick hunters ran silently towards the valley. When they saw the eland herd they bent down low so that they looked like animals moving through the grass. They kept downwind from the eland so that the herd could not smell them and be frightened away.

Closer they crept. Soai drew an arrow from the quiver on his back. He fitted it to his bowstring and bent his bow. The bowstring twanged and the arrow hissed through the air. An eland stumbled and the whole herd fled. The arrow had hit the eland in the side.

- (a) Where did Soai sleep in the summer-time? (2)
- (b) What did Soai have to do to show his family that he was a man and no longer a boy? (2)
- (c) What weapons did Soai use to hunt the Eland? (4)
- (d) Why did they bend down low when they saw the Eland? (2)
- (e) Why did they stay downwind from the Eland? (2)
2. Read the passage on the Khoi, which comes from your textbook, and then answer the questions:

How the Khoi-khoin lived.

The Khoi-khoin lived in groups of between 100 and 1 000 people. All the people living together were related. Each clan made its home near a good supply of water. They built their houses in a circle around the chief's house. They smeared the floors with blood and dung to make them hard and shiny.

They kept cattle and sheep. Their main food was milk. They made the milk sour by putting the chewed leaves of the ebony tree into warm milk.

They also ate the meat of the animals they hunted, as well as the roots, herbs, fruit and berries which they gathered. They made butter by shaking creamy milk in a calabash with a lid.

They killed their cattle and sheep only on special occasions, such as when a child was born, when a boy reached manhood, a girl reached womanhood, when someone was very ill or if someone died.

When the Khoi-khoin moved to a new place, they took their houses with them. They used oxen to carry the poles, mats and skins that were used to make their houses.

Before the Black people came, the Khoi-khoin did not know how to make iron tools and weapons and copper jewellery. The Black people gave the Khoi-khoin tools, weapons and beads made from copper and iron. Then the Khoi-khoin gave the Black people cattle skins, mats and pots. When people exchange things we say that they barter with each other. The khoi-khoin bartered with the Black people. They both got the things they wanted when they bartered.

Sometimes the Black men married the Khoi women. Then the man had to pay the Khoi woman's father with cattle. The khoi people did this when they needed cattle. The khoi-khoin learned many things from the Black people.

The Black people also learned from the Khoi-khoin. Some Black people learned to use clicks in their languages from the Khoi language.

- (a) The San moved about from place to place because they followed the wild animals. Why do you think the Khoi also moved about? (2)
  - (b) How did bartering with the Black people help the Khoi? (2)
  - (c) The Khoi made use of things which were obtained from the animals, plants and countryside around them. List any five of them. (10)
- /26/

SECTION D

1. Explain the following terms:
  - (a) Staetopygia
  - (b) Shaman
  - (c) Pastoralist
  - (d) Semi-nomadic (8)
2. Give two reasons why the Khoi ceased in the end to exist as a seperate people. Do not write more than 50 words. (4)
3. Think of the kinds of houses or shelters lived in by the San and the Khoi. Write a paragraph in each of the boxes to describe the kinds of shelters used by each type of people. The paragraphs have been started for you.

The San lived	The Khoi lived

(10)  
/22/

APPENDIX 6

Where applicable please mark with a cross X

1. What did you think of the video tape?

Very interesting	Interesting	Neutral	Not very Interesting	Not interesting at all
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2. Which part of the video did you enjoy most?

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3. Were there any parts you did not like at all?

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4. Think about your class consignment on the Mfecane. Do you think that this way of working on a passage could be useful for other topics?

Very useful	Easily	Neutral	Not very easily	Not at all
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5. Explain your choice

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6. The reading on the San was -

Very easy	Easy	Neutral	Difficult	Very Difficult
-----------	------	---------	-----------	----------------

7. The reading on the Khoi was -

Very easy	Easy	Neutral	Difficult	Very Difficult
-----------	------	---------	-----------	----------------

8. The time allocated to do the San was -

Enough	Neutral	Not Enough
--------	---------	------------

9. The time allocated to do the Khoi was -

Enough	Neutral	Not Enough
--------	---------	------------

10. From the notes on the San I learnt:

Very much	Much	Neutral	Not very much	Nothing
-----------	------	---------	---------------	---------

11. From the notes on the Khoi I learnt:

Very much	Much	Neutral	Not very much	Nothing
-----------	------	---------	---------------	---------

12. Here is a list of the different kinds of questions that were asked about the passages on the San and the Khoi. Think of the way you had to work out the answers. In what order would you have liked to have answered them. Fill in your preference in the blocks given:

e.g.

3
2
1
4

- |  |  |
|--|--|
| 1. Fill in the missing words.            |  |
| 2. Multiple choice                       |  |
| 3. Chronological order questions         |  |
| 4. Combination questions                 |  |
| 5. Matched Questions                     |  |
| 6. Explanatory questions                 |  |
| 7. Paragraph questions                   |  |
| 8. Answering passages                    |  |
| 9. Answering questions on pictures       |  |
| 10. Words in Section A fitting Section B |  |
| 11. Answering short questions            |  |

13. Did the video and slides ring with the reading material?

Very closely	Closely	Neutral	Not very closely	Not at all
--------------	---------	---------	------------------	------------

14. Where do you think the video and slides would have come in the best?

Before the learning period	During the learning period	After the learning period
----------------------------	----------------------------	---------------------------

15. The test on the San was:

Easy	Average	Difficult
------	---------	-----------

16. Which section of the test did you enjoy answering most?

SECTION A: On the video

SECTION B: From the textbook

SECTION C: On the passages by Malherbe

SECTION D: From the duplicated notes


17. Which section of the test was the most difficult to answer:

SECTION A: On the video

SECTION B: From the textbook

SECTION C: On the passages by Malherbe

SECTION D: From the duplicated notes


APPENDIX 7

Where applicable please mark with a cross X

1. What did you think of the video tape?

Very interesting	Interesting	Neutral	Not very Interesting	Not interesting at all
------------------	-------------	---------	----------------------	------------------------

2. Which part of the video did you enjoy most?

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3. Were there any parts you did not like at all?

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4. The time allocated to do the San was -

Enough	Neutral	Not Enough
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5. The time allocated to do the Khoi was -

Enough	Neutral	Not Enough
--------	---------	------------

6. Did the video and slides link with the lectures?

Very closely	Closely	Neutral	Not very closely	Not at all
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7. Imagine you had heard only the lectures and used the textbook without watching the videos and slides, would you have learnt anything?

Much more	More	Neutral	Not much	Nothing at all
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8. Where do you think the video and slides would have come in the best?

Before the learning period	During the learning period	After the learning period
----------------------------	----------------------------	---------------------------

9. The test on the San and the Khoi was:

Easy	Average	Difficult
------	---------	-----------

10. Which section of the test did you enjoy answering most?

SECTION A: On the video

SECTION B: From the textbook

SECTION C: On the passages by Malherbe

SECTION D: From the chalkboard summary


11. Which section of the test was the most difficult to answer:

SECTION A: On the video

SECTION B: From the textbook

SECTION C: On the passages by Malherbe

SECTION D: From the chalkboard summary


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