students often struggle to give a good history lesson. The complexity of the subject requires that sound training and a great deal of hard work on the part of the student is necessary before a satisfactory performance in the classroom is possible. If this is so should we then leave history in the hands of generalists whose only exposure to the subject may have been a course in subject didactics?

Professor has emphasized the need for the subject-didactician to have an involvement in the academic component whilst being aware of education and educational practice. We are particularly fortunate at the present time in that the people in charge of our methodology at J.C.E. have academic qualifications in the subject, (a Phd in one instance,) have degrees in education and experience in teaching at the primary, secondary and tertiary levels. Their experience has made it possible to involve them in all aspects of the Department’s work. This has proved of such value that it would seem that all institutions engaged in teacher training should aim at producing people who will have this fortunate blend of experience and qualification.

In conclusion I would suggest that there are a number of models of training which might be considered for both future teachers and future teacher educators and one of the tasks of the proposed association will be to evaluate these. But what is essential and what can be done immediately is show each aspirant teacher how to follow the steps of the historian and be the intermediary between the pupil and the body of knowledge we call history.

Without minimizing the difficulties of the task ahead I think it is possible to make our subject one which is an indispensable part of any curricula. History well taught develops social and political insights and establishes habits of logical analysis essential to the education of all, irrespective of their chosen careers after they leave school. It is the foundation for responsible choice so necessary to good citizenship. It assists interactions between people for it is more likely that these will be based on tolerance if historical insights bestow an understanding of cause and motivation in human action.

The rewards are sufficient to make cooperation in the proposed Association for the Training of History teachers a challenge and a responsibility. Certainly the members of my Department looks forward to contributing and participating in a venture of such exciting potential.

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**THE TEACHING OF HISTORY IN SCHOOLS, COLLEGES AND UNIVERSITIES**

*Prof. K. Bonet (University of Bophuthatswana)*

The Department of History of the University of Bophuthatswana recognises that there are many grave problems inherent in the teaching of history in schools, colleges and universities in Southern Africa. Professional historians and history teachers have isolated a number of these problems for serious consideration and possible remedial action.

Our work with history students at under-graduate and post-graduate level has high-lighted a number of areas of concerns:

1. **Text Books**
   1.1 There is little or no evidence of a more objective and creative approach to history. Books, especially for schools tend either to be copies of copies or to be so specialised as to be beyond the range of the target audience.
   1.2 Many texts prescribed for South African schools are manipulative. Topics are dealt with in a politically and ideologically slanted way.
   1.3 Frequently the texts imply that there is an inevitable pattern in history and that there is a single correct version to be accepted without question.

1.4 The style and lay-out of many history text books are unimaginative and promote rote learning rather than creative thought and problem solving.

2. **First Year Univio students’ reaction to school history as presently taught**

2.1 History is politically dangerous at school level, because although the text-books are manifestly biased and often inaccurate, any disagreement will label the school pupil as a rabble rouser.
   - Become increasingly aware of the variety of interpretations of an historical event.
   - Carry out research projects and written assignments as independently and critically as possible.
   - Approach the teaching of history in a competent and creative manner.

4. **The Special Project**

4.1 Each student carries out one special research
project per year. Three of these projects focus on the teaching of a specific historical topic and one at senior level is first-hand research.

4.2 Scope of the topic includes:
- Lesson plans suitable for a specific level of secondary class.
- Use of evidence, written, oral, etc.
- Selection of texts and criticism of available prescribed material.
- Separate reading list for pupils and teachers.
- Analysis of problems involved in teaching the topic in respect of school texts, availability of material, level of pupil ability, etc.
- Advice to a teacher who either does not have a good knowledge of the topic or whose approach is stereotyped.

— Preparation and use of audio-visual aids.
— Setting of examination paper to include questions at varying levels of complexity.

4.3 Oral and Local History
For their final year students must present a project involving first-hand research, ideally in their own home area. This is done mainly during the vacation periods. The supervision is shared by all staff members and the finished projects are kept for future development at post-graduate level.

This project encourages students to put into practice the historical skills they have acquired. It also exposes them to the variety of evidence even in a micro-project, and it makes them aware of the many problems involved in historical research and writing.

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DIE EVALUERING VAN 'N DEPARTEMENT IN SKOOL/KOLLEGE-OPSET

Dr. Johan Olivier
Onderwyserkollege, Oudishoorn

Met die onlangse aanstelling van meer departementshoofde aan skole en onderwyserkollgies het ons moontlik nader beweg aan die ideaal van die departementshoof as ware vakoop en onderrigleier.

In dié verband is dit insiggewend om te kyk na 'n vraeys, "How to evaluate a history department", wat in TEACHING HISTORY van Junie 1979, pp. 14-15 verskyn het.1 Met die eerste oogles is dit duidelijk dat (hoewel groter skole in ander omstandighede betrokke is) hier hoë eise aan die vakman gestel is.

Behalwe dat die vraeys interessante leesstof bevat, behoor die vergelyking daarvan met omstandighede in die R.S.A. ons 'n idee te gee in hoeverre vernuwing in die onderwys al hier te lande deurgeker het die afgelope ses jaar.2

Vervolgens 'n ietwat verkorte en aangepaste weergawe van dié vraeys. Kollegas van ander dissiplines kan goed skiks elke keer die naam "Geskiedenis" met hul eie vak vervang en van toepassing op die eie vak maak.

1. USELF (EN DIE ANDER KOLLEGAS)
   Hoeveel geskiedenisboeke het u die afgelope jaar gelees
   — vir klasswerk?
   — vir eie belangstelling?
   Hoeveel historieree romans het u gelees?
   Hoeveel boeke oor vakdidaktiek het u gelees?
   Het u gereeld kontak gemaak met
   — 'n historiese of argeologiese vereniging?
   — vakverenigings en studiegroepes?
   — onderwyserverenigings?
   Hoeveel lesings, conferensies, kursusse het u vanjaar bygewoon?
   Lees u gereeld
   — vaktydskrifte (GISTER EN VANDAG, HISTORIA)
   — DIE UNIE
   — ander professionele tydskrifte?

   Hoe gereeld het u gedurende die jaar besoek gebring aan
   — argiebewaarplekke?
   — museums (nasionale en plaaslik)?
   — 'n gespesialiseerde biblioteek?
   — u plaaslike onderwysercentrum?
   — u plaaslike kollege/universiteit?
   — spesiale uitstalings?
   Onderneem u gereeld navorsing
   — van geskiedkundige aard?
   — van opvoedkundige belang?
   Hoe gereeld werk u saam met geskiedenisonder
   — in u eie inrigting?
   — in u gebied/omgewing?
   *Het u student geby?

2. U ONDERWYS (EN DIE VAN DIE ANDER KOLLEGAS)
Neem die kwaliteit van u onderwys steeds toe?
Hoe deeglik beplan u en les/lesings?
Gebruik u die volgende hulpmiddels gereeld en doeltreffend
— 'n bandmasjien?
— skuifie/streekfilmpjes?
— oorhoofse projektor?
— 16 mm filmprojektor?
— T.V.-video-opnemer?
Eksperimenteer of beproef u gereeld die volgende tegnieke/benaderingswyses/metodes
— dokumente?
— ander bronne-materieel/bonnemetode?
— plaaslike geskiedenis?
— veldwerk?
— werkvelle?
— individuele/groepprojekte?
— mini-lesings?