



FOREWORD

The teaching of History in the RSA has become a highly sensitive and politicized issue over the last few years. Against this background the Main Committee of the HSRC Educational Research programme launched an in-depth investigation into the whole issue of History teaching in 1989. As part of this investigation an empirical study was conducted on the aims, subject content, teaching methods, examination, textbooks and relevancy of History syllabuses. The outcome of the study is elucidated in this report.

The teaching of History can play an important role in a changing society. It is therefore hoped that this report will provide educational planners, teachers and students with much useful information on how people involved in the teaching of History, as well as pupils, perceive the subject.

A handwritten signature in cursive script that reads "Jan Nieuwenhuis".

JAN NIEUWENHUIS

MANAGER: EDUCATIONAL SYSTEMS AND STRATEGIES

The authors wish to thank Dr J.L. Basson and Mrs. A. Rousseau for their contribution toward the successful completion of this project.

ABSTRACT

A sample of schools offering History at Standard 7 and Standard 9 level was compiled. Schools from the Departments of Education and Culture of the Houses of Delegates, Assembly and Representatives as well as from the Department of Education and Training, were used in the sample. Questionnaires were sent to pupils in Standard 7 and Standard 9, teachers teaching History, headmasters, subject advisors/inspectors and lecturers in the subject didactics of History at teacher training colleges and universities.

Questions covering the following topics were asked:

- * Aims of History teaching,
- * syllabus-related matters, e.g. the respective positions of South African and General History and topics rated highly for inclusion in new syllabuses,
- * aspects of History teaching, e.g. qualifications and training, school textbooks, teaching aids, assessment,
- * attitudes toward History as a school subject.

EKSERP

'n Steekproef bestaande uit skole wat Geskiedenis op St. 7- en 9-vlak aanbied is saamgestel. Skole van die Departemente van Onderwys en Kultuur van die Huise van Verteenwoordigers, Afgevaardigdes en Volksraad as ook die Departement van Onderwys en Opleiding is gebruik in die steekproef. Vraelyste is gestuur aan Standaard 7- en 9-leerlinge, onderwysers wat Geskiedenis onderrig, skoolhoofde, vakadviseurs/inspekteurs en dosente in Geskiedenisvakdidaktiek aan onderwyserskolleges en universiteite.

Vrae is gestel oor die volgende onderwerpe:

- * Doelstellings met geskiedenisonderrig,
- * sake wat verband hou met die sillabus soos onder andere die relatiewe posisie van Suid Afrikaanse en Algemene Geskiedenis en onderwerpe wat as belangrik beskou word vir insluiting in nuwe sillabusse,
- * aspekte rakende Geskiedenisonderrig soos kwalifikasies en opleiding van onderwysers, skoolhandboeke, onderrigmedia, evaluering,
- * houdings ten opsigte van Geskiedenis as skoolvak.

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**An empirical investigation
into the teaching of
History in the RSA**

HSRC Education Research Programme no. 19

An empirical investigation into the teaching of History in the RSA

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Human Sciences Research Council
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CHAPTER 1

GENERAL BACKGROUND OF THE INVESTIGATION

1.1 ORIENTATION

The HSRC Education Research Programme is being conducted with the aim of initiating research on relevant topics that have been awarded priority status due to their importance to education in the RSA. One such identified priority is History education in the RSA.

A work committee was formed to co-ordinate the investigation. Various departments of education, tertiary education institutions, historians and interest groups are represented on this work committee. Those aspects of the investigation that are being addressed by the work committee are the philosophy, the subject didactics and the national criteria for History teaching, an empirical investigation into the attitude toward various aspects related to the main topic and the evaluation of the subject at school level.

History as a subject can play an important role in a changing society. By teaching History, reasonableness and tolerance can be promoted between individuals and various groups of people. History in South Africa in the past has unfortunately been a dividing rather than a unifying factor in the community. In past years there have been numerous statements in the press concerning the supposedly biased way in which History is presented at school level. The work committee is of the opinion that South African society cannot afford a repetition of this.

This report concerns the empirical investigation into attitudes toward various matters related to the main topic. Questionnaires were sent to samples of various groups of people who have an active interest in History education. The following topics were covered in the questionnaires: the aims, subject content, teaching methods examination, handbooks and relevance of the syllabi.

1.2 SAMPLE

A sample of schools offering History at Standard 7 and Standard 9 level was compiled. A minimum of 15 schools from each department of education were used in the sample, namely of the Departments of Education and Culture, the Houses of Assembly, Representatives and Delegates, and the Department of Education and Training. The same number of schools was used for sampling the headmasters and the teachers. In each case different schools were used so as to prevent the possible influencing of the pupils by the teachers and headmasters. For the same reason, the teachers and the headmasters who formed part of the sample were not drawn from the same schools. The names of the subject advisors/inspectors were obtained from the various departments of education. Questionnaires directed to lecturers in History subject didactics were sent to all the teachers' training colleges and universities in South Africa.

1.3 REALIZATION

All the questionnaires received were processed. The following response rate was realized:

Standard 7 pupils	78,8 %
Standard 9 pupils	78,6 %
Teachers	80,1 %
Headmasters	78,3 %
Subject advisors	84,6%
Subject didactics lecturers	45,6 %

1.4 REPORT LAYOUT

In Chapter 2 the questionnaire sent to the teachers will be discussed. Chapter 3 will deal with the questionnaire for the lecturers at the teachers' training colleges and the universities. The two groups will be discussed separately. In Chapter 4 the headmasters' responses will be discussed. Chapter 5 will deal with the responses from the subject advisors/ inspectors, and Chapters 6 and 7 will deal with the questionnaires for the Standard 7 and Standard 9 pupils. In Chapter 8

a summary of the main findings on the attitudes towards History as a subject will be discussed.

CHAPTER 2

QUESTIONNAIRE FOR HISTORY TEACHERS

2.1 AIM OF THE QUESTIONNAIRE

This questionnaire was designed with the following in mind:

- * To investigate the practice of History teaching and to identify problems experienced in this practice
- * To determine the opinion of History teachers on matters such as teacher training, the aims and content of syllabi, the existing methods of evaluation and teaching aids
- * To determine attitudes towards History as a school subject.

2.2 GENERAL INFORMATION ON SCHOOLS

Table 2.1 gives a general view of the type of schools that form part of the sample and a general view of the areas in which they are situated.

TABLE 2.1 GENERAL INFORMATION ON SCHOOLS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Type of school								
Ordinary	14	87,50	21	100,00	16	94,12	24	77,42
Agricultural							1	3,23
Comprehensive	2	12,50			1	5,88	5	16,13
No response							1	3,23
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
b) Area in which the school is situated								
Rural	2	12,50	7	33,33	8	47,06	9	29,03
Urban	13	81,25	14	66,67	7	41,18	19	61,29
No response	1	6,25			2	11,76	3	9,68
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

2.3 BIOGRAPHICAL INFORMATION

2.3.1 Sex and age

The sex and age of the respondents are reflected in Table 2.2. In the white sample the male/female ratio was approximately equal, whereas in the samples of the other population groups the majority of the respondents were male.

TABLE 2.2 SEX AND AGE

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Sex								
Male	12	75,00	9	42,86	14	82,35	26	83,87
Female	4	25,00	12	57,14	3	17,65	5	16,13
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
b) Age								
20 - 25 years	1	6,25	1	4,76	1	5,88		
26 - 30 years	4	25,00	3	14,29	6	35,29	5	16,13
31 - 35 years	4	25,00	4	19,05	6	35,29	9	29,03
36 - 40 years	3	18,75	5	23,81	3	17,65	1	3,23
41 - 50 years	3	18,75	5	23,81	1	5,88	12	38,71
over 50 years	1	6,25	3	14,29			4	12,90
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

2.3.2 Teaching experience

Tables 2.3, 2.4 and 2.5 reflect the experience of the respondents in teaching and in History teaching in particular. It would seem that most of the teachers who took part in the investigation had more than three years experience in teaching History. More than 50 % of the white and Indian teachers had eleven or more years experience. Concerning the standards in which History is taught it would seem that among the blacks and coloureds the senior staff members completed the questionnaires, while a more even distribution of senior and junior staff members completed the questionnaires among the whites and Indians.

TABLE 2.3 TEACHING EXPERIENCE

Number of years teaching experience	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0 - 2 years	1	6,25	1	4,76	1	5,88		
3 - 5 years	5	31,25	4	19,05	2	11,76	5	16,13
6 - 10 years	6	37,50	3	14,29	6	35,29	5	16,13
11 - 15 years	1	6,25	4	19,05	7	41,18	4	12,90
16 and more	3	18,75	9	42,86	1	5,88	17	54,84
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.4 TEACHING EXPERIENCE IN HISTORY

Years experience of History teaching	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0 - 2 years	1	6,25	2	9,52	3	17,65	2	6,45
3 - 5 years	7	43,75	3	14,29	2	11,76	5	16,13
6 - 10 years	4	25,00	3	14,29	6	35,29	8	25,81
11 - 15 years	1	6,25	6	28,57	6	35,29	6	19,35
16 and more	3	18,75	7	33,33			10	32,26
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.5 SCHOOL STANDARDS IN WHICH HISTORY IS TAUGHT

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Standard 6	5	31,25	13	61,90			25	80,65
Standard 7	1	6,25	21	100,00	4	23,53	26	83,87
Standard 8	10	62,50	15	71,43	11	64,71	22	70,97
Standard 9	11	68,75	17	80,95	10	58,82	27	87,10
Standard 10	14	87,50	19	90,48	15	88,24	26	83,87

The average number of pupils per class is shown in table 2.6. Black pupils in the History classes far outnumber the other population groups.

TABLE 2.6 AVERAGE NUMBER OF PUPILS PER CLASS

Average number of pupils per class	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
<u>Standard 6</u>								
Not applicable					1	5,88		
20 - 30			7	33,33			14	45,16
30 - 40	1	6,25						
50 or more	1	6,25						
<u>Standard 7</u>								
Not applicable					1	5,88		
20 - 30			14	66,67	2	11,76	15	48,39
30 - 40	1	6,25					1	3,23
50 or more	1	6,25	1	4,76				

Average number of pupils per class	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Standard 8								
Not applicable					1	5,88		
20 or less			4	19,05	2	11,76	6	19,35
20 - 30	2	12,50	7	33,33	4	23,53	11	35,48
30 - 40	2	12,50						
50 or more	4	25,00						
Standard 9								
20 or less			5	23,81	3	17,65	15	48,39
20 - 30	2	12,50	10	47,62	6	35,29	9	29,03
30 - 40	6	37,50						
50 or more	1	6,25						
Standard 10								
20 or less			7	33,33	3	17,65	14	45,16
20 - 30	8	50,00	12	57,14	12	70,59	11	35,48
30 - 40	3	18,75						
50 or more	3	18,75						

2.4 QUALIFICATIONS AND TRAINING

2.4.1 Qualifications of the teachers

The qualifications of the teachers in the sample are reflected in Tables 2.7 and 2.8. All the respondents had a Standard 10 certificate and most of these teachers obtained a qualification in History at university level (undergraduate). A significant number of respondents (more than 25 % in the case of the whites, the coloureds and the Indians) had post-graduate qualifications in History.

TABLE 2.7 QUALIFICATIONS IN HISTORY AT UNDERGRADUATE LEVEL

Qualifications	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
History III	8	50,00	20	95,23	15	88,24	28	90,32
History II	1	6,25			1	5,88		
History I	2	12,50						
None	5	31,25	1	4,76			1	3,23
No response					1	5,88	2	6,45
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.8 POSTGRADUATE QUALIFICATIONS IN HISTORY

Postgraduate qualifications	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
B.A. Honours	1	6,25	5	23,81	4	23,53	9	29,03
M.A.			1	4,76	1	5,88		
None	15	93,75	14	66,67	11	64,71	22	70,97
No response			1	4,76	1	5,88		
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

2.4.2 Training

(a) Adequacy of training

In response to a question on what the minimum qualifications for a

History teacher ought to be, only the white respondents indicated the need for university training in teaching junior secondary pupils. The respondents in the other three population groups thought that three years training at a teachers' training college was adequate. In teaching senior secondary pupils the majority of the respondents indicated the necessity of at least three years of undergraduate training at a university, preferably combined with one year at a teachers' training college (Table 2.9).

TABLE 2.9 MINIMUM QUALIFICATION FOR TEACHERS

Qualification	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) One year training at a teachers' training college	Standard 6-7							1	3,23
	Standard 8-10								
b) Two years training at a teachers' training college	Standard 6-7	1	6,25	2	9,52			2	6,45
	Standard 8-10								
c) Three years training at a teachers' training college	Standard 6-7	6	37,50	1	4,76	8	47,06	8	25,81
	Standard 8-10	2	12,50					1	3,23
d) Four years training at a teachers' training college	Standard 6-7	1	6,25	3	14,29	3	17,65	6	19,35
	Standard 8-10	5	38,46	2	9,52	1	5,88	2	6,45
e) One year of university training	Standard 6-7			2	9,52	2	11,76	1	3,23
	Standard 8-10								
f) Two years of university training	Standard 6-7			6	28,57			1	3,23
	Standard 8-10			2	9,52	2	11,76		
g) Three years of university training	Standard 6-7					1	5,88		
	Standard 8-10			6	28,57	7	41,18	3	9,68
h) Three years of university training plus one year at a teachers' training college	Standard 6-7			1	4,76			2	6,45
	Standard 8-10	4	25,00	4	19,05	3	17,65	10	32,26

Qualification	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
i) Post graduate training	Standard 6-7							1	3,23
	Standard 8-10	1	6,25	1	4,76	2	11,76	3	9,68

Tables 2.10 and 2.11 reflect the respondents' views on the adequacy of the training. The majority of the black respondents felt the training they had received to be adequate. Among the other population groups, however, the majority were not completely satisfied with their training. The problems experienced seem mostly to be in the area of subject didactics. Although the nature of the problems was not specified, this fact could have an effect on the quality of teaching. If the teachers cannot convey the subject content effectively owing to inadequate training, this could adversely affect the pupils' attitude towards the subject.

TABLE 2.10 ADEQUACY OF TRAINING FOR HISTORY TEACHERS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes, adequate	10	62,50	8	38,10	4	23,53	12	38,71
Partly adequate	5	31,25	13	61,90	12	70,59	17	54,84
No, inadequate	1	6,25			1	5,88	1	3,23
No response							1	3,23
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.11 PROBLEM AREAS IN TRAINING

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Subject didactics	5	31,25	9	42,86	7	41,18	11	35,48
Subject content	1	6,25	1	4,76	5	29,41	6	19,35
Both			3	14,29	1	5,88	1	3,23

(b) Subject content

The respondents who indicated that they experienced problems in teaching the subject content, were asked if the shortcomings in their training were in respect of South African history, general history or both (Table 2.12). The teachers seemed mostly to experience problems with South African history.

TABLE 2.12 PROBLEM AREAS IN THE SUBJECT CONTENT

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
SA History	5	31,25	2	9,52	6	35,29	9	29,03
General History			1	4,76	1	5,88	3	9,68
Both			4	19,05	1	5,88	1	3,23

2.5 CONTINUED EDUCATION AND TRAINING

The respondents were asked to indicate the degree to which they were involved in in-service training, attending conferences and seminars and

in reading subject journals and textbooks. This information is reflected in Tables 2.13, 2.14 and 2.15. As can be gathered from these figures, roughly half of the teachers had never attended a training course since completing their studies and one-third had never attended a conference or seminar. The situation seems to be more positive regarding the reading of textbooks and articles in subject journals.

TABLE 2.13 ATTENDANCE OF IN-SERVICE TRAINING COURSES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	6	37,50	16	76,19	8	47,06	11	35,48
No	10	62,50	5	23,81	9	52,94	19	61,29
No response							1	3,23
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.14 ATTENDANCE OF CONFERENCES OR SEMINARS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	8	50,00	15	71,43	4	23,53	29	93,55
No	8	50,00	6	28,57	11	64,71	2	6,45
No response					2	11,76		
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.15 SUBJECT INVOLVEMENT THROUGH READING

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Read books on subject didactics	Yes	3	18,75	13	61,90	10	58,82	16	51,61
	No	7	43,75	7	33,33	6	35,29	6	19,35
b) Read other prescribed History books	Yes	16	100,00	19	90,48	16	94,12	29	93,55
	No			1	4,76				
c) Read subject journals in history	Yes	11	68,75	19	90,48	14	82,35	19	61,29
	No	1	6,25			3	17,65	5	16,13
d) Read publications of historical associations	Yes	6	37,50	17	80,95	8	47,06	17	54,84
	No	5	31,25	4	19,05	8	47,06	7	22,58

The respondents were asked if they were undertaking any further studies with the aim of improving their qualifications. These figures are reflected in Table 2.16. Although it is disturbing that so few of the respondents were involved in studies, one should remember that the respondents as a group were exceptionally well qualified.

TABLE 2.16 FURTHER STUDIES UNDERTAKEN

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	11	68,75	4	19,05	5	29,41	7	22,58
No	5	31,25	16	76,19	11	64,71	24	77,42
No response			1	4,76	1	5,88		
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

The teachers who indicated that they were undertaking further studies were asked if these studies included History. Table 2.17 reflects their answers. It is encouraging to note that the majority of the respondents who were engaged in further studies, included History in these studies (although marginally so in the case of some of the population groups).

TABLE 2.17 INCLUSION OF HISTORY IN FURTHER STUDIES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	10	62,50	4	19,05	3	17,65	5	16,13
No	3	18,75	2	9,52	3	17,65	4	12,90

2.6 AIMS WITH THE TEACHING OF HISTORY

The respondents were asked to give their views on the attainability of the aims for History education as described in the syllabi for Standards 6 to 10. The aims are stated and the responses of the teachers are given in Table 2.18. Not all of the respondents answered this question. It is possible that those respondents who did not answer did not find the aims realistically attainable.

TABLE 2.18 GENERAL AIMS IN THE TEACHING OF HISTORY

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Personal development of pupils	Yes	9	56,25	20	95,23	12	70,59	19	61,29
	No	1	6,25			5	29,41	5	16,13

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b) Development and understanding of a sense of citizenship	Yes	7	43,75	16	76,19	5	23,53	17	54,84
	No	3	18,75	2	9,52	10	58,82	7	22,58
c) Development of positive attitudes and values	Yes	7	43,75	17	80,95	8	47,06	19	61,29
	No	3	18,75	1	4,76	8	47,06	7	22,58
d) Appreciation of heritage of other people and cultures	Yes	8	50,00	17	80,95	7	41,18	26	83,87
	No	2	12,50	2	9,52	8	47,06	3	9,68
e) Understanding of the unique nature of individuals and events	Yes	10	62,50	18	85,71	12	70,59	19	61,29
	No					4	23,53	5	16,13
f) Understanding of History as an academic discipline	Yes	10	62,50	14	66,67	8	47,06	20	64,52
	No			4	19,05	7	41,18	3	9,68

Table 2.19 gives the respondents' views on the aim that was the most difficult to achieve. The fact that only the white teachers (respondents) experienced no difficulty in realizing the aim "to contribute to the development and understanding of a sense of citizenship" places an added obligation on the curriculum developers. The white and Indian teachers reported difficulties in helping the pupils to understand the importance of History as an academic discipline requiring certain intellectual skills. This should also be taken into account when developing a new curriculum. These problems experienced by the teachers can be seen as a confirmation that the existing curricula do not meet the needs of all the population groups.

TABLE 2.19 AIMS MOST DIFFICULT TO REALIZE

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Personal development of pupils	3	18,75	1	4,76	1	5,88	3	9,68
b) Development and understanding of a sense of citizenship	7	43,75	2	9,52	10	58,82	11	35,48
c) Development of positive attitudes and values	2	12,50	2	9,52	1	5,88	1	3,23
d) Appreciation of the heritage of other people and cultures	1	6,25	2	9,52	1	5,88	3	9,68
e) Understanding of the unique nature of individuals and events			1	4,76	1	5,88		
f) Understanding of History as an academic discipline	3	18,75	12	57,14	2	11,76	12	38,71
No response			1	4,76	1	5,88	1	3,23
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

In answer to the question on the reasons for not being able to realise the aims, the following reasons were mentioned:

Aim.....Reasons.....

To contribute to the personal development of the pupils

- pupils reach maturity only in Standard 10
- presentation too factual
- not job related
- irrelevant

To contribute to the development and understanding of a sense of citizenship

- the political situation in the RSA
- black pupils are not (equal) citizens
- confusion due to the different citizenships in South Africa

- cannot discuss politics in class
- white-centric syllabus
- apartheid excludes a uniform citizenship
- pupils do not read widely
- values such as loyalty and appreciation are difficult to instil

To contribute to the development of positive attitudes and values

- disharmonious teacher-parent relations
- teachers are not objective
- too much emphasis on materialistic instead of on spiritual values
- conservative textbooks cannot convey balanced values
- subject content does not create positive attitudes

To contribute to an appreciation of the heritage of other peoples and cultures

- understanding does not bring about appreciation
- lack of interest
- syllabus too factual
- didactics make no provision for this
- textbooks are biased
- too little contact between the pupils of different population groups

To contribute to the understanding of the unique nature of individuals and events

- egoism
- white-centric approach to History

To contribute to the understanding of History as an academic discipline, intellectual skills and perspectives are involved

- too advanced
- lack of interest in History
- less intelligent pupils choose History
- emphasis on good results, too little time
- pupils not mature enough
- uninteresting Standard 6 syllabus
- too factual an approach
- History neglected in Standards 6 and 7

- lack of source material
- not a realistic aim for school level

TABLE 2.20 GUIDANCE IN THE ATTAINMENT OF TEACHING AIMS

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Inspectors/ super- intendents/ subject advisors	Highly satisfactory	2	12,50	4	19,05	2	11,76	6	19,35
	Fairly satisfactory	6	37,50	8	38,10	13	76,47	15	48,39
	Less satisfactory	3	18,75	5	23,81	2	11,76	6	19,35
	Un- satisfactory	4	25,00	3	14,29			4	12,90
Principals	Highly satisfactory	2	12,50	3	14,29	3	17,65	2	6,45
	Fairly satisfactory	6	37,50	8	38,10	6	35,29	17	54,84
	Less satisfactory	5	31,25	4	19,05	5	29,41	6	19,35
	Un- satisfactory	1	6,25	4	19,05	2	11,76	6	19,35
Heads of departments	Highly satisfactory	4	25,00	4	19,05	3	17,65	8	25,81
	Fairly satisfactory	7	43,75	7	33,33	7	41,18	10	32,26
	Less satisfactory	1	6,25	2	9,52	1	5,88	2	6,45
	Un- satisfactory	1	6,25	3	14,29	3	17,65	1	3,23
Senior History teachers	Highly satisfactory	3	18,75	4	19,05	2	11,76	8	25,81
	Fairly satisfactory	8	50,00	7	33,33	8	47,06	9	29,03
	Less satisfactory			2	9,52	1	5,88	1	3,23
	Un- satisfactory	1	6,25	3	14,29	3	17,65	1	3,23

TABLE 2.21 GUIDANCE IN THE TEACHING OF HISTORY

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Subject policy/guidelines for History teaching in secondary schools	To a large extent	7	43,75	9	42,86	4	23,53	12	38,71
	To a reasonable extent	7	43,75	4	19,05	11	64,71	12	38,71
	To a lesser extent	1	6,25	7	33,33	2	11,76	2	6,45
	Not at all							1	3,23
b) Schemes of work for History	To a large extent	5	31,25	10	47,62	6	35,29	16	51,61
	To a reasonable extent	8	50,00	6	28,57	7	41,18	13	41,94
	To a lesser extent	1	6,25	3	14,29	3	17,65	1	3,23
	Not at all			1	4,76	1	5,88		
c) Subject meetings guided by the head of the History department	To a large extent	8	50,00	9	42,86	6	35,29	12	38,71
	To a reasonable extent	6	37,50	5	23,81	7	41,18	8	25,81
	To a lesser extent	1	6,25	3	14,29	1	5,88	6	19,35
	Not at all			2	9,52	2	11,76		
d) Relevant articles in subject-field, magazines and journals	To a large extent	7	43,75	8	38,10	2	11,76	7	22,58
	To a reasonable extent	6	37,50	8	38,10	9	52,94	14	45,16
	To a lesser extent	1	6,25	5	23,80	4	23,53	9	29,03
	Not at all					2	11,76	1	3,23
e) Attending conferences and seminars on History education	To a large extent	8	50,00	6	28,57	2	11,76	11	35,48
	To a reasonable extent	5	31,25	10	47,62	3	17,65	14	45,16
	To a lesser extent	1	6,25	5	23,81	6	35,29	5	16,13
	Not at all					3	17,65	1	3,23

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
f) In-service training and orientation presented by department of education	To a large extent	6	37,50	8	38,10	1	5,88	11	35,48
	To a reasonable extent	5	31,25	7	33,33	4	23,53	10	32,26
	To a lesser extent	4	25,00	4	19,05	3	17,65	6	19,35
	Not at all	1	6,25			6	35,29	2	6,45
g) The syllabi for History	To a large extent	9	56,25	7	33,33	4	23,53	13	41,94
	To a reasonable extent	6	37,50	9	42,86	7	41,18	14	45,16
	To a lesser extent			5	23,81	6	35,29	3	9,68
	Not at all								

Table 2.20 indicates the measure in which guidance is available to teachers in the teaching situation in their attempts to realize the aims, and Table 2.21 reflects the situation regarding History teaching.

These results indicate that the teachers mostly have to rely on their heads of departments and the senior History teachers for guidance. They all seem to benefit from utilizing the available sources. It seems, however, that the coloured respondents did not make full use of or were not satisfied with, the help offered through conferences and in-service training courses.

2.7 SYLLABUS CONTENT

2.7.1 Ratio between general history and South African history

Tables 2.22 and 2.23 reflect the views of the respondents on what the ratio between general history and South African history should be. Some of the respondents apparently felt that the ratio should change in

the senior standards. The black, white and coloured respondents were slightly more in favour of greater emphasis on South African History. The Indian respondents felt that the ratio should stay the same.

TABLE 2.22 RATIO: GENERAL AND SOUTH AFRICAN HISTORY - STDS 6 AND 7

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
*GEN 30 % - SA 70 %	1	6,25					2	6,45
GEN 40 % - SA 60 %	2	12,50	6	28,57	4	23,53	3	9,68
GEN 50 % - SA 50 %	10	62,50	8	38,10	9	52,94	9	29,03
GEN 60 % - SA 40 %	3	18,75	5	23,81	3	17,65	12	38,71
GEN 70 % - SA 30 %			2	9,52	1	5,88	5	16,13
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

* GEN = General history SA = South African history

TABLE 2.23 RATIO: GENERAL AND SOUTH AFRICAN HISTORY - STDS 8 TO 10

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
*GEN 30 % - SA 70 %	1	6,25			2	11,76		
GEN 40 % - SA 60 %	6	37,50	3	14,29	6	35,29	3	9,68
GEN 50 % - SA 50 %	6	37,50	11	52,38	4	23,53	10	32,26
GEN 60 % - SA 40 %	3	18,75	4	19,05	3	17,65	12	38,71
GEN 70 % - SA 30 %			2	9,52	2	11,76	6	19,35
No response			1	4,76				
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

* GEN = General history SA = South African history

2.7.2 Themes to be further elaborated or reduced in the new syllabi

When asked to indicate which of the stated themes taken from the present syllabi should be further elaborated, reduced or altogether excluded, the emphasis seemed to be on events related to the present day situation. According to Table 2.24 the History of Africa, ideologies, the History of the black man in South Africa, contemporary History, the trade unions, the liberation movements, "apartheid" and capitalism seemed to be favoured by most for further elaboration.

The precolonial History of South Africa and an introduction to Archaeology seemed to be the least popular with most of the respondents with the exception of 56 % of the black respondents who felt that the precolonial History of South Africa should be expanded. Of this group of respondents 56 % also felt that an introduction to archaeology should remain in the syllabus but should be reduced.

TABLE 2.24 TOPICS IN THE SYLLABI

Topics	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) The History of Africa	Included but elaborated	11	68,75	11	52,38	12	70,59	21	67,74
	Included but reduced	3	18,75	9	42,86	4	23,53	7	22,58
	Excluded			1	4,76	1	5,88	3	9,68
b) Cultural history	Included but elaborated	4	25,00	4	19,05	1	5,88	11	35,48
	Included but reduced	10	62,50	8	38,10	12	70,59	15	48,39
	Excluded	2	12,50	9	42,86	4	23,53	5	16,13
c) Ideologies	Included but elaborated	13	81,25	15	71,43	10	58,82	25	80,65
	Included but reduced	3	18,75	6	28,57	7	41,18	6	19,35

Topics	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
d) The history of the black man in SA	Included but elaborated	15	93,75	12	57,14	16	94,12	23	74,19
	Included but reduced	1	6,25	9	42,86			7	22,58
	Excluded					1	5,88	1	3,23
e) Problems of multi-cultural societies in overseas countries	Included but elaborated	7	43,75	4	19,05	7	41,18	14	45,16
	Included but reduced	8	50,00	15	71,43	10	58,82	10	32,26
	Excluded	1	6,25	2	9,52			6	19,35
f) "Apartheid"	Included but elaborated	10	62,50	4	19,05	12	70,59	20	64,52
	Included but reduced	4	25,00	16	76,19	2	11,76	6	19,35
	Excluded	1	6,25	1	4,76	3	17,65	5	16,13
g) History of liberation movements in South Africa	Included but elaborated	16	100,00	9	42,86	16	94,12	27	87,10
	Included but reduced			11	52,38			4	12,90
	Excluded			1	4,76	1	5,88		
h) Contemporary history	Included but elaborated	14	87,50	19	90,48	14	82,35	24	77,42
	Included but reduced	2	12,50	2	9,52	1	5,88	6	19,35
	Excluded					2	11,76	1	3,23
i) Precolonial history of SA	Included but elaborated	9	56,25	3	14,29	2	11,76	6	19,35
	Included but reduced	6	37,50	7	33,33	11	64,71	13	41,94
	Excluded	1	6,25	11	52,38	3	17,65	12	38,71
j) An introduction to archeology	Included but elaborated	4	25,00	1	4,76	2	11,76	4	12,90
	Included but reduced	9	56,25	6	28,57	7	41,18	11	35,49
	Excluded	3	18,75	14	66,67	8	47,06	15	48,39

Topics	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
k) Dispossession of land	Included but elaborated	11	68,75	1	4,76	9	52,94	11	35,48
	Included but reduced	4	25,00	12	57,14	6	35,29	14	45,16
	Excluded	1	6,25	8	38,10	2	11,76	6	19,35
l) Capitalism and class struggles	Included but elaborated	13	81,25	4	19,05	6	35,29	16	51,61
	Included but reduced	2	12,50	15	71,43	11	64,71	14	45,16
	Excluded	1	6,25	2	9,52			1	3,23
m) Trade unions	Included but elaborated	12	75,00	6	28,57	10	58,82	18	58,06
	Included but reduced	4	25,00	12	57,14	7	41,18	12	38,71
	Excluded			3	14,29			1	3,23
Other	Included but elaborated	9	56,25	7	33,33	7	41,18	16	51,61
	Included but reduced	2	12,50	3	14,29	5	29,41	7	22,58
	Excluded							1	3,23

2.7.3 Respondents' views on History as a school subject

The respondents were asked to give their opinions on statements depicting the value of History as a school subject, the quality of History textbooks and the role that the History teacher plays or can play in influencing the pupils. These opinions are reflected in Table 2.25. The black respondents felt that History could be used to prepare the pupils for a multicultural society but that one's own society's

values should always be taken into account. They also felt that the teacher's philosophy of life would invariably affect his presentation of the subject. The respondents from the other population groups did not share these views as strongly. The respondents from the coloured group did not feel as strongly as did the others that History should assist pupils to gain a better understanding of the world in which they live.

There were mixed feelings on the quality of the History textbooks in use at present. While all were in agreement that teachers should use more than one textbook, not all were in agreement that those in use presented an unbiased view of historical events. All but the whites felt that the textbooks were Eurocentric and that they did not promote an appreciation of one's own culture. On the statement that a good textbook should be exclusively examination oriented, there were mixed feelings with about 50 % of all the respondents disagreeing with this statement. Only the black teachers were inclined to agree to textbooks in a narrative form. The respondents were reasonably in agreement that the textbooks did not provide enough stimulus material, except for the Indian teachers who had rather mixed feelings on the subject. There seemed to be mixed reactions on the presentation of History according to the different perspectives of all the peoples in South Africa, but it would seem that the majority felt that due attention was not given to the different perspectives, that the pupils would find History interesting if it could be presented according to the different perspectives (the white respondents were unsure) and that Christian National Education was used by some as the motivation for a rather one-sided interpretation. There was no agreement on whether the pupils were mature enough for this type of education and whether the teachers were adequately trained. It would seem that the respondents were slightly more inclined toward favouring the presentation of History according to regional events.

On questions concerning evaluation, the white respondents were strongly in favour of the development of skills such as logic and reasoning, as they did not feel that the Standard 10 examination merely required knowledge of facts and no insight. The other respondents were not as sure of their views on these matters.

TABLE 2.25 VIEWS ON HISTORY AS A SCHOOL SUBJECT

Opinions on teaching and the syllabi	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) System of values of the society	Fully agree	13	81,25	7	33,33	9	52,94	16	51,61
	Agree to a reasonable extent	2	12,50	6	28,57 30,00	5	29,41	11	35,48
	Agree to a lesser extent			3	14,29	2	11,76	1	3,23
	Do not agree at all	1	6,25	4	19,05	1	5,88	2	6,45
b) Prepare pupils for life and work in a multi-cultural society	Fully agree	13	81,25	11	52,38	8	47,06	16	51,61
	Agree to a reasonable extent	1	6,25	8	38,10	1	5,88	10	32,26
	Agree to a lesser extent	2	12,50	2	9,52	7	41,18	1	3,23
	Do not agree at all					1	5,88	4	12,90
c) Better understanding of the world in which they live	Fully agree	15	93,75	19	90,48	9	52,94	29	93,55
	Agree to a reasonable extent	1	6,25	2	9,52	4	23,53	2	6,45
	Agree to a lesser extent					3	17,65		
	Do not agree at all					1	5,88		
d) The use of more than one text-book	Fully agree	16	100,00	16	76,19	16	94,12	30	96,77
	Agree to a reasonable extent			3	14,29	1	5,88	1	3,23
	Agree to a lesser extent			2	9,52				

Opinions on teaching and the syllabi	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
e) The teacher's philosophy of life will influence the way in which he presents the subject content	Fully agree	11	68,75	5	23,81	4	23,53	11	35,48
	Agree to a reasonable extent	5	31,25	8	38,10	5	29,41	14	45,16
	Agree to a lesser extent			4	19,05	2	11,76	5	16,13
	Do not agree at all			4	19,05	6	35,29	1	3,23
f) Be made aware of the diverse perspectives	Fully agree	14	87,50	19	90,48	16	94,12	29	93,55
	Agree to a reasonable extent	2	12,50	2	9,52	1	5,88	2	6,45
g) History textbooks are Eurocentric	Fully agree	11	68,75	6	28,57	9	52,94	20	64,52
	Agree to a reasonable extent	4	25,00	8	38,10	6	35,29	8	25,81
	Agree to a lesser extent			5	23,81	1	5,88	1	3,23
	Do not agree at all	1	6,25	2	9,52	1	5,88	2	6,45
h) Christian National Education as a one-sided interpretation of events	Fully agree	10	62,50	9	45,00	14	82,35	25	80,65
	Agree to a reasonable extent	5	31,25	7	35,00	3	17,65	3	9,68
	Agree to a lesser extent	1	6,25	4	20,00			2	6,45
	Do not agree at all							1	3,23
i) Development of History skills such as logic and reasoning unnecessary	Fully agree	5	31,25					6	19,35
	Agree to a reasonable extent	3	18,75	1	4,76	2	12,50	6	19,35
	Agree to a lesser extent			3	14,29	5	31,25	3	9,68
	Do not agree at all	8	50,00	17	80,29	9	56,25	15	48,39

Opinions on teaching and the syllabi	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
j) Perspectives of all groups regarding historical events	Fully agree	4	25,00	1	4,76	2	11,76	6	19,35
	Agree to a reasonable extent	1	6,25	3	14,29			2	6,45
	Agree to a lesser extent	3	18,75	7	33,33	3	17,65	7	22,58
	Do not agree at all	8	50,00	10	47,62	12	70,59	16	51,61
k) Average high school pupil is not adequately mature	Fully agree	2	12,50	2	9,52	1	5,88	4	12,90
	Agree to a reasonable extent	6	37,50	8	38,10	3	17,65	5	16,13
	Agree to a lesser extent	4	25,00	6	28,57	4	23,53	10	32,26
	Do not agree at all	4	25,00	5	23,81	9	52,94	12	38,71
l) History teachers are not adequately trained to present History	Fully agree	6	37,50	4	19,05	2	11,76	7	22,58
	Agree to a reasonable extent	5	31,25	12	57,14	4	23,53	14	45,16
	Agree to a lesser extent	4	25,00	3	14,29	4	23,53	6	19,35
	Do not agree at all	1	6,25	2	9,52	7	41,18	4	12,90
m) Textbooks are exclusively examination-oriented	Fully agree			5	23,81	2	11,76	3	9,68
	Agree to a reasonable extent	2	12,50	1	4,76	5	29,41	9	29,03
	Agree to a lesser extent	4	25,00	2	9,52	3	17,65	5	16,13
	Do not agree at all	10	62,50	13	61,90	7	41,18	13	41,94
n) The perspectives of the different groups of peoples in SA are interesting	Fully agree	10	62,50	6	28,57	11	64,71	15	48,39
	Agree to a reasonable extent	5	31,25	13	61,90	5	29,41	11	35,48
	Agree to a lesser extent			2	9,52	1	5,88	4	12,90
	Do not agree at all	1	6,25					1	3,23

Opinions on teaching and the syllabi	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
q) Std 10 examination requires knowledge of historical facts and almost no insight	Fully agree	3	18,75	3	14,29	4	23,53	2	6,45
	Agree to a reasonable extent	3	18,75	1	4,76	5	29,41	10	32,26
	Agree to a lesser extent	2	12,50	2	9,52	3	17,65	9	29,03
	Do not agree at all	8	50,00	15	71,43	5	29,41	10	32,26
r) Textbooks do not promote an appreciation of own culture	Fully agree	7	43,75	5	23,81	9	52,94	16	51,61
	Agree to a reasonable extent	6	37,50	3	14,29	5	29,41	8	25,81
	Agree to a lesser extent	2	12,50	6	28,57	2	11,76	5	16,13
	Do not agree at all			6	28,57	1	5,88	2	6,45
s) Textbooks do not provide enough stimulus material	Fully agree	10	62,50	11	52,38	11	64,71	7	22,58
	Agree to a reasonable extent	5	31,25	6	28,57	4	23,53	10	32,26
	Agree to a lesser extent	1	6,25	4	19,05	1	5,88	11	35,48
	Do not agree at all					1	5,88	3	9,68
o) Historical events of the different local regions in SA	Fully agree	4	25,00	4	19,05	3	17,65	10	33,33
	Agree to a reasonable extent	7	43,75	3	14,29	6	35,29	10	33,33
	Agree to a lesser extent	5	31,25	11	52,38	7	41,18	8	26,67
	Do not agree at all			3	14,29	1	5,88	2	6,67
p) Textbooks present History in a narrative manner	Fully agree	7	43,75	3	14,29	4	23,53	3	9,68
	Agree to a reasonable extent	5	31,25	6	28,57	2	11,76	4	12,90
	Agree to a lesser extent	3	18,75	9	42,86	9	52,94	5	16,13
	Do not agree at all	1	6,25	3	14,29	2	11,76	19	61,29

2.8 MEDIA AND FACILITIES IN EDUCATION

2.8.1 Textbooks used by the teachers

The following textbooks are used by the teachers in their teaching practice:

		Black	White	Coloured	Indian
<u>Standard 6.....</u>					
Active History	Van Rensburg	3			
History alive	Nisbet, Smith		3	1	16
Geskiedenis vir st. 6	Joubert		3	1	
Tydkringe	Lintveld			5	
Timelines	Lintveld		2	1	2
History for today	Graves		1	1	2
Geskiedenis vir vandag	Graves		2	2	
Legacy of the past	Boyce				6
New History	Lamprechts				4

<u>Standard 7.....</u>					
Timelines	Lintveld		3	1	2
Tydkringe	Lintveld			12	
History alive	Kallaway		3	1	8
History for today	Graves		5		2
Geskiedenis vir vandag	Graves		2	3	
Geskiedenis vir st. 7	Joubert		7	1	
History 2000	Pillay				9
History alive	Hall				6

<u>Standard 8.....</u>					
Active History	Van Rensburg	5			
History to the point	Oosthuizen	3			
Tydkringe	Lintveld		2	7	
Timelines	Lintveld		3	2	5
History alive	Kallaway	1	2		5
History for today	Graves		2	1	17

		Black	White	Coloured	Indian
<u>Standard 8.....</u>					
Geskiedenis vir vandag	Graves			3	
Geskiedenis vir st. 8	Joubert		6	2	
Geskiedenis vir SA skole	Dreyer		4		
Legacy of the past	Boyce				8

<u>Standard 9.....</u>					
New History to the point	Malan	4			
History in action	Engelbrecht	4	1		
Tydkringe	Lintveld		3	8	
Timelines	Lintveld		4	2	2
History alive	Kallaway	1	4		14
History for today	Graves		5		13
Geskiedenis vir vandag	Graves			1	
Geskiedenis vir st. 9	Joubert			4	
Geskiedenis vir st. 9	Lambrechts			5	
Europe and South Africa	Boyce				12

<u>Standard 10.....</u>					
History Std 10	Joubert	7	1		
Geskiedenis Std 10	Joubert		8	3	
Europe and South Africa	Boyce	2			14
Active History	van Rensburg	4	1		
New History to the point	Malan	5			
History in action	Grobler	5	1		
Tydkringe	Lintveld		7	13	
Timelines	Lintveld		8	2	8
History alive	Kallaway		3	2	24
Geskiedenis Std 10	Lamprechts		3	6	
History Std 10	Lamprechts				5

It is notable that the black respondents did not use textbooks to the same extent as did their colleagues. Only those textbooks that were used most frequently were mentioned in their lists. Three black

respondents indicated that they used a textbook for the preparation of their lessons for Std 7. These were apparently unknown to the other teachers, as no one else listed these books.

When asked to what extent they used these textbooks in their presentation in the classrooms, the black, coloured and Indian respondents indicated that they used textbooks to a reasonable extent. The white respondents apparently used textbooks less frequently (Table 2.26).

TABLE 2.26 USE OF TEXTBOOKS IN THE CLASSROOM

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Exclusively use the textbooks	1	6,25	4	19,05	3	17,65		
b) Use the textbook to a reasonable extent	11	68,75	5	23,81	8	47,06	20	64,52
c) Use the textbook to a lesser extent	2	12,50	12	57,14	4	23,53	9	29,03
d) Never use the textbook	2	12,50			2	11,76	2	6,45
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

Table 2.27 reflects the extent to which the teachers felt they had a say in the choice of textbooks. It would seem that the black teachers did not have the same degree of freedom in their choice. The black and Indian respondents also did not have as much opportunity to view the textbooks beforehand (Table 2.29).

TABLE 2.27 CHOICE OF TEXTBOOKS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	7	43,75	17	80,95	11	64,71	19	61,29
No	9	56,25	4	19,05	6	35,29	12	38,71
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.28 PREVIEW OF TEXTBOOKS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	6	37,50	17	80,95	11	64,71	12	38,71
No	3	18,75			1	5,88	9	29,03
No response	7	43,75	4	19,05	5	29,41	10	32,26
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

All the respondents indicated that they found it necessary to use more than one textbook when preparing for a lesson. The main reasons for this can be found in Table 2.29. It seems that a clearer explanation and the acquisition of a multiperspective view on certain events were the most important reasons.

TABLE 2.29 REASONS FOR USING MORE THAN ONE TEXTBOOK

Reasons	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Topics/themes are more clearly explained	6	37,50	4	19,05	8	47,06	7	22,58
b) Contents are better suited to the needs of pupils	1	6,25	1	4,76	1	5,88	4	12,90
c) Textbook is more objective	1	6,25	2	9,52	3	17,65	2	6,45
d) A more multiperspective view is offered	7	43,75	8	38,10	2	11,71	12	38,71
e) Provide a wide variety of stimulus material	1	6,25	4	19,05	1	5,88	1	3,23
f) Critical skills are better promoted					1	5,88	1	3,23
No response			2	9,52	1	5,88	4	12,90
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

2.8.2 Teaching aids

Table 2.30 gives an overview of the teaching aids available and the frequency with which these were used by the teachers. The blackboard, overhead projector and posters seemed to be the most commonly used.

TABLE 2.30 THE USE OF TEACHING AIDS

Teaching aids	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Blackboard	Regularly	16	100,00	15	71,43	16	94,12	30	96,77
	Periodically			3	14,29	1	5,88		
	Seldom			3	14,29			1	3,23
b) Overhead projector	Not available	4	25,00						
	Regularly			16	76,19	7	41,18	18	58,06
	Periodically	3	18,75	2	9,52	9	52,94	13	41,94
	Seldom	6	37,50	2	9,52	1	5,88		
	Never	3	18,75	1	4,76				
c) Tape recorder	Not available	11	68,75			2	11,76		
	Regularly	1	6,25	2	9,52			1	3,23
	Periodically			12	57,14	4	23,53	9	29,03
	Seldom	2	12,50	4	19,05	5	29,41	20	64,52
	Never	2	12,50	2	9,52	6	35,29	1	3,23
d) Slide projector	Not available	11	68,75			3	17,65		
	Periodically			13	61,90	4	23,53	11	35,48
	Seldom	2	12,50	6	28,57	5	29,41	16	51,16
	Never	3	18,75	2	9,52	5	29,41	4	12,90
e) Pictures/ Wall posters	Not available	1	6,25						
	Regularly	5	31,25	17	80,95	10	58,82	13	41,94
	Periodically	5	31,25	2	9,52	6	35,29	15	48,39
	Seldom	5	31,25	1	4,76	1	5,88	3	9,68
f) Wall maps	Not available	5	31,25						
	Regularly	5	31,25	20	95,24	12	70,59	19	61,29
	Periodically	4	25,00			4	23,53	9	29,03
	Seldom	2	12,50	1	4,76	1	5,88	2	6,45
	Never							1	3,23

Teaching aids	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Display cabinets	Not available	9	56,25	6	28,57	7	41,18	3	9,68
	Regularly			4	19,05			4	12,90
	Periodically			3	14,29			5	16,13
	Seldom			5	23,81	2	11,76	6	19,35
	Never	6	37,50	3	14,29	7	41,18	12	38,71
h) Pin boards	Not available	6	37,50	2	9,52	4	23,53	2	6,45
	Regularly	4	25,00	8	38,10	6	35,29	7	22,58
	Periodically			5	23,81	4	23,53	6	19,35
	Seldom	4	25,00	4	19,05			10	32,26
	Never	2	12,50	2	9,52	3	17,65	5	16,13
i) Video recorder	Not available	6	37,50			1	5,88		
	Regularly	1	6,25	4	19,05	1	5,88	3	9,68
	Periodically	1	6,25	13	61,90	7	41,18	24	77,42
	Seldom	3	18,75	2	9,52	4	23,53	3	9,68
	Never	4	25,00	2	9,52	4	23,53	1	3,23
j) Historical documents	Not available	2	12,50	1	4,76	3	17,65		
	Regularly	5	31,25	14	66,67	1	5,88	20	64,52
	Periodically	2	12,50	4	19,05	5	29,41	8	25,81
	Seldom	6	37,50	2	9,52	1	5,88	3	9,68
	Never	1	6,25			7	41,18		
k) Other	Regularly			1	4,76			3	9,68
	Periodically	1	6,25	2	9,52	1	5,88	2	6,45
	Never					1	5,88		
Other educational media	Models	1	6,25	2	9,52			1	3,23
	Outings/Excursions			1	4,76			1	3,23
	Games							1	3,23
	Sound effects							1	3,23
	16 mm projector					1	5,88		
	Sunday Times (perspective)	1	6,25						

2.9 EVALUATION AND EXAMINATION

The respondents were asked to give their views on various statements about the evaluation and examination of History. These views are shown in Table 2.31. The only matter on which the respondents seemed to have fully agreed on was the fact that marking schedules should be more flexible. Most of the respondents agreed with the statement that evaluation skills should receive more attention, except for the coloured respondents who did not agree fully with this statement. On the statement that class assignments which were carried out independently should contribute more significantly to the year marks and that a greater variety of questions should be used, the white respondents were not as sure as the other groups were. There was a conflict of opinions on all the other statements.

TABLE 2.31 VIEWS ON STATEMENTS ON EVALUATION AND EXAMINATION

Views on statements	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Choice of subjects for essay type questions in Std 10 is wide enough	Fully agree	5	31,25	8	38,10	6	35,29	20	64,52
	Agree to a reasonable extent	5	31,25	11	52,38	9	52,94	11	35,48
	Agree to a lesser extent	6	37,50	2	9,52				
	Completely disagree					1	5,88		
b) Attaining high marks in History is more difficult	Fully agree	4	25,00	8	38,10	1	5,88	3	9,68
	Agree to a reasonable extent	4	25,00	8	38,10	3	17,65	11	35,48
	Agree to a lesser extent	5	31,25	2	9,52	8	47,06	9	29,03
	Completely disagree	3	18,75	3	14,29	5	29,41	8	25,81

Views on statements	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
c) A high premium placed on memorizing prepared questions	Fully agree	2	12,50	6	28,57	2	11,76	4	12,90
	Agree to a reasonable extent	4	25,00	6	28,57	6	35,29	17	54,84
	Agree to a lesser extent	4	25,00	2	9,52	7	41,18	7	22,58
	Completely disagree	6	37,50	6	28,57	2	11,76	3	9,68
d) Too large a volume of work for examination	Fully agree	6	37,50	10	47,62	1	5,88	15	48,39
	Agree to a reasonable extent	3	18,75	6	28,57	7	41,18	10	32,26
	Agree to a lesser extent	5	31,25	3	14,29	6	35,29	4	12,90
	Completely disagree	2	12,50	2	9,52	2	11,76	2	6,45
e) Teachers not equipped to evaluate pupils' ability to interpret	Fully agree	3	18,75	1	4,76				
	Agree to a reasonable extent	6	37,50	7	33,33	2	11,76	13	41,94
	Agree to a lesser extent	3	18,75	6	28,57	11	64,71	8	25,81
	Completely disagree	4	25,00	7	33,33	4	23,53	10	32,26
f) Schedules for marking should be flexible and leave room for initiative, independence and insight in formulating answers	Fully agree	14	87,50	17	80,95	16	94,12	29	93,55
	Agree to a reasonable extent	2	12,50	3	14,29	1	5,88	2	6,45
	Agree to a lesser extent			1	4,76				
	Completely disagree								

Views on statements	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Evaluation skills should receive more attention during in-service training	Fully agree	13	81,25	16	76,19	6	35,29	22	70,97
	Agree to a reasonable extent	1	6,25	5	23,81	7	41,18	8	25,81
	Agree to a lesser extent	2	12,50			2	11,76		
	Completely disagree					1	5,88		
h) Class assignments should contribute more to students' year marks	Fully agree	12	75,00	5	23,81	9	52,94	21	67,74
	Agree to a reasonable extent	4	25,00	6	28,57	8	47,06	9	29,03
	Agree to a lesser extent			7	33,33			1	3,23
	Completely disagree			3	14,29				
i) Less work should be prescribed for the Std 10 examination	Fully agree	3	18,75	9	42,86	6	35,29	15	48,39
	Agree to a reasonable extent	3	18,75	5	23,81	6	35,29	12	38,71
	Agree to a lesser extent	4	25,00	1	4,76	1	5,88	3	9,68
	Completely disagree	5	31,25	6	28,57	3	17,65	1	3,23
j) Use of a greater variety of questions	Fully agree	14	87,50	11	52,38	11	64,71	26	83,87
	Agree to a reasonable extent	1	6,25	7	33,33	4	23,53	3	9,68
	Agree to a lesser extent	1	6,25	1	4,76	2	11,76	1	3,23
	Completely disagree			2	9,52			1	3,23

Views on statements	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
k) Positive correlation of marks in internal tests and examination	Fully agree	5	31,25	6	28,57	2	11,76	4	12,90
	Agree to a reasonable extent	4	25,00	7	33,33	7	41,18	18	58,06
	Agree to a lesser extent	5	31,25	7	33,33	6	35,29	7	22,58
	Completely disagree	1	6,25			2	11,76	2	6,45
l) External examination at Std 10 level affects preparation for other tests and examination negatively	Fully agree	1	6,25	3	14,29	1	5,88	3	9,68
	Agree to a reasonable extent	2	12,50	3	14,29	4	23,53	9	29,03
	Agree to a lesser extent	7	43,75	6	28,57	7	41,18	10	32,26
	Completely disagree	6	37,50	8	38,10	5	29,41	9	29,03
m) More emphasis should be placed on the analysis and interpretation of documents	Fully agree	6	37,50	7	33,33	5	29,41	14	45,16
	Agree to a reasonable extent	5	31,25	5	23,81	2	11,76	11	35,48
	Agree to a lesser extent	3	18,75	7	33,33	9	52,94	5	16,13
	Completely disagree	2	12,50	2	9,52	1	5,88		
n) Std 10 examination is a reliable way of measuring pupils' insight into History	Fully agree	4	25,00	5	23,81	1	5,88	1	3,23
	Agree to a reasonable extent	7	43,75	6	28,57	4	23,53	13	41,94
	Agree to a lesser extent	4	25,00	6	28,57	8	47,06	12	38,71
	Completely disagree	1	6,25	4	19,05	4	23,53	5	16,13

When asked to comment on the examination and evaluation it became clear that there were many ideas and opinions.

2.10 ATTITUDES WITH REGARD TO HISTORY

The respondents were asked why in their opinion the pupils chose History as a subject in the senior standards. The black respondents felt that the pupils wanted to become politically literate, the white respondents believed their pupils to be genuinely interested, the coloured respondents pointed out that there were not that many choices available and the Indian respondents felt that the pupils were genuinely interested and that the teacher they had had in Standard 7 capitalized on this interest.

TABLE 2.32 REASONS FOR CHOOSING HISTORY IN THE SENIOR STANDARDS

Reasons for choosing History	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Mastered by rote learning, little insight required			2	9,52	2	11,76	1	3,23
b) Few optional subjects offered	4	25,00			8	47,06		
c) Pupils are genuinely interested	1	6,25	9	42,86	5	29,41	8	25,81
d) Provide them with political literacy	6	37,50			1	5,88	2	6,45
e) Influenced by their parents								
f) Teacher very popular with pupils	1	6,25	2	9,52			1	3,23
g) Std 7 teacher encourages them to continue			3	14,29			10	32,26
h) Suitable for less gifted pupils	4	25,00	3	14,29	1	5,88	7	22,58

Reasons for choosing History	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
i) Other reasons								
Some see it as an easy alternative			1	4,76				
History is the alternative to Geography in subject packages offered at most schools							1	3,23
History falls in that course category							1	3,23

The respondents were divided on the relevance of History as a subject to the world in which the pupils lived. Of the black respondents 66 % felt that it brought about a better understanding of the values and ideals of the other groups in the RSA and that it developed the pupils' ability to reason. Fifty seven per cent of the white respondents thought that the subject might convince the pupils that their own history formed part of the overall South-African History. The coloured respondents could see the relevance of the subject to the world in which their pupils lived, but 74 % of the Indian respondents felt that History helped the pupils to understand current political matters, to evaluate situations critically and to develop their reasoning ability.

TABLE 2.33 RELEVANCE OF HISTORY FOR THE PUPILS

Relevance	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Teaches pupils to memorize	Absolutely relevant	1	6,25	5	23,81				
	Reasonably relevant	8	50,00	5	23,81	9	52,94	11	35,48
	Somewhat relevant	2	12,50	7	33,33	7	41,18	12	38,71
	Irrelevant	4	25,00	4	19,05	1	5,88	6	19,35
b) Better understanding of political matters	Absolutely relevant	8	50,00	8	38,10	4	23,53	23	74,19
	Reasonably relevant	6	37,50	10	47,62	8	47,06	8	25,81
	Somewhat relevant	1	6,25	3	14,29	4	23,53		
	Irrelevant						5,88		
c) Critical evaluation of situations learned	Absolutely relevant	10	62,50	10	47,62	4	23,53	23	74,19
	Reasonably relevant	5	31,25	10	47,62	6	35,29	7	22,58
	Somewhat relevant	1	6,25	1	4,76	4	23,53	1	3,23
	Irrelevant					3	17,65		
d) Different perspectives on historical events in SA	Absolutely relevant	9	56,25	9	42,86	4	23,53	16	51,61
	Reasonably relevant	3	18,75	8	38,10	3	17,65	8	25,81
	Somewhat relevant	1	6,25	4	19,05	5	29,41	7	22,58
	Irrelevant	2	12,50			5	29,41		

Relevance	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
e) Better understanding of the values and ideals of other groups	Absolutely relevant	10	62,50	8	38,10	1	5,88	17	54,84
	Reasonably relevant	1	6,25	6	28,57	6	35,29	10	32,26
	Somewhat relevant	3	18,75	7	33,33	5	29,41	4	12,90
	Irrelevant	1	6,25			5	29,41		
f) Own history is part of SA history	Absolutely relevant	5	31,25	12	57,14	4	23,53	15	48,39
	Reasonably relevant	7	43,75	3	14,29	4	23,53	9	29,03
	Somewhat relevant	1	6,25	5	23,81	1	5,88	5	16,13
	Irrelevant	2	12,50	1	4,76	8	47,06	2	6,45
g) Development of reasoning ability	Absolutely relevant	10	62,50	9	42,86	1	5,88	23	74,19
	Reasonably relevant	5	31,25	6	28,57	7	41,18	7	22,58
	Somewhat relevant			6	28,57	7	41,18	1	3,23
	Irrelevant					2	11,76		
h) Development of general knowledge	Absolutely relevant	9	56,25	10	47,62	3	17,65	18	58,06
	Reasonably relevant	6	37,50	11	52,38	6	35,29	12	38,71
	Somewhat relevant					6	35,29	1	3,23
	Irrelevant					2	11,76		
i) Learn to respect the lives of other	Absolutely relevant	7	43,75	6	28,57	2	11,76	11	35,48
	Reasonably relevant	2	12,50	8	38,10	7	41,18	12	38,71
	Somewhat relevant	5	31,25	7	33,33	5	29,41	8	25,81
	Irrelevant	1	6,25			3	17,65		

Relevance	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
j) Learn to love SA	Absolutely relevant	3	18,75	4	19,05			2	6,45
	Reasonably relevant	6	37,50	4	19,05	4	23,53	7	22,58
	Somewhat relevant	2	12,50	9	42,86	4	23,53	11	35,48
	Irrelevant	4	25,00	4	19,05	9	52,94	10	32,26
k) Of great value in the world of work	Absolutely relevant	5	31,25	1	4,76			4	12,90
	Reasonably relevant	5	31,25	7	33,33	4	23,53	15	48,39
	Somewhat relevant	3	18,75	8	38,10	6	35,29	7	22,58
	Irrelevant	2	12,50	4	19,05	6	35,29	5	16,13
l) To know the history of own population group	Absolutely relevant	6	37,50	5	23,81	2	11,76	7	22,58
	Reasonably relevant	4	25,00	9	42,86	2	11,76	16	51,61
	Somewhat relevant	4	25,00	7	33,33	3	17,65	7	22,58
	Irrelevant	1	6,25			10	58,82	1	3,23
m) History of local environment	Absolutely relevant	5	31,25	2	9,52	1	5,88	9	29,03
	Reasonably relevant	6	37,50	4	19,05	1	5,88	14	45,16
	Somewhat relevant	2	12,50	11	52,38	4	23,53	7	22,58
	Irrelevant	2	12,50	4	19,05	11	64,71	1	3,23

All the respondents were in favour of the Standard 9 and 10 syllabi being presented in modular form. According to Table 2.34 the respondents felt that the modules should be presented according to themes or topics. The respondents were divided on the level at which the choice of modules should be made (Table 2.35).

TABLE 2.34 WAY IN WHICH MODULES SHOULD BE PRESENTED

Presentation of modules	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) According to themes	11	68,75	14	66,67	14	82,35	24	77,42
b) According to local historical events			2	9,52			1	3,23
c) According to cultures of various groups	1	6,25	1	4,76	1	5,88	1	3,23
d). Other					1	5,88		
No response	4	25,00	4	19,05	1	5,88	5	16,13
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

TABLE 2.35 LEVEL AT WHICH CHOICES SHOULD BE MADE

Level	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Choice should be left to pupils			2	9,52	3	17,65	4	12,90
b) Teachers should make the choice	4	25,00	10	47,62	7	41,18	8	25,81
c) Choice should be made on a provincial/ regional base	6	37,50	5	23,81	3	17,65	12	38,71
d) Other	2	12,50			3	17,65	2	6,45
No response	4	25,00	4	19,05	1	5,88	5	16,13
TOTAL	16	100,00	21	100,00	17	100,00	31	100,00

CHAPTER 3

QUESTIONNAIRE FOR HEADMASTERS

3.1 AIM OF THE QUESTIONNAIRE

The aim of this questionnaire was to

- * investigate the teaching of History in secondary schools;
- * obtain information on the pupils who take History as a subject;
- * obtain information on the teachers who teach History, and
- * determine the opinions of headmasters particularly on certain factors which may possibly influence the teaching of History.

The responses to the questions in this questionnaire will now be discussed.

3.2 GENERAL INFORMATION ON SCHOOLS

Tables 3.1, 3.2, 3.3 and 3.4 give a general view on the type of schools that were in the sample, the medium of instruction, the area in which they were situated, and the secondary standards offered at the schools.

TABLE 3.1 TYPE OF SCHOOL

Type of school	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Ordinary secondary school	13	86,70	19	86,40	15	100,00	24	77,40
Comprehensive school	2	13,30	3	13,60			7	22,60
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.2 MEDIUM OF INSTRUCTION

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Afrikaans			9	40,90	9	60,00		
English	15	100,00	10	45,50	1	6,70	31	100,00
Bilingual			3	13,60	5	33,30		
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.3 LOCATION OF SCHOOL

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Urban	14	93,30	15	68,20	8	53,30	26	83,90
Rural	1	6,70	7	31,80	7	46,70	5	16,10
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.4 SECONDARY STANDARDS OFFERED AT THE SCHOOL

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Standard 5	3	20,00					2	6,50
Standard 6	12	80,00	19	86,40	15	100,00	15	48,40
Standard 7			3	13,60			13	41,90
Standard 8							1	3,20
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

All the schools in the sample offered History up to Standard 10.

3.3 BIOGRAPHICAL DETAILS OF THE HEADMASTERS IN THE SAMPLE

3.3.1 Qualifications

Tables 3.5, 3.6 and 3.7 give a general view of the qualifications of the headmasters who were included in the sample. Information such as the highest school qualification, the highest qualification in education and other relevant qualifications are reflected.

TABLE 3.5 HIGHEST SCHOOL QUALIFICATION

	Population group								
	Black		White		Coloured		Indian		
	N	%	N	%	N	%	N	%	
Standard 8									
Standard 9									
Standard 10	14	93,30	21	95,40	15	100,00	31	100,00	
No response	1	6,70	1	4,60					
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00	

TABLE 3.6 HIGHEST QUALIFICATION IN EDUCATION

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Doctorate (D.Ed.)			2	9,09				
Master's degree (M.Ed.)			3	13,64				
Honours degree (B.Ed.)	1	6,67	7	31,82	8	53,33	15	48,39

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Bachelor's degree	11	73,33	5	22,73	2	13,33	6	19,35
Postgraduate teaching diploma	1	6,67	2	9,09	2	13,33	1	3,23
Education diploma (university)	1	6,67	1	4,55			2	6,45
Education diploma (teachers' training college)	1	6,67			2	13,33	4	12,90
No response			2	9,09	1	6,67	3	9,68
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.7 OTHER RELEVANT QUALIFICATIONS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
NOSA Supervisor certificate	1	6,67						
First-aid preliminary certificate	1	6,67						
Diploma in Physical Education	1	6,67						
Top-down training	1	6,67						
Education diploma at teachers' training college	5	33,33			2	13,33	3	9,68
Education diploma at university	2	13,33	2	9,09	1	6,67	1	3,23
Postgraduate diploma			3	13,64	2	13,33	2	6,45
B.A. (Hons.) English & Latin			1	4,55				
F.D.E.			1	4,55				
Transvaal Teachers Higher Education Diploma			1	4,55				
B.Sc. (Hons.)			1	4,55				

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Diploma in Theology			1	4,55				
Endorsement: specialization in education management			2	9,09			1	3,23
Theology					1	6,67		
B.A. (Hons.) History					1	6,67	3	9,68
M.A. (Bible studies)					1	6,67		
B.Com (Hons.)							1	3,23
B.A. (Hons.)					1	6,67	2	6,45
B.Sc.							3	9,68
Diploma in Special Education							2	6,45
NTD							1	3,23
B.A.	1	6,67					2	6,45
U.E.D.							3	9,68
B.Sc. (Hons.) Geography							1	3,23
M.A. (Maths)							1	3,23
Busy with B.Ed.							1	3,23
B.A. (History III)					1	6,67	1	3,23
Primary Teacher's Diploma							1	3,23
Diploma in Industrial Arts							1	3,23
NTSD							1	3,23
TOTAL	12	80,00	12	54,55	10	66,67	31	100,00

A large variety of qualifications were mentioned in response to this question. Eighty per cent of the blacks, 54 % of the whites, 66,7 % of the coloureds and 100 % of the Indians indicated that they had other relevant qualifications. These ranged from a first aid preliminary certificate to M.A. degrees in Biblical Studies and Mathematics.

3.3.2 Experience

Tables 3.7 and 3.8 reflect the number of years of experience the respondents had as headmasters as well as their experience in History teaching.

TABLE 3.8 EXPERIENCE AS HEADMASTER

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0 - 2 years	3	20,00	3	13,60	3	20,00	5	16,10
3 - 5 years	5	33,30	2	9,10	5	33,30	6	19,30
6 - 10 years	1	6,70	6	27,30	5	33,30	12	38,70
11 - 15 years	1	6,70	6	27,30	1	6,70	5	16,10
Longer than 15 years	5	33,30	5	22,70	1	6,70	3	9,70
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.9 EXPERIENCE IN HISTORY TEACHING

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	9	60,00	9	40,90	10	66,70	13	41,90
No	6	40,00	13	59,10	5	33,30	18	58,10
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

Although the headmasters in the sample were well qualified and had ample teaching experience, relatively few white (40,9 %) and Indian headmasters (41,9 %) had experience in History teaching.

3.4 INFORMATION ON THE HISTORY TEACHERS AT THE SCHOOLS
IN THE SAMPLE

3.4.1 Biographical information on the History teachers at the sample schools

In the following Tables (3.10 - 3.16) biographical details on the History teachers at the selected schools are supplied, such as the number of History teachers on the staff, the extent to which the teachers were qualified or suited to teach History, the number of teachers on the staff who did not teach History but who were also qualified to teach the subject, the reasons why the latter were not teaching History, problems experienced in finding History teachers, the seriousness of these problems as well as the possible reasons for these problems.

TABLE 3.10 NUMBER OF HISTORY TEACHERS ON THE STAFF

Number of teachers.	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
1			1	4,50			1	3,20
2	1	6,70	6	27,30	1	6,70	12	38,70
3			4	22,70			11	35,50
4	6	40,00	4	18,20	1	6,70	4	12,90
5	3	20,00	6	27,30	4	26,70	2	6,50
6	2	13,30			2	13,30	1	3,20
7	2	13,30			4	26,70		
8	1	6,70						
11					1	6,70		
15					1	6,70		
No response					1	6,70		
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

TABLE 3.11 NUMBER OF TEACHERS TEACHING HISTORY BUT NOT QUALIFIED OR SUITED

Number of teachers	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0	5	33,30	22	100,00	10	66,70	23	74,90
1	5	33,30			4	26,70	7	22,58
2	3	20,00						
3	2	13,30						
No response					1	6,70	1	3,32
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

Table 3.11 shows that the majority of white, coloured and Indian headmasters had suitably qualified teachers teaching History at their schools. The headmasters in black schools stated that only 33,3 % of the teachers who taught History were suitably qualified.

TABLE 3.12 NUMBER OF QUALIFIED HISTORY TEACHERS NOT TEACHING HISTORY

Number of qualified History teachers	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0	2	13,30	1	4,50	2	13,30	2	6,50
1	1	6,70	8	36,40	1	6,70	3	9,70
2	5	33,30	5	22,70	1	6,70	2	6,50
3	1	6,70	5	22,70	3	20,00	4	12,90
4	5	33,30	1	4,50	3	20,00	2	6,50
5					1	6,70	5	16,70
6	1	6,70	1	4,50			2	6,50
7					1	6,70	1	3,20

Number of qualified History teachers	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
8					1	6,70	1	3,20
9							2	6,50
10			1	4,50			2	6,50
11							1	3,20
12							1	3,20
14					1	6,70	1	3,20
15							1	3,20
No response					1	6,70	1	3,20
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

When asked why these teachers were not engaged in History teaching only ten of the black headmasters responded. They replied that these teachers were needed to teach the "scarce" subjects.

TABLE 3.13 DIFFICULTIES IN FINDING HISTORY TEACHERS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	3	20,00	1	4,60			2	6,50
No	11	73,30	20	90,90	14	93,30	28	90,30
Cannot say	1	6,70	1	4,60	1	6,70	1	3,20
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

The figures in Table 3.13 indicate that not many of the headmasters experienced difficulties in finding adequately qualified History teachers.

TABLE 3.14 PROBLEMS IN FINDING HISTORY TEACHERS FOR EACH STANDARD GROUP

Standard	Popula- tion group	Response							
		Serious problem		Fairly serious problem		Slight problem		No problem	
		N	%	N	%	N	%	N	%
Standard 6	Black			1	6,67	1	6,67		
	White							1	4,55
	Indian					1	3,23	1	3,23
Standard 7	Black			1	6,67	1	6,67	1	6,67
	White							1	4,55
	Indian					1	3,23	1	3,23
Standard 8	Black			1	6,67	1	6,67	1	6,67
	White							1	4,55
	Indian					1	3,23	1	3,23
Standard 9	Black	2	13,33			1	6,67		
	White					1	4,55		
	Indian			2	6,45				
Standard 10	Black	2	13,33			1	6,67		
	White	1	4,55						
	Indian	1	3,23	1	3,23				

Table 3.14 clearly indicates that no serious problems were encountered by any of the headmasters in finding suitably trained History teachers. The reasons listed for the odd problem encountered were inadequate

training in History as a subject, inadequate professional training and insufficient experience in teaching History as a subject.

3.4.2 In-service training of History teachers

Tables 3.15 to 3.21 reflect information on the History teachers who periodically attend training courses, the number of in-service courses offered which teachers attended, whether the training courses contributed to more efficient History teaching, the attitude of teachers toward training courses, organizational problems experienced in this regard and the nature of these problems.

TABLE 3.15 PERIODIC ATTENDANCE OF TRAINING COURSES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	14	93,30	22	100,00	11	73,30	15	48,40
No	1	6,70			4	26,70	16	51,60
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

The figures in Table 3.15 clearly indicate that the majority of black, white and coloured teachers regularly attended training courses whereas only about half of the Indian teachers apparently attended such courses.

TABLE 3.16 AVAILABILITY OF IN-SERVICE TRAINING COURSES OFFERED IN THE SUBJECT HISTORY

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	7	46,70	10	45,50	7	46,70	8	25,80
No	8	53,30	10	45,50	8	53,30	23	74,20
No response			2	9,00				
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

Table 3.16 reveals the responses of the headmasters on the question as to whether enough in-service training courses were offered in History. From these figures it seems that an average percentage of the respondents thought that insufficient courses were offered. The Indian headmasters felt that not enough courses were offered.

TABLE 3.17 RANK OF TEACHERS NORMALLY ATTENDING TRAINING COURSES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Head of the department	4	26,70	3	13,60	2	13,30	6	19,40
All History teachers	2	13,30	13	59,20	3	20,00	7	22,60
Mainly Stds 9 and 10 teachers	6	40,00	3	13,60	5	33,30	2	6,50
Mainly Stds 6, 7 and 8 teachers								
Rotation system	2	13,30	3	13,60	1	6,70		
No response	1	6,70			4	26,70	16	51,60
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

It is evident from the above statistics that the teachers of the junior classes did not attend training courses to the extent that they should have.

TABLE 3.18 CONTRIBUTION OF IN-SERVICE TRAINING COURSES TO MORE EFFICIENT HISTORY TEACHING

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes, beyond any doubt	6	40,00	13	59,10	7	46,70	18	58,10
Yes, to some extent	9	60,00	9	40,90	8	53,30	11	35,50
No, not at all								
Uncertain							1	3,20
No response							1	3,20
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

The figures given in Table 3.18 indicate that most headmasters felt that the training courses contributed to a more efficient teaching of the subject, even if only to some extent.

TABLE 3.19 ATTITUDE OF HISTORY TEACHERS TOWARD TRAINING COURSES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Positive	14	93,30	16	72,70	14	93,30	26	83,90
Neutral	1	6,70	6	27,30	1	6,70	2	6,50
Negative								
No response							3	9,70
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

The majority of History teachers seemed to be positively inclined toward in-service training courses.

TABLE 3.20 PROBLEMS WITH SCHOOL ORGANIZATION OWING TO HISTORY TEACHERS ATTENDING TRAINING COURSES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes, to a great extent	1	6,70	1	4,60				
Yes, to a reasonable extent	10	66,70	9	40,90	2	13,30	4	12,90
No, not at all	3	20,00	12	54,60	9	60,00	11	35,50
No response	1	6,70			4	26,70	16	51,60
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

From the figures given it appears that attending in-service training courses did to some extent create organizational problems. Black headmasters seemed to experience the most problems, probably because of the high teacher/pupil ratio in black schools. The "no response" of 51,6 % of the Indian headmasters should be interpreted in view of the fact that they reported a lack of in-service training courses. The headmasters pointed out that the following factors should be borne in mind concerning the nature of the organizational problems they experienced while teachers attended in-service training courses :

- * The absence of teachers results in a backlog of work.
- * Only if all the History teachers in the school attend the same course are problems experienced.
- * The duration of the course is an important factor.

* Sport practice programmes may suffer because of the absence of the teachers.

* The other teachers are unwilling to stand in for their colleagues.

3.5 TEACHING AIDS AND FACILITIES IN HISTORY EDUCATION

Tables 3.21, 3.22, 3.23 and 3.24 reflect the situation regarding adequate facilities/teaching aids for History teaching, the availability of electricity, the availability of adequately equipped libraries or reading rooms and the importance the headmasters attached to these facilities.

TABLE 3.21 ADEQUATE FACILITIES/TEACHING AIDS

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Classrooms	14	93,30	22	100,00	10	66,70	27	87,10
Desks	15	100,00	22	100,00	13	86,70	30	96,80
Stationery	13	86,70	22	100,00	14	93,30	31	100,00
Textbooks	7	46,70	22	100,00	14	93,30	30	96,80
Overhead projectors, cassette recorders, pictures, etc.	5	33,30	21	95,50	11	73,30	27	87,10

Only 66,7 % of the coloured headmasters indicated that they did not experience a shortage of classrooms. The shortage of textbooks and insufficient teaching aids such as overhead projectors, cassette recorders, pictures, etc. posed the biggest problems for the black headmasters in History teaching.

TABLE 3.22 AVAILABILITY OF ELECTRICITY

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	15	100,00	22	100,00	14	93,30	31	100,00
No					1	6,70		
No response								
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

Although all the black headmasters in the sample indicated that electricity was available at their schools, it should be remembered that this is not true of all black schools in the country.

TABLE 3.23 AVAILABILITY OF LIBRARY FACILITIES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Adequately equipped library	6	40,00	22	100,00	8	53,30	25	80,70
Reading-room with lending facilities	5	33,30	12	54,50	5	33,30	14	45,20

The figures given in Table 3.23 show that all the white schools had adequately equipped libraries. All the other schools had a serious lack of similar facilities.

TABLE 3.24 IMPORTANCE OF LIBRARY FACILITIES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Most important	15	100,00	20	90,90	15	100,00	29	93,50
Reasonably important			2	9,10			2	6,50
Of little importance								
Unimportant								
TOTAL	15	100,00	22	100,00	15	100,00	31	100,00

Nearly all the respondents regarded the availability of library facilities as most important.

3.6 EVALUATION AND EXAMINATION

Tables 3.25 and 3.26 give the headmasters' general impression of the pupils' achievement in History (excluding the external examinations in Standard 10) as well as their opinion on History teaching and examination.

TABLE 3.25 HEADMASTERS' IMPRESSION OF PUPILS' ACHIEVEMENT IN HISTORY (excluding external examinations in Standard 10)

Standard	Popula- tion group	Response									
		Good		Satis- factory		Dis- appointing		Poor		Not applicable	
		N	%	N	%	N	%	N	%	N	%
Standard 6	Black	2	13,33	7	46,67	2	13,33	1	6,67	3	20,00
	White	8	36,36	11	50,00	3	13,64				
	Coloured	2	13,33	10	66,67	3	20,00				
	Indian	18	58,06	10	32,26					2	6,45

Standard	Popula- tion group	Response									
		Good		Satis- factory		Dis- appointing		Poor		Not applicable	
		N	%	N	%	N	%	N	%	N	%
Standard 7	Black	1	6,67	10	66,67	3	20,00	1	6,67		
	White	9	40,91	10	45,45	3	13,64				
	Coloured	2	13,33	8	53,33	4	26,67	1	6,67		
	Indian	18	58,06	12	38,71	1	3,23				
Standard 8	Black	1	6,67	9	60,00	4	26,67	1	6,67		
	White	8	36,36	13	59,09	1	4,55				
	Coloured	2	13,33	11	73,33	2	13,33				
	Indian	14	45,16	14	45,16			1	3,23	1	3,23
Standard 9	Black			10	66,67	3	20,00	2	13,33		
	White	9	40,91	13	59,09						
	Coloured	4	26,67	9	60,00	2	13,33				
	Indian	14	45,16	13	41,94	2	6,45			1	3,23
Standard 10	Black	1	6,67	8	53,33	3	20,00	2	13,33		
	White	9	40,91	10	45,45	2	9,09				
	Coloured	5	33,33	7	46,67	1	6,67				
	Indian	15	48,16	12	38,71	1	3,23				

The opinion of the headmasters on the results ranged mostly from satisfactory to good. The results seem to be better in the senior standards. The results of the Standard 10 examinations were judged by the headmasters to be the best. Only two headmasters of black schools felt the results to be poor.

TABLE 3.26 HEADMASTERS' OPINION ON HISTORY TEACHING AND EXAMINATION

	Popula- tion group	Response							
		Fully agree		Agree to a reasonable extent		Agree to a lesser extent		Disagree completely	
		N	%	N	%	N	%	N	%
a) Difficulty in attaining high marks in History	Black	1	6,67	8	53,33	2	13,33	4	26,67
	White	3	13,64	8	36,36	3	13,64	8	36,36
	Coloured			3	20,00	4	26,67	8	53,33
	Indian			12	38,71	8	25,81	10	32,26
b) Memorizing of prepared answers discourages pupils from taking History as a subject	Black	5	33,33	4	26,67	3	20,00	2	13,33
	White	5	22,73	7	31,82	7	31,82	3	13,64
	Coloured	3	20,00	4	26,67	5	33,33	3	20,00
	Indian	2	6,45	9	29,03	8	25,81	11	35,48
c) Volume of work for examination too large	Black	5	33,33	2	13,33	4	18,18	4	26,67
	White	6	27,27	10	45,45	4	20,00	2	9,09
	Coloured	3	20,00	4	26,67	3	23,33	5	33,33
	Indian	3	9,68	12	38,71	7	22,58	8	25,81
d) Teachers incapable of evaluating pupils' ability to interpret	Black	2	13,33	5	33,33	5	33,33	3	20,00
	White	1	4,55	2	9,09	9	40,91	10	45,45
	Coloured	1	6,67	4	26,67	3	20,00	7	46,67
	Indian			6	19,35	6	19,35	18	58,06
e) Training should con- centrate more on techniques for evalua- ting pupils	Black	4	26,67	5	33,33	5	33,33	1	6,67
	White	6	27,27	8	36,36	8	36,36		
	Coloured	7	46,67	3	20,00	3	20,00	1	6,67
	Indian	15	48,39	5	16,13	7	22,58	3	9,68
f) Work com- pleted during the year should con- tribute more to the year mark	Black	9	60,00	4	26,67	2	13,33		
	White	6	27,27	9	40,91	6	27,27	1	4,55
	Coloured	9	60,00	4	26,67	1	6,67	1	6,67
	Indian	14	45,16	14	45,16	1	3,23	1	3,23

	Popula- tion group	Response							
		Fully agree		Agree to a reasonable extent		Agree to a lesser extent		Disagree completely	
		N	%	N	%	N	%	N	%
g) Content for external examination in Std 10 should be less	Black	4	26,67	3	20,00	3	20,00	3	20,00
	White	8	36,36	7	31,82	3	13,64	4	18,18
	Coloured	3	20,00	6	40,00	4	26,67	2	13,33
	Indian	14	45,16	11	35,48	2	6,45	3	9,68
h) Internal results cor- relate posi- tively with those attained in Std 10 examination	Black	1	6,67	8	53,33	4	26,67	2	13,33
	White	9	40,91	9	40,91	4	18,18		
	Coloured	3	20,00	9	60,00	2	13,33		
	Indian	11	35,48	17	54,84	2	6,45	1	3,23
i) History is regarded as a suitable subject for less gifted pupils	Black	1	6,67	3	20,00	4	26,67	7	46,67
	White			5	22,73	9	40,91	7	31,82
	Coloured	1	6,67	3	20,00	5	33,33	6	40,00
	Indian			4	12,90	5	16,13	21	67,74

The headmasters seemed to be rather divided on these topics. The one point of agreement among all the respondents was that work completed during the year should contribute more significantly to the year mark. The black respondents were not as positive as the respondents of the other population groups were about the way that the results achieved in internal examinations and tests in their schools correlated with the results attained in the Standard 10 examinations.

3.7 ATTITUDE AND MOTIVATION

Tables 3.27 to 3.30 give a general view of the attitudes and motivation toward History as a subject by

- * giving an indication of the general attitude of the pupils, parents and teachers to the subject (Table 3.27),
- * indicating how favourable/unfavourable the number was of pupils

opting for History as compared with the number of pupils choosing other subjects (such as Geography, Physics, Chemistry, etc.) (Table 3.28),

- * giving an indication of the importance of certain constraining factors in History teaching at schools (Table 3.29) and
- * indicating the importance of certain factors as constraints in History teaching (Table 3.30).

TABLE 3.27 THE GENERAL ATTITUDE OF CERTAIN GROUPS OF PEOPLE TO THE SUBJECT HISTORY

	Popu- tion group	Response							
		Positive		Reasonably good		Negative		Cannot judge	
		N	%	N	%	N	%	N	%
a) Pupils at the school	Black	4	26,67	10	66,67	1	6,67		
	White	3	13,64	18	81,82	1	4,55		
	Coloured	2	13,33	9	60,00	4	26,67		
	Indian	6	19,35	18	58,06	6	19,35		
b) The parents of pupils	Black			6	40,00			9	60,00
	White	5	22,73	13	59,09	2	9,09	2	9,09
	Coloured	2	13,33	8	53,33	2	13,33	3	20,00
	Indian	3	9,68	12	38,71	3	9,68	12	38,71
c) History teachers	Black	9	60,00	6	40,00				
	White	18	81,82	4	18,18				
	Coloured	9	60,00	4	26,67			1	6,67
	Indian	21	67,74	9	29,03	1	3,23		

The headmasters (respondents) judged that the attitude of the pupils in their schools toward History was reasonably good to positive. A negative response of nearly 27 % in the coloured schools and 19 % in the Indian schools was however reported. The attitude of the parents

was also judged to be reasonably good by those respondents who felt themselves sufficiently informed to know the parents' preferences. All the headmasters evaluated the attitude of the teachers as positive. Only 3 % of the Indian teachers were judged by their headmasters to be negative and in the case of 7 % of the coloured teachers the respondents stated that they could not give an opinion.

TABLE 3.28 THE POPULARITY OF HISTORY AS COMPARED TO OTHER SUBJECTS

Population group	The extent to which the number of pupils opting for History compared favourably with those opting for other subjects							
	Very well		Reasonably well		Somewhat unfavourably		Very unfavourably	
	N	%	N	%	N	%	N	%
Black	7	46,70	7	46,70	1	6,70	1	4,50
White	2	9,10	9	40,90	10	45,50		
Coloured	5	33,30	9	60,00	1	6,70		
Indian	8	25,80	8	25,80	11	35,50	4	12,90

The figures in the following table clearly show that the headmasters in the sample for the black, coloured and Indian schools felt that the number of pupils opting for History as a subject compared quite favourably with the number of pupils choosing other subjects. The figures for the white schools in the sample, however, did not compare as favourably as did those of the other schools.

TABLE 3.29 CONSTRAINING FACTORS IN HISTORY TEACHING

Standard	Popula- tion group	Response							
		Very important		Reasonably important		Of little consequence		Un- important	
		N	%	N	%	N	%	N	%
a) Large class groups									
Standard 6	Black	8	53,33	4	26,67	1	6,67		
	White	2	9,09	1	4,55	3	13,64	13	59,09
	Coloured	7	46,67	5	33,33	3	20,00		
	Indian	9	29,03	12	38,71	4	12,90	4	12,90
Standard 7	Black	8	53,33	5	33,33	2	13,33		
	White	2	9,09	1	4,55	4	18,18	13	59,09
	Coloured	6	40,00	6	40,00	3	20,00		
	Indian	9	29,03	13	41,94	6	19,35	3	9,68
Standard 8	Black	5	33,33	6	40,00	3	33,33		
	White	1	4,55	1	4,55	3	13,64	15	68,18
	Coloured	2	13,33	7	46,67	5	33,33	1	6,67
	Indian	5	16,13	7	22,58	11	35,48	7	22,58
Standard 9	Black	6	40,00	3	20,00	4	26,67	2	13,33
	White	2	9,09	1	4,55	1	4,55	16	72,73
	Coloured	2	13,33	5	33,33	5	33,33	3	20,00
	Indian	6	19,35	6	19,35	10	32,26	8	25,81
Standard 10	Black	6	40,00	2	13,33	5	33,33	2	13,33
	White	2	9,09	2	9,09	1	4,55	15	68,18
	Coloured	3	20,00	1	6,67	7	46,67	4	26,67
	Indian	7	22,58	4	12,90	11	35,48	9	29,03
b) Non- availability of classroom equipment	Black	9	60,00	2	13,33	3	20,00	1	6,67
White					3	13,64	16	72,73	
Coloured	11	73,33	3	20,00	1	6,67			
Indian	6	19,35	5	16,13	9	29,03	11	35,48	

Standard	Popula- tion group	Response							
		Very important		Reasonably important		Of little consequence		Un- important	
		N	%	N	%	N	%	N	%
c) Insufficient funds for library facilities	Black	10	66,67	5	33,33				
	White	3	13,64	1	4,55	4	18,18	12	54,55
	Coloured	10	66,67	5	33,33				
	Indian	8	25,81	11	35,48	7	22,58	5	16,13
d) Inadequate teaching aids and facilities	Black	10	66,67	3	20,00	2	13,33		
	White	3	13,64	1	4,55	5	22,73	11	50,00
	Coloured	6	40,00	7	46,67	2	13,33		
	Indian	6	19,35	8	25,81	10	32,26	7	22,58
e) Poor school attendance	Black	5	33,33	3	20,00	2	13,33	5	33,33
	White	1	4,55	1	4,55			18	81,82
	Coloured	7	46,67	5	33,33	2	13,33	1	6,67
	Indian	6	19,35	3	9,68	5	16,13	17	54,84
f) Teachers do not make use of teaching aids	Black	6	40,00	4	26,67	5	33,33		
	White	1	4,55	3	13,64	8	36,36	8	36,36
	Coloured	5	33,33	3	20,00	7	46,67		
	Indian	9	29,03	6	19,35	13	41,94	3	9,68
g) Shortage of History textbooks	Black	9	60,00	4	26,67			2	13,33
	White	1	4,55			2	9,09	16	72,73
	Coloured	4	26,67			1	6,67	10	66,67
	Indian	11	35,48	2	6,45	5	16,13	13	41,94
h) Shortage of stationery	Black	4	26,67	3	20,00	2	13,33	6	40,00
	White	1	4,55			1	4,55	17	77,27
	Coloured	4	26,67	1	6,67			10	66,67
	Indian	2	6,45	5	16,13	4	12,90	19	61,29

Standard	Popula- tion group	Response							
		Very important		Reasonably important		Of little consequence		Un- important	
		N	%	N	%	N	%	N	%
i) 1) Non-avail- ability of History syllabi	Black	8	53,33	4	26,67			2	13,33
	White	5	22,73	2	9,09	3	13,64	10	45,45
	Coloured	8	53,33			2	13,33	5	33,33
	Indian	11	35,48	2	6,45	2	6,45	16	51,61
2) Non-avail- ability of subject policy	Black	8	53,33	4	26,67			2	13,33
	White	3	13,64	2	9,09	4	18,18	11	50,00
	Coloured	4	26,67	2	13,33	3	20,00	6	40,00
	Indian	5	16,13	7	22,58	4	12,90	14	45,16
3) Non-avail- ability of work schedules	Black	8	53,33	2	13,33	1	6,67	3	20,00
	White	4	18,18	3	13,64	3	13,64	10	45,45
	Coloured	2	13,33	4	26,67	4	26,67	5	33,33
	Indian	6	19,35	9	29,03	2	6,45	14	45,16
4) Non-avail- ability of teaching manuals	Black	10	66,67	2	13,33	1	6,67	1	6,67
	White	3	13,64	3	13,64	4	18,18	10	45,45
	Coloured	4	26,67	4	26,67	4	26,67	3	20,00
	Indian	9	29,03	7	22,58	1	3,23	14	45,16
j) Teachers do not implement guidelines and instruc- tions	Black	5	33,33	4	26,67	5	33,33	1	6,67
	White	1	4,55	1	4,55	7	31,82	11	50,00
	Coloured	5	33,33	2	13,33	5	33,33	2	13,33
	Indian	6	19,35	6	19,35	5	16,13	14	45,16
k) Poor liaison between History teachers and departmental officials	Black	4	26,67	8	53,33			3	20,00
	White	3	13,64	3	13,64	7	31,82	8	36,36
	Coloured	4	26,67	3	20,00	5	33,33	3	20,00
	Indian	9	29,03	6	19,35	5	16,13	11	35,48

Standard	Popula- tion group	Response							
		Very important		Reasonably important		Of little consequence		Un- important	
		N	%	N	%	N	%	N	%
l) Lack of funds, limited opportunities to attend symposia	Black	8	53,33	4	26,67	1	6,67	2	13,33
	White	2	9,09	3	13,64	6	27,27	9	40,91
	Coloured	7	46,67	4	26,67	1	6,67	3	20,00
	Indian	10	32,26	6	19,35	5	16,13	10	32,26
m) Teachers not fully qualified	Black	6	40,00	2	13,33	5	33,33	2	13,33
	White	2	9,09			2	9,09	16	72,73
	Coloured	1	6,67	1	6,67	2	13,33	11	73,33
	Indian	5	16,13	3	9,68	4	12,90	19	61,29
n) Lack of motivation	Black	6	40,00	3	20,00	3	20,00	3	20,00
	White	2	9,09			1	4,55	17	77,27
	Coloured	2	13,33			4	26,67	9	60,00
	Indian	7	22,58	5	16,13	1	3,23	18	58,06
o) Incapacity to interpret syllabi	Black	5	33,33	3	20,00	3	20,00	4	26,67
	White	1	4,55	1	4,55	1	4,55	17	77,27
	Coloured	1	6,67	5	33,33	4	26,67	5	33,33
	Indian	7	22,58	5	16,13	4	12,90	15	48,39
p) Teaching of traditional methods	Black	3	20,00	7	46,67	3	20,00	2	13,33
	White	2	9,09	2	9,09	7	31,82	9	40,91
	Coloured	4	26,67	3	20,00	5	33,33	3	20,00
	Indian	10	32,26	4	12,90	7	22,58	10	32,26
q) Lack of guidance from the head of History department	Black			7	46,67	1	6,67	7	46,67
	White	2	9,09			2	9,09	16	72,73
	Coloured	2	13,33	2	13,33	3	20,00	8	53,33
	Indian	7	22,58	3	9,68	8	25,81	13	41,94

Standard	Population group	Response							
		Very important		Reasonably important		Of little consequence		Unimportant	
		N	%	N	%	N	%	N	%
r) Irregular subject meetings	Black	1	6,67	7	46,67	4	26,67	3	20,00
	White	2	9,09			2	9,09	16	72,73
	Coloured	1	6,67	3	20,00			10	66,67
	Indian	5	16,13	5	16,13	7	22,58	14	45,16
s) No say in the choice of History textbooks	Black	6	40,00	4	26,67	2	13,33	3	20,00
	White	3	13,64	3	13,64	6	27,27	9	40,01
	Coloured	5	33,33	3	20,00	2	13,33	5	33,33
	Indian	11	35,48	5	16,13	7	22,58	8	25,81
t) 1) Too little time left for marking pupils' work	Black	6	40,00	4	26,67	3	20,00	1	6,67
	White			1	4,55	6	27,27	13	59,09
	Coloured	3	20,00	4	26,67	4	26,67	4	26,67
	Indian	6	19,35	7	22,58	8	25,81	8	25,81
2) Too little time left for extramural activities	Black	3	20,00	4	26,67	6	40,00	1	6,67
	White	1	4,55	4	18,18	5	22,73	10	45,45
	Coloured	1	6,67	1	6,67	8	53,33	5	33,33
	Indian	4	12,90	8	25,81	11	35,48	7	22,58
3) Too little time left for administrative and organizational duties	Black	2	13,33	4	26,67	5	33,33	3	20,00
	White	1	4,55	2	9,09	9	40,91	8	36,36
	Coloured	2	13,33	2	13,33	5	33,33	6	40,00
	Indian	2	6,45	5	16,13	14	45,16	8	25,81
u) Lack of initiative and creativity	Black	2	13,33	7	46,67	3	20,00	2	13,33
	White	2	9,09	1	4,55	4	18,18	13	59,09
	Coloured	4	26,67	3	20,00	3	20,00	5	33,33
	Indian	6	19,35	4	12,90	6	19,35	14	45,16

These figures indicate how important the respondents rated the given factors as constraining factors in History teaching at their schools. It would seem that the respondents from the black schools in the sample were submitted to quite a number of factors inhibiting the teaching of History at their schools. These included large numbers of pupils in the classes, especially in the Standard 6 and 7 classes, the lack of classrooms, insufficient funds for library facilities, inadequate teaching aids, a shortage of History textbooks, the syllabi, the subject policy and manuals. The respondents from the coloured group saw the non-availability of classroom equipment and insufficient funds for library facilities as the main constraints. The Indian respondents were reasonably satisfied with the teaching situation for History teaching and the white respondents were even more so.

TABLE 3.30 IMPORTANT FACTORS CONTRIBUTING TO THE PROMOTION OF HISTORY AS A SCHOOL SUBJECT

	Popula- tion group	Response									
		First		Second		Third		Fourth		Fifth	
		N	%	N	%	N	%	N	%	N	100,00
a) Syllabi relating to world they are living in	Black	4	26,67	3	20,00	4	26,67	2	13,33		
	White	3	13,64	3	13,64	2	9,09	3	13,64	5	22,73
	Coloured	6	40,00	3	20,00	2	13,33	1	6,67	2	13,33
	Indian	7	22,58	7	22,58	5	16,13	3	9,68	4	12,90
b) Motivated History teachers	Black	9	60,00	1	6,67	2	13,33	2	13,33		
	White	13	59,09	5	22,73	2	9,09	1	4,55		
	Coloured	5	33,33	2	13,33	2	13,33	2	13,33		
	Indian	15	48,39	2	6,45	5	16,13	3	9,68	2	6,45
c) Creative stimulating methods for teaching	Black	2	13,33	6	40,00	4	26,67	1	6,67	2	13,33
	White	3	13,64	10	45,45	5	22,73	1	4,55	1	4,55
	Coloured	1	6,67	4	26,67	3	20,00	3	20,00	2	13,33
	Indian	3	9,68	7	22,58	10	32,26	6	19,35		

	Popula- tion group	Response									
		First		Second		Third		Fourth		Fifth	
		N	%	N	%	N	%	N	%	N	100,00
d) The relation of past events to present phenomena	Black			3	20,00	2	13,33	3	20,00	1	6,67
	White			1	4,55	3	13,64	7	31,82	2	9,09
	Coloured	2	13,33	3	20,00	1	6,67	3	20,00	2	13,33
	Indian	3	9,68	8	25,81	3	9,68	5	16,13	2	6,45
e) Appreciation for the usefulness of the subject	Black					1	6,67	2	13,33	3	20,00
	White	2	9,09			6	27,27	4	18,18	3	13,64
	Coloured	1	6,67	2	13,33	4	26,67			3	20,00
	Indian	2	6,45	4	12,90	5	16,13	4	12,90	7	22,58
f) Establishing History societies and work groups	Black			1	6,67	1	6,67	1	6,67	3	20,00
	White							3	13,64	3	13,64
	Coloured					1	6,67	2	13,33	1	6,67
	Indian	1	3,23			1	3,23	2	6,45	3	9,68
g) Exhibiting History projects	Black										
	White			2	9,09					1	4,55
	Coloured					1	6,67				
	Indian									1	3,23
h) Opportunities to go on outings and participate in field work	Black			1	6,67	1	6,67				
	White					1	4,55	2	9,09	4	18,18
	Coloured					1	6,67	1	6,67		
	Indian			1	3,23	1	3,23	5	16,13	5	16,13
i) Borrowing exhibits from parents, archives and museums	Black							1	6,67		
	White									1	4,55
	Coloured										
	Indian							1	3,23	1	3,23

	Popula- tion group	Response									
		First		Second		Third		Fourth		Fifth	
		N	%	N	%	N	%	N	%	N	100,00
j) To partici- pate in History olympiads	Black							2	13,33	2	13,33
	White					1	4,55				
	Coloured									1	6,67
	Indian					1	3,23			2	6,45
k) Awarding prizes for achievement in History at school	Black							1	6,67	3	20,00
	White										
	Coloured									1	6,67
	Indian			1	3,23					3	9,68
l) A History class library	Black										
	White	1	4,55							1	4,55
	Coloured			1	6,67			3	20,00	3	20,00
	Indian			1	3,23			1	3,23	1	3,23
m) Lowering History examination standards	Black									1	6,67
	White					1	6,67			1	6,67
	Coloured										
	Indian										
n) Other	Black										
	White			1	4,55	1	4,55	1	4,55		
	Coloured										
	Indian							1	3,23		

From these figures it is evident that motivated teachers play a major role in promoting History among the black and white pupils. The coloured respondents in the sample saw the fact that the syllabi related directly to the world in which the pupils worked as the major promoting factor while the Indian respondents in the sample did not find any one factor to have a major influence in this respect.

CHAPTER 4

QUESTIONNAIRE FOR LECTURERS

4.1 AIM OF THE QUESTIONNAIRE

This questionnaire was designed in order to

- * gather information concerning the recruitment, selection and training of History teachers,
- * identify the needs and/or problems regarding the training of History teachers, and
- * to gather the opinions of lecturers involved in the training of History teachers regarding History teaching in general.

4.2 BIOGRAPHICAL INFORMATION

4.2.1 Training institution

The response rate was very low for the coloured and Indian lecturers. No lecturer from universities for the coloured and Indian groups returned the questionnaire. A possible reason could be that History is not offered as a subject at these institutions (Table 4.1).

TABLE 4.1 TYPE OF TRAINING INSTITUTION

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Teachers' training college	18		13		2		1	
University	2		11					

The respondents were asked to indicate the number of subjects for which they were responsible for presenting lectures. English, Geography, Biblical Science, Education and Didactics were among the other subjects listed by the lecturers at the teachers' training colleges (Table 4.2). The black respondents were responsible for a wider variety of subjects than were any of the other groups.

TABLE 4.2 SUBJECTS PRESENTED AT TEACHERS' TRAINING COLLEGES .

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
History - methodology didactics	8	44,44	7	53,85				
History - subject content	15	83,33	12	92,31	2	100,00	1	50,00
English language	1	5,56						
Geography	2	11,11	1	7,69				
Education	2	11,11						
Biblical science	1	5,56						
Educational leadership (B.Ed.)	1	5,56						
Didactics (B.Ed.)	1	5,56						

As was the case with the lecturers at teachers' training colleges, the black respondents were responsible for presenting a wider range of subjects than were their white colleagues.

TABLE 4.3 SUBJECTS PRESENTED AT UNIVERSITIES

Subjects	Population group			
	Black		White	
	N	%	N	%
History - methodology/didactics	2	100,00	10	90,91
History - subject content			3	27,27
History of education			1	9,09
Education	1	50,00		
Didactics (B.Ed.)			2	18,18
Microteaching	1	50,00		
Commerce method (secondary)			1	9,09
Educational leadership (B.Ed.)			1	9,09
Biblical science	1	50,00		
Educational technology	1	50,00		

The lecturing experience of the respondents ranged from newly appointed to more than 15 years (Tables 4.4 and 4.5).

TABLE 4.4 LECTURING EXPERIENCE AT A TEACHER'S TRAINING COLLEGE

Years of experience	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	2	11,11						
0 - 2 years	3	16,67	3	23,08				
3 - 5 years	3	16,67						
6 - 10 years	7	38,89	3	23,08	2	100,00	1	100,00
11 - 15 years	2	11,11	4	30,77				
15 + years	1	5,56	3	23,08				
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

The majority of the respondents had three years or more of lecturing experience at teacher training colleges.

TABLE 4.5 LECTURING EXPERIENCE AT A UNIVERSITY

Years of experience	Population group			
	Black		White	
	N	%	N	%
0 - 2 years			1	9,09
3 - 5 years			1	9,09
6 - 10 years	2	100,00	4	36,36
11 - 15 years			3	27,27
15 + years			2	18,18
TOTAL	2	100,00	11	100,00

The university lecturers were also an experienced group.

TABLE 4.6 EXPERIENCE IN THE TRAINING OF HISTORY TEACHERS AT A TEACHERS' TRAINING COLLEGE

Years of experience	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0 - 2 years	2	11,11	3	23,08				
3 - 5 years	8	44,44						
6 - 10 years	7	38,89	3	23,08	2	100,00	1	100,00
11 - 15 years	1	5,56	6	46,15				
15 + years			1	7,69				
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

The number of years that these lecturers had been involved the training History teachers bears witness to their experience.

TABLE 4.7 EXPERIENCE IN TRAINING HISTORY TEACHERS AT A UNIVERSITY

Years of experience	Population group			
	Black		White	
	N	%	N	%
0 - 2 years			1	9,09
3 - 5 years	1	50,00	1	9,09
6 - 10 years	1	50,00	4	36,36
11 - 15 years			5	45,45
15+ years				
TOTAL	2	100,00	11	100,00

Here again the respondents were a very experienced group of people.

4.2.2 Qualifications

According to Tables 4.8 and 4.9 the majority of the respondents from the black and white tertiary institutions were well qualified. Not much can be said about the other two groups as the response rate was so low.

TABLE 4.8 HIGHEST QUALIFICATIONS IN EDUCATION: LECTURERS AT TEACHERS' TRAINING COLLEGES

Highest qualification	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Teacher's diploma obtained at a teachers' training college			4	30,77	1	50,00	1	100,00
b) Teacher's diploma obtained at a university	1	5,56	1	7,69	1	50,00		
c) Postgraduate teacher's diploma	1	5,56	2	15,38				
d) Bachelor's degree	7	38,89						
e) Honours degree (B.Ed.)	6	33,33	4	30,77				
f) Master's degree (M.Ed.)	3	16,67	2	15,39				
g) Doctor's degree (D.Ed.)								
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.9 HIGHEST QUALIFICATIONS AMONG HISTORY TEACHERS AT UNIVERSITIES

Highest qualification	Population group			
	Black		White	
	N	%	N	%
a) Postgraduate			2	18,18
b) Honours degree (B.Ed.)			2	18,18
c) Master's degree (M.Ed.)	1	50,00	2	18,18
d) Doctor's degree (D.Ed.)	1	50,00	4	36,36
No response			1	9,09
TOTAL	2	100,00	11	100,00

Tables 4.10 and 4.11 give an overview of the respondents' qualifications in History.

TABLE 4.10 HIGHEST HISTORY QUALIFICATIONS AMONG HISTORY TEACHERS AT TEACHERS' TRAINING COLLEGES

Highest History qualification	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
History II	2	11,11						
History III	9	50,00	1	7,69				
Honours degree: History	7	38,89	2	15,38	2	100,00	1	100,00
Master's degree: History			7	53,85				
Doctor's degree: History			3	23,08				
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.11 HIGHEST HISTORY QUALIFICATIONS AMONG HISTORY TEACHERS AT UNIVERSITIES

Highest History qualification	Population group			
	Black		White	
	N	%	N	%
History III	2	100,00	3	27,28
Honours degree: History			4	36,36
Master's degree: History			2	18,18
Doctor's degree: History			2	18,18
TOTAL	2	100,00	11	100,00

4.2.3 Involvement in subject-related activities

Tables 4.12 and 4.13 reflect the respondents' subject-related activities. Nearly all of them read subject journals and the majority were involved in professional History societies. Research on History and History teaching as reflected in the writing of textbooks, further studies and basic research seemed to receive more attention at university than at the teachers' training colleges. On the other hand the practice of History education (in-service training courses and helping students who underachieved) seemed to receive more attention at the training colleges. Involvement in History curriculum committees is an activity open only to a limited number of people, although a fair number of the respondents reported participation.

TABLE 4.12 INVOLVEMENT IN SUBJECT-RELATED ACTIVITIES: LECTURERS AT TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Reading of subject magazines	17	94,44	12	92,31	2	100,00	1	100,00
b) Writing History textbooks	2	11,11	4	30,77				
c) Further studies	8	44,44	7	53,85	1	50,00	1	100,00
d) Research	12	66,67	10	76,92	1	50,00	1	100,00
e) In-service training	8	44,44	9	69,23	1	50,00		
f) Extra help to students	13	72,22	8	61,54	1	50,00	1	100,00
g) History curriculum committees	8	44,44	5	38,46			1	100,00
h) Professional subject societies	12	66,67	12	92,31	1	50,00	1	100,00

TABLE 4.13 INVOLVEMENT IN SUBJECT-RELATED ACTIVITIES: LECTURERS AT UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
a) Reading of subject magazines	2	100,00	9	81,82
b) Writing History textbooks	1	50,00	4	36,36
c) Further studies	1	50,00	6	54,55
d) Research	2	100,00	9	81,82
e) In-service training	1	50,00	6	54,55
f) Extra help to students	1	50,00	3	27,27
g) History curriculum committees			3	27,27
h) Professional subject societies	2	100,00	8	72,73

Tables 4.14 and 4.15 give an overview of the liaison between the different groups of people at these training colleges involved in training History teachers. It is clear from these figures that there was some liaison but it was not extensive. In the coloured and Indian samples the small number of respondents limited the deductions that could be made from these figures.

TABLE 4.14 LIAISON BETWEEN DIFFERENT GROUPS: TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
<u>Didactics and History lecturers</u>								
Conferences	5	27,78	5	38,46			1	100,00
Discussion groups	7	38,89	5	38,46	2	100,00		
Official channels	5	27,78	6	46,15	1	50,00		
<u>Didactics lecturers of other institutions</u>								
Conferences	8	44,44	8	61,54	2	100,00		
Discussion groups	7	38,89	5	38,46	1	50,00		
Official channels	8	44,44	7	53,85				
<u>Colleges and universities</u>								
Conferences	7	38,89	8	61,54				
Discussion groups	3	16,67	6	46,15			1	100,00
Official channels	5	27,78	7	53,85			1	100,00
<u>With departments of education</u>								
Conferences	4	22,20	5	38,46				
Discussion groups	4	22,20	2	15,38				
Official channels	9	50,00	10	76,92				
<u>With inspectors/advisors</u>								
Conferences	5	27,78	4	30,77				
Discussion groups	3	16,67	3	23,08			1	100,00
Official channels	7	38,89	9	69,23	2	100,00	1	100,00
Informal discussions	3	16,67	7	53,85				

TABLE 4.15 LIAISON BETWEEN DIFFERENT GROUPS: UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
<u>Didactics and History lecturers</u>				
Conferences	1	50,00	6	54,55
Discussion groups			4	36,36
Official channels			5	45,45
<u>Didactics lecturers of other institutions</u>				
Conferences	2	100,00	7	63,64
Discussion groups	1	50,00	2	18,18
Official channels			2	18,18
<u>Colleges and universities</u>				
Conferences	2	100,00	6	54,55
Discussion groups			2	18,18
Official channels			4	36,36
<u>With departments of education</u>				
Conferences			4	36,36
Discussion groups	1	50,00	1	9,09
Official channels			5	45,45
<u>With inspectors/advisors</u>				
Conferences			5	45,45
Discussion groups			1	9,09
Official channels			3	27,27
Informal discussions	1	50,00	4	36,36

4.3 RECRUITMENT, SELECTION AND TRAINING OF HISTORY TEACHERS

4.3.1 Recruitment

Some of the respondents in the black and white groups sampled indicated that they were able to brief the students on their subject. At the

teachers' training colleges this was the case in about 61 % of the cases (Table 4.16). At university level the two respondents from the black universities indicated that they were involved in orientation. Only three of the 11 respondents from white universities indicated that they played a part in orientation (Table 4.17). The few respondents from the other institutions stated that they were not offered such an opportunity.

TABLE 4.16 INVOLVEMENT IN THE ORIENTATION/BRIEFING OF STUDENTS ON SUBJECT CHOICES AT TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	11	61,11	8	61,54				
No	7	38,89	5	38,46	2	100,00	1	100,00
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.17 INVOLVEMENT IN THE ORIENTATION/BRIEFING OF STUDENTS ON SUBJECT CHOICES AT UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
Yes	2	100,00	3	27,27
No			8	72,73
TOTAL	2	100,00	11	100,00

Tables 4.18 and 4.19 show the number of student teachers who were prepared to take History as a subject. These figures indicate that the respondents felt it was fairly easy to attract enough students.

TABLE 4.18 RECRUITMENT OF STUDENT TEACHERS FOR HISTORY AT TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Yes, too many to accommodate	7	38,89	1	7,69				
b) Yes, fairly easy	6	33,33	8	61,54	1	50,00	1	100,00
c) No, fairly difficult	2	11,11	3	23,08	1	50,00		
d) No, very difficult	2	11,11	1	7,69				
No response	1	5,56						
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.19 RECRUITMENT OF STUDENT TEACHERS FOR HISTORY AT UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
a) Yes, too many to accommodate			3	33,33
b) Yes, fairly easy	1	50,00	6	66,67
c) No, fairly difficult	1	50,00		
TOTAL	2	100,00	9	100,00

Those respondents who indicated that they experienced difficulties in recruiting student History teachers, gave as reasons the fact

that History teachers are not in great demand, that the students are not interested in History as a subject, that the high demands the subject makes discourages students and that the students do not find the content of the subject relevant. One respondent mentioned that there was a quota system at the institution.

4.3.2 Selection

When asked to name the criteria for admittance to History Didactics, 12 of the respondents from teachers' training colleges stated that not even History at Standard 10 level was required (Tables 4.20 and 4.21).

TABLE 4.20 CRITERIA RELEVANT FOR ADMITTANCE TO HISTORY DIDACTICS AT TEACHERS' TRAINING COLLEGES

Relevant criteria	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) Std 10 without History	5	27,78	7	53,85	1	50,00		
b) Std 10 with History	12	66,67	2	15,38	1	50,00	1	100,00
No response	1	5,56	4	30,77				
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.21 CRITERIA RELEVANT FOR ADMITTANCE TO HISTORY DIDACTICS AT UNIVERSITIES

Relevant criteria	Population group			
	Black		White	
	N	%	N	%
a) two years university training in History	1	50,00	10	90,91
b) three years university training in History	1	50,00	1	9,09
TOTAL	2	100,00	11	100,00

4.4 NATURE OF TRAINING

4.4.1 Duration of training

There seems to be a considerable variation in the duration of training in subject didactics at the various institutions. These figures are shown in Tables 4.22 and 4.23.

TABLE 4.22 DURATION OF SUBJECT DIDACTICS TRAINING FOR SECONDARY SCHOOLS AT TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
One year	3	16,67	6	46,15				
Two years			3	23,08				
Three years	13	72,22			1	50,00		
Four years	1	5,56	2	15,38			1	100,00
Other	1	5,56	1	7,69				

TABLE 4.23 DURATION OF SUBJECT DIDACTICS TRAINING FOR SECONDARY SCHOOLS AT UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
One year - fourth year of undergraduate B.A.	1	50,00	4	36,36
One and a half years, during HED year			1	9,09

4.4.2 Minimum qualification/training that should be obtained for effective History teaching at secondary school

Table 4.24 indicates that the majority of the lecturers at the black, the coloured and the Indian teachers' training colleges felt that three years training at a teachers' training college was needed for effective teaching at junior secondary level. The respondents from the white sample set their standards at four years of training. This corresponds with the standards set by the university lecturers (Table 4.25). For teaching at senior secondary level it would seem that a period of four years training at a teachers' training college or three years at university level was preferred by the lecturers at teachers' training colleges. Their colleagues at universities for blacks and whites were rather divided on this issue but preferred training at university.

TABLE 4.24 MINIMUM QUALIFICATION REQUIRED FOR TEACHING HISTORY AT SECONDARY SCHOOL ACCORDING TO LECTURERS AT TEACHERS' TRAINING COLLEGES

Standard	Minimum qualification for History teachers	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Standard 6 - 7	One year training at teachers' training college	1	5,56						
	Two years training at teachers' training college	1	5,56	2	15,38				
	Three years training at teachers' training college	8	44,44	3	23,08	1	50,00	1	100,00
	Four years training at teachers' training college	4	22,22	5	38,46	1	50,00		
	Two years university training			1	7,69				
	Three years university training	1	5,56						

Standard	Minimum qualification for History teachers	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
	Three years university training plus one year at teachers' training college	2	11,11	1	7,69				
	Postgraduate training			1	7,69				
Standard 8 - 10	Three years training at teachers' training college	1	5,56						
	Four years training at teachers' training college	4	22,22	6	46,15			1	100,00
	Two years university training	1	5,56						
	Three years university training	1	5,56	3	23,08				
	Three years university training plus one year at teachers' training college	5	27,78	3	23,08				
	Postgraduate training	1	5,56	1	7,69	1	50,00		

TABLE 4.25 MINIMUM QUALIFICATION REQUIRED FOR TEACHING HISTORY AT SECONDARY SCHOOL ACCORDING TO LECTURERS AT UNIVERSITIES

Standard	Minimum qualification for History teachers	Population group			
		Black		White	
		N	%	N	%
Standard 6 - 7	Other			1	9,09
	Three years training at teachers' training college	1	50,00	1	9,09
	Four years training at teachers' training college	1	50,00	4	36,36
	One year university training			1	9,09

Standard	Minimum qualification for History teachers	Population group			
		Black		White	
		N	%	N	%
	Two years university training			2	18,18
	Three years university training			1	9,09
Standard 8 - 10	Other			1	9,09
	Two years university training			3	27,27
	Three years university training			3	27,27
	Three years university training plus one year at teachers' training college	2	100,00	2	18,18

4.4.3 Differences in the training of History teachers and historians

On the question as to whether History teachers and historians should be trained differently, the majority of the respondents agreed that there should be some differentiation (Tables 4.26 and 4.27).

TABLE 4.26 DIFFERENCES BETWEEN TRAINING OF HISTORY TEACHERS AND HISTORIANS: LECTURERS, TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	5	27,78	3	23,08	1	50,00		
To some extent	7	38,89	5	38,46				
No	6	33,33	5	38,46	1	50,00	1	100,00
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.27 DIFFERENCES BETWEEN TRAINING OF HISTORY TEACHERS AND HISTORIANS: LECTURERS, UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
Yes			5	45,45
To some extent	1	50,00	4	36,36
No	1	50,00	2	18,18
TOTAL	2	100,00	11	100,00

The differentiation was based mainly on the view that teachers' training should be more didactically oriented with the emphasis on communication on a level understandable to the pupils, whereas historians should be trained in historical methods and be research oriented.

4.5 TRAINING OF HISTORY TEACHERS

4.5.1 Mission of the training institution

When asked to state the mission of their institution regarding the training of History teachers, the respondents from the teachers' training college gave the following responses:

* Colleges for black students

- To train the students to become teachers able to educate pupils at secondary level
- To produce History teachers who are completely confident of their knowledge of the subject content
- To give student History teachers the necessary skills which they can apply when presenting the subject at schools

* Colleges for white students

- To adequately train teachers capable of teaching the subject successfully
- To inspire students so that they aspire to become objective scientists in their teaching of the subject
- To equip the students with the skills of a historian
- To encourage an evidential approach

* Colleges for coloured students

- To be objective and to be able to evaluate the textbooks critically
- To be a good ambassador for the teaching profession

* Colleges for Indian students

- No contribution was made

* Universities for white students

- To become familiar with a repertoire of approaches
- To provide a rationale for critical History teaching
- To effectively lead the child to Christian maturity

* Universities for black students

- To be able to think critically
- To train professional teachers

The respondents from the black and white universities gave the following answers:

4.5.2 Aspects of the training of History teachers

The respondents were asked to give their views on various aspects concerning the training of History teachers. Most of the respondents from the teachers' training colleges felt that practice teaching in secondary and primary schools formed an integral part of the training.

It would seem that at quite a few of the colleges only the training of primary school teachers was undertaken. Other matters that received much attention were the different teaching methods and their application in accordance with the variation in the content of the lessons and the effective use of teaching aids. Designing model lessons did not receive as much attention at the white colleges as it did at the other colleges. The principles and techniques of testing and evaluation were considered to be rather important. Remedial work in History and effective teaching strategies received some attention but it seems that more emphasis was placed on the interpretation of school syllabi and the guidelines for the organization of the subject. Some attention was also given to the relevance of History to the pupils. Training in the use of group work was also high on the agenda (Table 4.28).

The few lecturers at universities who responded to this questionnaire placed great emphasis on practice teaching, irrespective of whether it took place in secondary or primary schools. Model lessons, teaching methods and the application thereof were emphasized by the majority (Table 4.29). Group work, guidelines for the organization of the subject and effective teaching strategies were not as highly rated by these respondents as by the respondents from the training colleges (Table 4.29).

TABLE 4.28 ASPECTS OF TRAINING OF HISTORY TEACHERS AT TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Practice teaching in secondary schools	Mainly	7	38,88	1	7,69			1	100,00
	To some extent	5	27,78	1	7,69				
	To a lesser extent	3	16,67	1	7,69				
	Not at all	1	5,56	7	53,85	1	50,00		

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b) Practice teaching in primary schools	Mainly	5	27,78	8	61,54	2	100,00		
	To some extent	3	16,67	2	15,38			1	100,00
	To a lesser extent	3	16,67	1	7,69				
	Not at all	5	27,78	2	15,38				
c) Designing model lessons	Mainly	6	33,33	2	15,38	1	50,00	1	100,00
	To some extent	7	38,89	5	38,46	1	50,00		
	To a lesser extent	2	11,11	2	15,38				
	Not at all	1	5,56	4	30,77				
d) Different teaching methods	Mainly	12	66,67	7	53,85	2	100,00	1	100,00
	To some extent	3	16,67	3	23,08				
	To a lesser extent	2	11,11	1	7,69				
	Not at all	1	5,56	1	7,69				
e) Applying different teaching methods	Mainly	11	61,11	9	69,23	2	100,00	1	100,00
	To some extent	2	11,11	2	15,38				
	To a lesser extent	3	16,67	2	15,38				
f) Effective use of teaching aids	Mainly	11	61,11	7	53,85	2	100,00	1	100,00
	To some extent	3	16,67	3	23,08				
	To a lesser extent	2	11,11	1	7,69				
	Not at all	1	5,56	2	15,38				
g) The principles and techniques of testing and evaluation	Mainly	11	61,11	6	46,15	1	50,00	1	100,00
	To some extent	5	27,78	4	30,77	1	50,00		
	To a lesser extent	1	5,56	1	7,69				
	Not at all	1	5,56	2	15,38				

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
h) Methods for remedial work in History	Mainly	5	27,78	2	15,38	1	50,00	1	100,00
	To some extent	4	22,22	3	23,08				
	To a lesser extent	6	33,33	5	38,46	1	50,00		
	Not at all	2	11,11	3	23,08				
i) Interpretation of school syllabi	Mainly	5	27,78	3	23,08	1	50,00	1	100,00
	To some extent	7	38,89	6	46,15	1	50,00		
	To a lesser extent	3	16,67	2	15,38				
	Not at all	2	11,11	2	15,38				
j) Effective teaching strategies	Mainly	6	33,33	1	7,69			1	100,00
	To some extent	7	38,89	7	53,85	2	100,00		
	To a lesser extent	2	11,11	2	15,38				
	Not at all	1	5,56	3	23,08				
k) Value and relevance of History	Mainly	4	22,22	6	46,15				
	To some extent	4	22,22	3	23,08	2	100,00	1	100,00
	To a lesser extent	7	38,89	4	30,77				
	Not at all	2	11,11						
l) Guidelines regarding organization of the subject	Mainly	6	33,33	5	38,46	1	50,00	1	100,00
	To some extent	8	44,44	5	38,46	1	50,00		
	To a lesser extent	2	11,11	1	7,69				
	Not at all	2	11,11	2	15,38				
m) Training in the use of group work	Mainly	4	22,22	5	38,46	1	50,00	1	100,00
	To some extent	10	55,56	5	38,46	1	50,00		
	To a lesser extent	4	22,22	1	7,69				
	Not at all			2	15,38				

TABLE 4.29 ASPECTS OF TRAINING OF HISTORY TEACHERS AT UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) Practice teaching in secondary schools	Mainly	2	100,00	5	45,45
	To some extent			5	45,45
	To a lesser extent			1	9,09
b) Practice teaching in primary schools	Mainly			2	18,18
	To some extent	1	50,00	1	9,09
	To a lesser extent			1	9,09
	Not at all	1	50,00	7	63,64
c) Designing model lessons	Mainly			1	9,09
	To some extent	1	50,00	7	63,64
	To a lesser extent	1	50,00	2	18,18
	Not at all			1	9,09
d) Different teaching methods	Mainly	2	100,00	5	45,45
	To some extent			6	54,55
e) Applying different teaching methods	Mainly	2	100,00	5	45,45
	To some extent			4	36,36
	To a lesser extent			2	18,18
f) Effective use of teaching aids	Mainly	2	100,00	5	45,45
	To some extent			4	36,36
	To a lesser extent			1	9,09
g) The principles and techniques of testing and evaluation	Mainly	1	50,00	4	36,36
	To some extent	1	50,00	6	54,55

	Response	Population group			
		Black		White	
		N	%	N	%
h) Methods for remedial work in History	Mainly			1	9,09
	To some extent	1	50,00	2	18,18
	To a lesser extent	1	50,00	5	45,45
	Not at all			1	0,09
i) Interpretation of school syllabi	Mainly	1	50,00	4	36,36
	To some extent	1	50,00	2	18,18
	To a lesser extent			4	36,36
j) Effective teaching strategies	Mainly	1	50,00		
	To some extent			3	27,27
	To a lesser extent	1	50,00	5	45,45
	Not at all			2	18,18
k) Value and relevance of History	Mainly			4	36,36
	To some extent	1	50,00	2	18,18
	To a lesser extent	1	50,00	1	9,09
	Not at all			3	27,27
l) Guidelines regarding organization of the subject	Mainly			3	27,27
	To some extent	1	50,00	3	27,27
	To a lesser extent			4	36,36
	Not at all	1	50,00		
m) Training in the use of group work	Mainly	1	50,00	2	18,18
	To some extent			4	36,36
	To a lesser extent	1	50,00	4	36,36

The respondents were asked to rate certain factors in terms of their importance. It is once again pointed out that the responses from the lecturers at the coloured and Indian training colleges could not really

be interpreted as too few respondents answered the questions. The opinions obtained are mentioned only as a matter of interest. Certain aspects of training were shown to be paramount, namely teaching History from different perspectives and training the teachers in the use of the historical method. Next on the list of priorities was the exercise in the analysis of documents (Table 4.30).

TABLE 4.30 IMPORTANCE OF CERTAIN FACTORS IN THE TRAINING OF HISTORY TEACHERS AT TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Knowledge of the theory/philosophy of History	Extremely important	10	55,56	3	23,08				
	Fairly important	4	22,22	9	69,23	1	50,00	1	100,00
	Of little importance	4	22,22	1	7,69	1	50,00		
b) The historical method	Extremely important	11	61,11	7	53,85			1	100,00
	Fairly important	4	22,22	4	30,77	2	100,00		
	Of little importance	3	16,67	2	15,38				
c) Knowledge of different perspectives	Extremely important	9	50,00	6	46,15	2	100,00	1	100,00
	Fairly important	5	27,78	6	46,15				
	Of little importance	3	16,67	1	7,69				
	Unimportant	1	5,56						
d) Teaching History from different perspectives	Extremely important	13	72,22	8	61,54	2	100,00		
	Fairly important	4	22,22	2	15,38				
	Of little importance			1	7,69			1	100,00
	Unimportant	1	5,56	2	15,38				
e) Knowledge of museums	Extremely important			2	15,38				
	Fairly important	10	58,82	5	38,46	1	50,00	1	100,00
	Of little importance	6	35,29	5	38,46	1	50,00		
	Unimportant	1	5,88	1	7,69				

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
f) Analysis of documents	Extremely important	8	44,44	6	46,15				
	Fairly important	5	27,78	4	30,77				
	Of little importance	4	22,22	3	23,08	2	100,00	1	100,00
	Unimportant	1	5,56						
g) 'History 13-16 Schools Council'	Extremely important	4	22,22	4	30,77				
	Fairly important	2	11,11	3	23,08	1	50,00		
	Of little importance	6	33,33	4	30,77			1	100,00
	Unimportant	3	16,67	1	7,69				
h) 'New History School'	Extremely important	2	11,11	2	15,38				
	Fairly important	9	50,00	4	30,77				
	Of little importance	3	16,67	5	38,46	2	100,00	1	100,00
	Unimportant	3	16,67	1	7,69				
i) 'People's History'	Extremely important	5	27,78	3	23,08	1	50,00		
	Fairly important	7	38,89	5	38,46	1	50,00		
	Of little importance	4	22,22	3	23,08			1	100,00
	Unimportant	2	11,11	1	7,69				
j) Christian National Education	Extremely important	5	27,78	4	30,77				
	Fairly important	6	33,33	2	15,38			1	100,00
	Of little importance	4	22,22	4	30,77	1	50,00		
	Unimportant	3	16,67	3	23,08	1	50,00		

Different matters were rated as important by the respondents from the universities. They regarded a thorough knowledge of the philosophy of History as very important. Knowledge of what the different perspectives are and of the historical method were next on their list

of priorities. The respondents from the white universities did not place the same emphasis on the "New History School", People's History and Christian National Education as did their counterparts from the black universities (Table 4.31). It is not known to which population group the respondents from the black universities belonged. The fact that these respondents put Christian National Education on their priority list may indicate that they were white.

TABLE 4.31 IMPORTANCE OF CERTAIN FACTORS IN THE TRAINING OF HISTORY TEACHERS AT UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) Knowledge of the theory/philosophy of History	Extremely important	1	50,00	5	45,45
	Fairly important			4	36,36
	Of little importance	1	50,00	1	9,09
	Unimportant			1	9,09
b) The historical method	Extremely important	1	50,00	6	54,55
	Fairly important			3	27,27
	Of little importance	1	50,00	2	18,18
c) Knowledge of different perspectives	Extremely important	1	50,00	7	63,64
	Fairly important	1	50,00	4	36,36
d) Teaching History from different perspectives	Extremely important			5	45,45
	Fairly important	1	50,00	5	45,45
	Of little importance	1	50,00	1	0,09
e) Knowledge of museums	Fairly important	2	100,00	5	45,45
	Of little importance			4	36,36
	Unimportant			2	18,18

	Response	Population group			
		Black		White	
		N	%	N	%
f) Analysis of documents	Extremely important	1	50,00	4	36,36
	Fairly important			5	45,45
	Of little importance	1	50,00	2	18,18
g) 'History 13-16 Schools Council'	Extremely important	1	50,00	2	18,18
	Fairly important			5	45,45
	Of little importance			2	18,18
	Unimportant	1	50,00	1	9,09
h) 'New History School'	Extremely important	1	50,00	3	27,27
	Fairly important			4	36,36
	Of little importance			3	27,27
	Unimportant	1	50,00	1	9,09
i) 'People's History'	Extremely important	1	50,00	3	27,27
	Fairly important			2	18,18
	Of little importance			5	45,45
	Unimportant	1	50,00	1	9,09
j) Christian National Education	Extremely important	2	100,00	2	18,18
	Fairly important			2	18,18
	Of little importance			3	27,27
	Unimportant			3	27,27

4.5.3 Characteristics of student History teachers as observed by lecturers

The respondents were asked to give their opinions on the student History teachers' ability to find their own teaching style and their ability to adapt this style to the needs of the classroom. The

respondents from the teachers' training colleges were divided on this issue. Because of the reasons previously discussed, the coloured and Indian responses could not be taken into account. The respondents from the black colleges felt that their students coped well in this respect, but the respondents from the white colleges were not as positive (Table 4.32).

TABLE 4.32 STUDENTS' ABILITY TO FIND THEIR OWN TEACHING STYLE: TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Find their own teaching style/ method	Yes	12	66,67	5	38,46	1	50,00	1	100,00
	No	6	33,33	8	61,54	1	50,00		
Adapt it according to the needs of the classroom	Yes	14	77,78	5	38,46	1	50,00		
	No	4	22,22	8	61,54	1	50,00	1	100,00

The respondents from the white universities were more positive on this issue than were their counterparts from the colleges (Table 4.33).

TABLE 4.33 STUDENTS' ABILITY TO FIND THEIR OWN TEACHING STYLE: UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
Find their own teaching style/ method	Yes	2	100,00	8	72,73
	No			2	18,18
Adapt it according to the needs of the classroom	Yes	2	100,00	8	72,73
	No			1	9,09

Tables 4.34, 4.35, 4.36 and 4.37 give an overview of the respondents' opinions of the student teachers' conduct during teaching practice. This information indicates that the respondents felt that the students relied heavily on the teaching methods they were taught during training when confronted with classroom conditions. It would seem that the black students found it more difficult to use their own initiative in the classroom whereas the white students were willing to formulate objectives for lessons and were more prepared to encourage the pupils to participate in the classroom.

TABLE 4.34 STUDENTS' CONDUCT IN THE CLASSROOM: TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Apply what they have learned at college/ university	Yes	12	66,67	12	92,31	2	100,00	1	100,00
	No	5	27,78	1	7,69				
Teach according to a fixed and systematic plan or recipe	Yes	15	83,33	8	61,54	2	100,00	1	100,00
	No	2	11,11	4	30,77				

TABLE 4.35 STUDENTS' CONDUCT IN THE CLASSROOM: UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
Apply what they have learned at college/ university	Yes	2	100,00	7	63,64
	No			1	9,09
Teach according to a fixed and systematic plan or recipe	Yes	2	100,00	7	63,64
	No			3	27,27

TABLE 4.36 CONDUCT OF THE BEGINNER TEACHER: TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Traditional teaching methods	Yes	15	83,33	6	46,15			1	100,00
	No	1	5,56	3	23,08	1	50,00		
	Cannot say	2	11,11	3	23,08	1	50,00		
b) Does not produce his/her own teaching aids	Yes	12	66,67	5	38,46	2	100,00	1	100,00
	No	3	16,67	5	38,46				
	Cannot say	3	16,67	3	23,08				
c) Does not encourage pupil to participate in the classroom	Yes	10	55,56	3	23,08	1	50,00	1	100,00
	No	2	11,11	7	53,85	1	50,00		
	Cannot say	6	33,33	3	23,08				
d) Concentrates on memorizing historical facts	Yes	16	88,89	5	38,46	1	50,00		
	No	1	5,56	5	38,46	1	50,00	1	100,00
	Cannot say	1	5,56	3	23,08				
e) Difficult to formulate objectives for lessons	Yes	13	72,22	4	30,77	1	50,00		
	No	3	16,67	7	53,85			1	100,00
	Cannot say	2	11,11	2	15,38				

TABLE 4.37 CONDUCT OF THE BEGINNER TEACHER: UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) Traditional teaching methods	Yes	2	100,00	5	45,45
	No			1	9,09
	Cannot say			3	27,27

	Response	Population group			
		Black		White	
		N	%	N	%
b) Does not produce his/her own teaching aids	Yes	2	100,00	6	54,55
	No			3	27,27
c) Does not encourage pupils to participate in the classroom	Yes	1	50,00	2	18,18
	No	1	50,00	5	45,45
	Cannot say			2	18,18
d) Concentrates on memorizing historical facts	Yes	1	50,00	7	63,64
	No			2	18,18
	Cannot say	1	50,00		
e) Difficult to formulate objectives for lessons	Yes	1	50,00	5	45,45
	No	1	50,00	3	27,27
	Cannot say			1	9,09

The respondents were asked to indicate any deficiencies in the training of History teachers at their institution. The respondents from the black universities felt that content was overemphasized, consequently the teachers did not have the skills to conduct research nor did they know how to use primary sources. The need for these students to be familiar with postmatric work in History was mentioned. These respondents stated that many student teachers were trained to master only the content of the syllabi for Standards 6 to 10. The need for a sound didactic background was mentioned.

The respondents from the white colleges felt that too many undergraduate courses in History were offered, yet some held the view that despite this the students did not master the History content sufficiently to enable them to teach the subject. The need was

mentioned for History to be taught for the value of its relevance and not merely as a story of what happened in the past. Furthermore, subject content was overemphasized and the students were never given the opportunity to build a conceptual framework.

The few respondents from the colleges for coloureds also mentioned that teachers were familiar only with the syllabi for Standards 6 to 10 and that no provision was made in the training programme for postmatric work.

The single respondent from a college for Indians felt that there should be ways to follow-up students once they had left college. Feedback on their performance as teachers should be available.

The respondents from the universities maintained that there were too few opportunities for practical experience. The large classes in black schools necessitated a great deal of remedial work and the respondents found it difficult to equip the students with the necessary skills. In contrast with the criticism of the respondents from the colleges, some of these respondents found it difficult to relate the content of History courses for a B.A. degree with the History syllabi for schools.

The respondents were asked to give their opinions on the sensitivity of their students toward matters related to History. All the respondents felt that the students were to some extent aware of these matters (Tables 4.38 and 4.39).

TABLE 4.38 SENSITIVITY OF HISTORY STUDENTS: TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Expectations of parents	Absolutely	3	16,67	2	15,38	1	50,00		
	To some extent	14	77,78	9	69,23	1	50,00	1	100,00
	Not at all	1	5,56	2	15,38				

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b) Values of the community	Absolutely	4	22,22	4	30,77	2	100,00		
	To some extent	12	66,67	9	69,23			1	100,00
	Not at all	2	11,11						
c) Needs and expectations of the world of work	Absolutely	2	11,11	1	7,69				
	To some extent	9	50,00	12	92,31	1	50,00	1	100,00
	Not at all	7	38,89			1	50,00		
d) Expectations of the learner	Absolutely	2	11,11	3	23,08				
	To some extent	12	66,67	8	61,54			1	100,00
	Not at all	4	22,22	2	15,38	1	50,00		
e) New knowledge relevant to History teaching	Absolutely	3	16,67	3	23,08	1	50,00		
	To some extent	11	61,11	7	53,85			1	100,00
	Not at all	4	22,22	2	15,38	1	50,00		
f) Implications of diversity	Absolutely	5	27,78	4	30,77				
	To some extent	10	55,56	7	53,85	1	50,00		
	Not at all	3	16,67	2	15,38			1	100,00

TABLE 4.39 SENSITIVITY OF HISTORY STUDENTS: UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) Expectations of parents	Absolutely			1	9,09
	To some extent			8	72,73
	Not at all	2	100,00	2	18,18

	Response	Population group			
		Black		White	
		N	%	N	%
b) Values of the community	Absolutely			4	36,36
	To some extent	1	50,00	7	63,64
	Not at all	1	50,00		
c) Needs and expectations of the world of work	Absolutely			1	9,09
	To some extent	1	50,00	10	90,91
	Not at all	1	50,00		
d) Expectations of the learner	Absolutely	1	50,00		
	To some extent	1	50,00		
	Not at all			11	100,00
e) New knowledge relevant to History teaching	Absolutely	1	50,00		
	To some extent			9	81,82
	Not at all	1	50,00	2	18,18
f) Implications of diversity	Absolutely	2	100,00	4	36,36
	To some extent			6	54,55
	Not at all			1	9,09

On the question of whether History teachers should be trained in the study of an integrated South African history, based on the perspectives of all the peoples in South Africa, all the respondents but one answered in the affirmative. They differed on how it should be presented to the pupils, i.e. in one textbook, in different textbooks for the different departments of education or in different textbooks for use by all the departments of education. Since many did not answer this question and others said "yes" to all the possibilities, it was not possible to assess the opinions of the respondents on this matter.

4.6 OPINIONS ON THE STATUS OF HISTORY TEACHING IN SECONDARY SCHOOLS

The respondents were asked to give their opinions on the status of History teaching at school level in the RSA. They had to differentiate between the primary school, junior secondary and senior secondary phases.

* The junior secondary phase

The respondents felt that many headmasters did not regard History for Standards 6 and 7 seriously. Qualified History teachers were not used to teach these pupils, resulting in below-par teaching standards. These teachers were not enthusiastic and did not "sell" the subject to the pupils.

* The senior secondary phase

The emphasis is still on examinations and matriculation results dominate the course. The moderators and examiners need intensive training in assessment. The respondents thought the subject lacked a multi-perspective approach. Some of the respondents felt that pupil participation should be encouraged more. The respondents' view was that History was seen as an "easy option" and therefore was awarded a fairly low status.

* The primary school phase

The respondents felt that at primary school the status of the subject was determined by the creativeness of the teacher. Many teachers were unmotivated and their attitude influenced the pupils. Some felt that a more "active" approach was needed, with greater pupil participation.

The respondents were asked to indicate to what extent they considered certain matters to be relevant to the world of the secondary school pupils. Their answers are reflected in Table 4.40.

The answers seem to show that the lecturers at the colleges for white students felt slightly more positive about the relevance of History to

the pupils' world than did their colleagues at the colleges for black students. Again the opinions of the respondents at the colleges for coloureds and Indians were of only minor interest because of the limited numbers. The difference in opinion among these few respondents is noteworthy.

The respondents from the universities seemed to be less positive about the subject's relevance for the pupils (Table 4.41).

TABLE 4.40 THE RELEVANCE OF CERTAIN FACTORS TO THE WORLD OF HIGH SCHOOL PUPILS ACCORDING TO LECTURERS AT TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Teaches pupils to memorize	Absolutely relevant	3	16,67	3	23,08	2	100,00		
	Reasonably relevant	10	55,56	3	23,08				
	Somewhat relevant	3	16,67	6	46,15			1	100,00
	Completely irrelevant	1	5,56	1	7,69				
b) It helps pupils to understand political issues	Absolutely relevant	5	27,78	8	61,54	1	50,00		
	Reasonably relevant	7	38,89	1	7,69			1	100,00
	Somewhat relevant	6	33,33	1	7,69				
	Completely irrelevant			2	15,38	1	50,00		
c) Pupils learn to evaluate situations critically	Absolutely relevant	5	27,78	8	61,54	1	50,00		
	Reasonably relevant	6	33,33	1	7,69			1	100,00
	Somewhat relevant	5	27,78	1	7,69				
	Completely irrelevant	2	11,11	2	15,38	1	50,00		
d) Pupils are made aware of different perspectives	Absolutely relevant	7	38,89	6	46,15	1	50,00		
	Reasonably relevant	2	11,11	4	30,77				
	Somewhat relevant	7	38,89					1	100,00
	Completely irrelevant	2	11,11	2	15,38	1	50,00		

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
e) Helps pupils to have a better understanding of the values of other people	Absolutely relevant	6	33,33	7	53,85	1	50,00		
	Reasonably relevant	6	33,33	2	15,38			1	100,00
	Somewhat relevant	4	22,22	2	15,38	1	50,00		
	Completely irrelevant	2	11,11	1	7,69				
f) Convinces pupils that their own history is part of SA history	Absolutely relevant	6	33,33	6	46,15	1	50,00		
	Reasonably relevant	6	33,33	4	30,77				
	Somewhat relevant	4	22,22	1	7,69			1	100,00
	Completely irrelevant	2	11,11	1	7,69	1	50,00		
g) Develops ability to reason	Absolutely relevant	5	27,78	7	53,85	1	50,00		
	Reasonably relevant	9	50,00	2	15,38			1	100,00
	Somewhat relevant	2	11,11	3	23,08	1	50,00		
	Completely irrelevant	2	11,11						
h) Develops general knowledge	Absolutely relevant	4	22,22	8	61,54	1	50,00		
	Reasonably relevant	10	55,56	3	23,08				
	Somewhat relevant	3	16,67	1	7,69	1	50,00	1	100,00
	Completely irrelevant	1	5,56						
i) Learn to respect the lives of other people	Absolutely relevant	3	16,67	5	38,46	1	50,00		
	Reasonably relevant	7	38,89	4	30,77	1	50,00		
	Somewhat relevant	5	27,78	3	23,08			1	100,00
	Completely irrelevant	3	16,67						
j) Learn to love South Africa	Absolutely relevant	2	11,11	4	30,77				
	Reasonably relevant	4	22,22	5	38,46	1	50,00		
	Somewhat relevant	7	38,89	2	15,38				
	Completely irrelevant	5	27,78			1	50,00	1	100,00

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
k) Of great value in the world of work	Absolutely relevant	4	22,22	1	7,69				
	Reasonably relevant	4	22,22	6	46,15	1	50,00		
	Somewhat relevant	9	50,00	3	23,08			1	100,00
	Completely irrelevant	1	5,56	2	15,38				
l) Pupils learn to know the history of their own population group	Absolutely relevant	5	27,78	5	38,46				
	Reasonably relevant	5	27,78	3	23,08				
	Somewhat relevant	5	27,78	3	23,08	2	100,00	1	100,00
	Completely irrelevant	3	16,67	1	7,69				
m) Make contact with the history of their local environment	Absolutely relevant	4	22,22	5	38,46				
	Reasonably relevant	6	33,33	4	30,77			1	100,00
	Somewhat relevant	5	27,78	2	15,38	1	50,00		
	Completely irrelevant	3	16,67	1	7,69	1	50,00		

TABLE 4.41 THE RELEVANCE OF CERTAIN FACTORS TO THE WORLD OF HIGH SCHOOL PUPILS ACCORDING TO LECTURERS AT UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) Teaches pupils to memorize	Absolutely relevant	1	50,00	3	27,27
	Reasonably relevant			5	45,45
	Somewhat relevant	1	50,00	2	18,18
	Completely irrelevant			1	9,09

	Response	Population group			
		Black		White	
		N	%	N	%
b) It helps pupils to understand political issues	Absolutely relevant	1	50,00	3	27,27
	Reasonably relevant	1	50,00	4	36,36
	Somewhat relevant			3	27,27
c) Pupils learn to evaluate situations critically	Absolutely relevant	1	50,00	3	27,27
	Reasonably relevant	1	50,00	2	18,18
	Somewhat relevant			5	45,45
d) Pupils are made aware of different perspectives	Absolutely relevant	1	50,00	2	18,18
	Reasonably relevant	1	50,00	3	27,27
	Somewhat relevant			3	27,27
	Completely irrelevant			2	18,18
e) Helps pupils to have a better understanding of the values of other people	Absolutely relevant	1	50,00	2	18,18
	Reasonably relevant	1	50,00	3	27,27
	Somewhat relevant			5	45,45
f) Convinces pupils that their own history is part of SA history	Absolutely relevant	1	50,00	3	27,27
	Reasonably relevant			1	9,09
	Somewhat relevant			5	45,45
	Completely irrelevant	1	50,00	1	9,09
g) Develops ability to reason	Absolutely relevant			3	27,27
	Reasonably relevant	1	50,00	1	9,09
	Somewhat relevant			6	54,55
	Completely irrelevant	1	50,00		
h) Develops general knowledge	Absolutely relevant			2	18,18
	Reasonably relevant			5	45,45
	Somewhat relevant	2	100,00	3	27,27

	Response	Population group			
		Black		White	
		N	%	N	%
i) Learn to respect the lives of other people	Absolutely relevant	1	50,00	3	27,27
	Reasonably relevant			1	9,09
	Somewhat relevant	1	50,00	5	45,45
	Completely irrelevant			1	9,09
j) Learn to love South Africa	Reasonably relevant			3	27,27
	Somewhat relevant	1	50,00	5	45,45
	Completely irrelevant	1	50,00	1	9,09
k) Of great value in the world of work	Absolutely relevant			1	9,09
	Reasonably relevant			1	9,09
	Somewhat relevant	1	50,00	8	72,73
	Completely irrelevant	1	50,00		
l) Pupils learn to know the history of their own population group	Absolutely relevant			4	36,36
	Reasonably relevant	1	50,00	3	27,27
	Somewhat relevant			2	18,18
	Completely irrelevant	1	50,00		
m) Make contact with the history of their local environment	Absolutely relevant	1	50,00	2	18,18
	Reasonably relevant	1	50,00	6	54,55
	Somewhat relevant			1	9,09
	Completely irrelevant			1	9,09

Tables 4.42 and 4.43 show that the majority of the respondents used textbooks approved by the departments of education.

TABLE 4.42 USE OF TEXTBOOKS FOR HISTORY DIDACTICS APPROVED BY EDUCATION DEPARTMENTS: TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	17	94,44	11	84,62	1	50,00	1	100,00
No	1	5,66	2	15,38	1	50,00		

TABLE 4.43 USE OF TEXTBOOKS FOR HISTORY DIDACTICS APPROVED BY EDUCATION DEPARTMENTS: UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
Yes	2	100,00	7	63,64
No			4	36,36

The respondents were requested to indicate to what extent they agreed with the statements made about History textbooks (Tables 4.44 and 4.45). The respondents seemed to have different expectations about the role and functions of textbooks. Considering the various objectives in the use of textbooks, it is not surprising that the respondents were so divided in their answers.

TABLE 4.44 ATTITUDES OF TEACHERS ON HISTORY TEXTBOOKS: TEACHERS' TRAINING COLLEGES

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) The use of more than one textbook	Fully agree	16	88,89	12	92,31	1	50,00	1	100,00
	Agree to a reasonable extent	2	11,11	1	7,69				
	Disagree completely					1	50,00		
b) The style and language of textbooks do not correspond with level of pupils' development	Fully agree	6	33,33	3	23,08	1	50,00		
	Agree to a reasonable extent	10	55,56	7	53,85			1	100,00
	Disagree to some extent	2	11,11	1	7,69	1	50,00		
	Disagree completely			2	15,38				
c) Teachers should have more say in choice of textbooks	Fully agree	12	66,67	9	69,23	1	50,00	1	100,00
	Agree to a reasonable extent	3	16,67	3	23,08				
	Disagree to some extent	2	11,11	1	7,69				
	Disagree completely	1	5,56			1	50,00		
d) History presented in a narrative way	Fully agree	2	11,11	3	23,08				
	Agree to a reasonable extent	6	33,33	3	23,08				
	Disagree to some extent	6	33,33	5	38,46	2	100,00	1	100,00
	Disagree completely	4	22,22	2	15,38				
e) Textbook is examination oriented	Fully agree	2	11,11	3	23,08				
	Agree to a reasonable extent	2	11,11						
	Disagree to some extent	4	22,22	4	30,77	1	50,00	1	100,00
	Disagree completely	10	55,56	6	46,15	1	50,00		

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
f) Objective view on the history of various groups	Fully agree	3	16,67	2	15,38			1	100,00
	Agree to a reasonable extent	2	11,11	3	23,08				
	Disagree to some extent	6	33,3	4	30,77	1	50,00		
	Disagree completely	7	38,89	4	30,77	1	50,00		
g) Textbooks are not conducive to an appreciation of their "own culture"	Fully agree	6	33,33			1	50,00		
	Agree to a reasonable extent	6	33,33	3	23,08			1	100,00
	Disagree to some extent	4	22,22	5	38,46	1	50,00		
	Disagree completely	2	11,11	5	38,46				
h) Teachers' manuals should accompany textbooks	Fully agree	10	55,56	7	53,85	1	50,00	1	100,00
	Agree to a reasonable extent	6	33,33	4	30,77	1	50,00		
	Disagree to some extent	1	5,56	1	7,69				
	Disagree completely	1	5,56	1	7,69				

TABLE 4.45 ATTITUDES OF TEACHERS ON HISTORY TEXTBOOKS: UNIVERSITIES

	Response	Population group			
		Black		White	
		N	%	N	%
a) The use of more than one textbook	Fully agree	2	100,00	9	81,82
	Agree to a reasonable extent			1	9,09
	Disagree to some extent			1	9,09

	Response	Population group			
		Black		White	
		N	%	N	%
b) The style and language of textbooks do not correspond with level of pupils' development	Fully agree	2	100,00	4	36,36
	Agree to a reasonable extent			5	45,45
	Disagree to some extent			2	18,18
c) Teachers should have more say in choice of textbooks	Fully agree	2	100,00	8	72,73
	Agree to a reasonable extent			2	18,18
	Disagree completely			1	9,09
d) History presented in a narrative way	Fully agree			2	18,18
	Agree to a reasonable extent			1	9,09
	Disagree to some extent	2	100,00	7	63,64
	Disagree completely			1	9,09
e) Textbook is examination oriented	Agree to a reasonable extent			1	9,09
	Disagree to some extent			6	54,55
	Disagree completely	2	100,00	3	27,27
f) Objective view on the history of various groups	Fully agree	1	50,00	1	9,09
	Agree to a reasonable extent			2	18,18
	Disagree to some extent			6	54,55
	Disagree completely	1	50,00	2	18,18

	Response	Population group			
		Black		White	
		N	%	N	%
g) Textbooks are not conducive to an appreciation of their "own culture"	Agree to a reasonable extent	2	100,00	4	36,36
	Disagree to some extent			3	27,27
	Disagree completely			2	18,18
h) Teachers' manuals should accompany textbooks	Fully agree	2	100,00	4	36,36
	Agree to a reasonable extent			3	27,27
	Disagree to some extent			3	27,27
	Disagree completely			1	9,09

The respondents were asked if they agreed that History was losing popularity as a school subject in the senior secondary phase. Their opinions are reflected in Tables 4.45 and 4.47. The majority agreed with this statement.

TABLE 4.46 HISTORY AS A DECLINING SUBJECT IN THE SENIOR SECONDARY PHASE: TEACHERS' TRAINING COLLEGES

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	13	72,22	12	92,31	1	50,00	1	100,00
No	4	27,78	1	7,69	1	50,00		

TABLE 4.47 HISTORY AS A DECLINING SUBJECT IN THE SENIOR SECONDARY PHASE: UNIVERSITIES

	Population group			
	Black		White	
	N	%	N	%
Yes	2	100,00	10	90,91
No			1	9,09
TOTAL	2	100,00	11	100,00

The respondents maintained that a variety of reasons for this decline in popularity can be found, e.g. the slight relevance the subject has for the world of work and the high premium placed on factual knowledge (Tables 4.48 and 4.49).

TABLE 4.48 THE MOST IMPORTANT REASON FOR THE DECLINE OF HISTORY AS A SUBJECT ACCORDING TO LECTURERS AT TEACHERS' TRAINING COLLEGES

Reasons	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
a) The available subject packages in secondary schools exclude History	1	5,56	5	38,46				
b) Little relevance to the world of work	3	16,67	3	23,08			1	100,00
c) The subject is presented unimaginatively			2	15,38				
d) Contents of the syllabi are not relevant	4	22,22			1	50,00		
e) High premium placed on factual knowledge	4	22,22	2	15,38				
f) The subject is not promoted by school principals	1	5,56						

Reasons	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
g) The subject is not promoted by vocational teachers	1	5,56						
No response	4	22,22	1	7,69	1	50,00		
TOTAL	18	100,00	13	100,00	2	100,00	1	100,00

TABLE 4.49 THE MOST IMPORTANT REASON FOR THE DECLINE OF HISTORY AS A SUBJECT ACCORDING TO LECTURERS AT UNIVERSITIES

Reasons	Population group			
	Black		White	
	N	%	N	%
a) Little relevance to the world of work			2	18,18
b) The subject is presented unimaginatively			1	9,09
c) Contents of the syllabi are not relevant	1	50,00	3	27,27
d) High premium placed on factual knowledge	1	50,00	4	36,36
No response			1	9,09
TOTAL	2	100,00	11	100,00

CHAPTER 5

QUESTIONNAIRE FOR SUBJECT ADVISORS, SUPERINTENDENTS AND INSPECTORS

5.1 AIM OF THE QUESTIONNAIRE

This questionnaire was designed to

- * investigate the practice of History teaching and to identify difficulties,
- * obtain information on matters such as teacher training, the aims and contents of syllabi, evaluation, teaching aids and teaching practice in general, and
- * obtain information regarding the attitudes of teachers, pupils and headmasters toward History as a subject.

5.2 BIOGRAPHICAL INFORMATION

5.2.1 Official position in the department

Table 5.1 gives an overview of the official positions of the respondents in the various departments of education. The response rate for the whole sample was 84,6 %. The five respondents from the Department of Education and Training represented 22,7 % of the sample of respondents, the respondents from the Departments of Education and Culture: House of Assembly 40,9 %, House of Representatives 27,3 % and House of Delegates 9,1 %. The questionnaires were sent to persons identified by the directors of various departments.

TABLE 5.1 OFFICIAL TITLE

Official title	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	5	100,00	1	11,11				
Education advisor for History			1	11,11	1	16,67		
Deputy Superintendent: Dept. of Education			1	11,11			1	50,00
Superintendent: Dept. of Education			4	44,44			1	50,00
Chief Superintendent: Dept. of Education.			1	11,11				
Senior subject advisor			1	11,11	4	66,67		
First subject advisor					1	16,67		
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

5.2.2 Experience

The respondents were asked to indicate the number of years they had been involved at inspectorate level in secondary schools. This information is reflected in Table 5.2.

TABLE 5.2 PERIOD OF INVOLVEMENT IN INSPECTION/PLANNING AT SENIOR SECONDARY SCHOOL LEVEL IN ANY AREA

Period of involvement	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
None	1	20,00					1	50,00
0 - 2 years					3	50,00		
3 - 5 years	3	60,00	4	44,44	1	16,67		
6 - 10 years	1	20,00	5	55,56	2	33,33		
11 - 15 years							1	50,00
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

Information is given in Tables 5.3 and 5.4 on the respondents' involvement in History at secondary level, both on inspectorate level and as teachers. All the respondents had experience as History teachers.

TABLE 5.3 PERIOD OF INVOLVEMENT IN INSPECTION/PLANNING OF HISTORY AT SECONDARY SCHOOL

Period of involvement	Population group								
	Black		White		Coloured		Indian		
	N	%	N	%	N	%	N	%	
None	1	20,00							
0 - 2 years					2	33,33	1	50,00	
3 - 5 years	3	60,00	5	55,56					
6 - 10 years	1	20,00	4	44,44	3	50,00	1	50,00	
More than 15 years					1	16,67			
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00	

TABLE 5.4 EXPERIENCE IN HISTORY TEACHING

Experience in History teaching	Population group								
	Black		White		Coloured		Indian		
	N	%	N	%	N	%	N	%	
Yes	5	100,00	9	100,00	6	100,00	2	100,00	
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00	

The respondents were asked to indicate the number of subjects for which they were responsible at inspectorate level. This information is shown in Table 5.5. Three of the respondents from the Department of Education and Culture: House of Assembly were responsible for three

subjects at this level. The rest were responsible for only two subjects (19,05 %) and one subject (66,6%). A list of these subjects is given in Table 5.6.

TABLE 5.5 NUMBER OF SUBJECTS FOR INSPECTION/EVALUATION AT SECONDARY SCHOOL BY RESPONDENTS

Number of subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
1	4	80,00	2	22,22	6	100,00	2	100,00
2	1	20,00	3	33,33				
3			3	33,33				
No response			1	11,11				
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

TABLE 5.6 SUBJECTS FOR INSPECTION/EVALUATION AT SECONDARY SCHOOL BY RESPONDENTS

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Geography			3	33,33				
History	5	100,00	7	77,78	6	100,00	2	100,00
Afrikaans	1	20,00	4	44,44				
German			1	11,11				
Xhosa			1	11,11				
Biology			1	11,11				

5.2.3 Involvement in specific activities

Table 5.7 reflects the time the respondents spent on activities related to their jobs. As can be seen from the spread of time across the various activities, all the respondents were involved in many subject-related activities.

TABLE 5.7 APPROXIMATE PERCENTAGE OF TIME SPENT ON CERTAIN ACTIVITIES

Activities	Percentage of time spent	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Advising teachers	10							1	50,00
	15			1	11,11			1	50,00
	20	1	20,00	1	11,11				
	25	1	20,00	1	11,11				
	30					1	16,67		
	35					1	16,67		
	40					1	16,67		
	45	1	20,00						
	50					1	16,67		
	60			1	11,11				
70	1	20,00			1	16,67			
b) Inspection of teachers concerning the teaching practice	5	2	20,00						
	15			2	22,22				
	20			1	11,11	1	16,67		
	25	2	20,00			2	33,33	1	50,00
	30			1	11,11	1	16,67		
	50					1	16,67	1	50,00

Activities	Percentage of time spent	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
c) Compiling reports and memoranda in the department	3			1	11,11				
	5	3	60,00	1	11,11				
	10	1	20,00	1	11,11	1	16,67	1	50,00
	15					1	16,67		
	20							1	50,00
	25					1	16,67		
	30			1	11,11	1	16,67		
d) Research	2	1	20,00						
	3					1	16,67		
	5			2	22,22	1	16,67		
	7					1	16,67		
	10	2	40,00	1	11,11	1	16,67	2	100,00
	15	1	20,00						
	20			1	11,11				
e) Presenting training courses	5			1	11,11	2	33,33	1	50,00
	6					1	16,67		
	10	2	40,00	2	22,22	1	16,67	1	50,00
	15			1	11,11				
	20	1	20,00						
	25	1	20,00						
	30					1	16,67		
f) Meetings	2					2	33,33		
	5	3	60,00	1	11,11	2	33,33	1	50,00
	8	1	20,00						
	10			1	11,11			1	50,00
	15			2	22,2				

Activities	Percentage of time spent	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Other									
1) Evaluating teachers	20			2	22,22				
2) Administration work	7 30	2	40,00	1	11,11				
3) Marking & year mark assessment	10							1	50,00

The respondents were asked whether they were satisfied that there was adequate liaison between the education departments and the training institutions where History teachers were trained. Their answers are given in Table 5.8. It appears that many believed the liaison to be inadequate.

TABLE 5.8 THE EXTENT TO WHICH THERE IS LIAISON BETWEEN EDUCATION DEPARTMENTS AND TEACHERS' TRAINING COLLEGES

Extent of liaison	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
To a large extent	1	20,00	3	33,33			1	50,00
To some extent			3	33,33	2	33,33		
To a minor extent	4	80,00	2	22,22	3	50,00	1	50,00
Not at all			1	11,11	1	16,67		
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

The extent of the respondents' participation in curriculum design is shown in Table 5.9. Not everyone was fully involved in the development of new curricula.

TABLE 5.9 THE DEGREE OF PARTICIPATION IN CURRICULUM DESIGN

Extent of participation	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Member of History Subject Committee	2	40,00	2	22,22				
Chairman of Departmental Study Committee.			1	11,11				
Guidance of teachers			1	11,11				
Chairman of History Curriculum Committee			1	11,11				
Member of Curriculum Committee			2	22,22	3	50,00	1	50,00
Comments/recommendations made IRO							1	50,00
None			1	11,11	2	33,33		
Observer status at the Department of Education and Culture					1	16,67		

The respondents were asked to indicate their involvement in curriculum- or job-related activities on an extracurricular basis. It seems that most of the respondents were very much involved in these kinds of activities.

TABLE 5.10 RECENT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES

Involvement in the following activities	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Writing articles in own subject field	Yes	4	80,00	4	44,44	3	50,00	1	50,00
	No	1	20,00	3	33,33	3	50,00	1	50,00

Involvement in the following activities	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b) Writing History textbooks	Yes	1	20,00	2	22,22				
	No	3	60,00	6	66,67	6	100,00	1	50,00
c) Membership of a professional history society	Yes	4	80,00	6	66,67	5	83,33	2	100,00
	No	1	20,00	3	33,33	1	16,67		
d) Attending conferences	Yes	2	40,00	9	100,00	5	83,33	2	100,00
	No	3	60,00			1	16,67		
e) Reading professional History journals	Yes	5	100,00	9	100,00	6	100,00	2	100,00

5.3 INFORMATION ABOUT QUALIFICATIONS AND TRAINING

The respondents were asked to give their opinions on the adequacy of the training offered at teachers' training colleges with reference to the subject content. Their answers were viewed in the light of their own training at such institutions. Only six of the 22 respondents had not received training at a training college. Nine of the respondents who had attended a college felt that the present training was not adequate and six indicated that they were unable to offer an opinion (Table 5.11).

TABLE 5.11 THE CORRELATION BETWEEN THE NUMBER OF YEARS OF TRAINING IN HISTORY AT A TEACHERS' TRAINING COLLEGE AND THE VIEWS ON THE ADEQUACY OF THE SUBJECT CONTENT PRESENTED

Training at a teachers' training college	Adequacy of subject content	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) One year	Yes			1	11,11				
	No			1	11,11	1	16,67	1	50,00
	Uncertain	2	40,00			1	16,67		
b) Two years	No	1	20,00	1	11,11	1	16,67		
c) Three years	Yes			1	11,11				
	No					1	16,67		
	Uncertain	1	20,00						
d) Four years	No					1	16,67		
	Uncertain			1	11,11			1	50,00
e) None	Yes			2	22,22	1	16,67		
	No	1	20,00	2	22,22				

The number of years training experienced by the respondents at teachers' training colleges was correlated with their views on the training in subject didactics at the colleges as compared with that given at universities. This information is reflected in Table 5.12. Twelve respondents felt that the training at colleges was better, eight agreed that there was actually no difference and only two felt that the training in subject didactics was better at universities (Table 5.12).

TABLE 5.12 THE CORRELATION BETWEEN NUMBER OF YEARS OF TRAINING IN HISTORY AT A TEACHERS' TRAINING COLLEGE AND VIEWS ON THE QUALITY OF TRAINING IN SUBJECT METHOD/DIDACTICS

Training at a teachers' training college	Quality of training in subject method/didactics	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) One year	Teachers' training college better			1	11,11	1	16,67		
	Universities better	1	20,00						
	No difference	1	20,00	1	11,11	1	16,67	1	50,00
b) Two years	Teachers' training college better	1	20,00	1	11,11	1	16,67		
c) Three years	Teachers' training college better			1	11,11	1	16,67		
	No difference	1	20,00						
d) Four years	No difference			1	11,11	1	16,67	1	50,00

The respondents' highest qualifications in education are listed in Table 5.13. Twenty of these qualifications were obtained before 1980. Only one had an M.Ed. degree, obtained in 1983 by a respondent from the Department of Education and culture: House of Assembly.

TABLE 5.13 HIGHEST QUALIFICATIONS IN EDUCATION

Highest qualification	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Teacher's diploma at a teachers' training college	1	20,00	1	11,11				
Teacher's diploma at a university	1	20,00	1	11,11				
Postgraduate teacher's diploma	1	20,00	2	22,22				

Highest qualification	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Bachelor's degree	1	20,00			3	50,00		
Honours degree (B.Ed.)	1	20,00	4	44,44	2	33,33	2	100,00
Master's degree (M.Ed.)			1	11,11	1	16,67		
Doctor's degree (D.Ed.)								

If the respondents' views on the adequacy of the subject content as presented at university are seen in the context of their own university qualifications in History, it seems that most of the respondents with such a qualification were satisfied with the subject content at school level (Table 5.14). This contrasts with their dissatisfaction with the subject content at teachers' training colleges.

TABLE 5.14 THE CORRELATION BETWEEN HIGHEST UNIVERSITY QUALIFICATIONS IN HISTORY AND VIEWS ON THE ADEQUACY OF SUBJECT CONTENTS PRESENTED AT UNIVERSITIES IN PREPARATION FOR HISTORY TEACHING

Highest university qualification	Adequacy of subject content at a university	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
History I	Yes			1	11,11				
History III	Yes	2	40,00	3	33,33	2	33,33		
	No	1	20,00	1	11,11			1	50,00

Highest university qualification	Adequacy of subject content at a university	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Honours degree	Yes	1	20,00			2	33,33	1	50,00
	No					1	16,67		
	Uncertain	1	20,00			1	16,67		
Master's degree	Yes			1	11,11				
	Uncertain			1	11,11				
Doctor's degree	Yes			1	11,11				
Other	Yes			1	11,11				

When these respondents' views on the subject didactics presented at university are analyzed, the majority seemed to favour the training at teachers' training colleges (Table 5.15).

TABLE 5.15 THE CORRELATION BETWEEN UNIVERSITY QUALIFICATIONS AND VIEWS ON QUALITY OF TRAINING IN SUBJECT METHOD/DIDACTICS

Highest university qualification	Quality of training in subject method/didactics	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
History I	No difference			1	11,11				
History III	Teachers' training college better	2	40,00	4	44,44	2	33,33		
	No difference	1	20,00					1	50,00
Honours degree	Teachers' training college better					1	16,67		
	Universities better	1	20,00			1	16,67		
	No difference	1	20,00			2	33,33	1	50,00

Highest university qualification	Quality of training in subject method/ didactics	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Master's degree	Teachers' training college better			1	11,11				
	No difference			1	11,11				
Doctor's degree	Teachers' training college better			1	11,11				
Other	Teachers' training college better			1	11,11				

5.4 TRAINING OF HISTORY TEACHERS

5.4.1 Qualifications needed for History teaching at secondary schools

The respondents were asked for their views on the minimum qualifications necessary to teach successfully at a secondary school (Table 5.16) and their responses show that they were divided on this topic. For teaching Standards 6 and 7, four years training at a teachers' training college seemed to be the minimum which the majority thought necessary. For teachers at the senior secondary phase it seems that the respondents preferred university training. The respondents from the departments responsible for teaching mainly black and white pupils seemed to favour at least three years of university training, preferably combined with one year at a teachers' training college, whereas the respondents from the other two departments thought that two years university training was sufficient.

TABLE 5.16 THE MINIMUM QUALIFICATION NEEDED TO TEACH HISTORY EFFECTIVELY AT SECONDARY SCHOOL

Standard	Minimum qualification	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Standard 6 - 7	Two years teachers' college training			1	11,11	1	16,67		
	Three years teachers' college training	3	60,00			3	50,00		
	Four years teachers' college training	1	20,00	4	44,44			1	50,00
	One year university training					1	16,67		
	Two years university training	1	20,00	1	11,11	1	16,67	1	50,00
	Three years university training			2	22,22				
	Three years university training plus one year college training			1	11,11				
Standard 8 - 10	Four years teachers' college training	1	20,00	1	11,11	1	16,67		
	One year university training					1	16,67		
	Two years university training			1	11,11	2	33,33	2	100,00
	Three years university training	1	20,00	1	11,11				
	Three years university training plus one year college training	3	60,00	1	11,11	2	33,33		
	Postgraduate training			2	22,22				

5.4.2 Shortcomings in subject knowledge

When asked to identify those deficiencies or shortcomings that in their opinion were present in the subject knowledge in History as presented

at teachers' training colleges, the respondents from the Department of Education and Training felt that the student teachers were not equipped to handle today's problematic situations in the classroom, especially in view of the current controversy surrounding History in schools. The opinion was expressed that the teachers did not possess the depth of knowledge needed for the present circumstances.

The respondents from the departments of education: the Houses of Assembly and Representatives felt that the subject content as presented at teachers' training colleges was directed more toward the syllabi of primary schools, that the students were not taught any research techniques, that their knowledge lacked depth and that it was not always relevant to the syllabi. The House of Delegates' respondents also maintained that the syllabi followed at colleges did not always correlate with those followed at schools.

Regarding the subject content of the History courses presented at universities the general opinion was that the content did not always correlate with that of the syllabi.

The respondents were asked if they thought it important that student teachers should acquire subject knowledge in History directed at the content of the syllabi for secondary schools. The data in Table 5.17 show the importance that all the respondents attached to this.

TABLE 5.17 TRAINING DIRECTED TOWARD SYLLABI CONTENT

Importance of training directed toward syllabi content	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Very important	3	60,00	4	44,44	3	50,00	1	50,00
Fairly important	1	20,00	4	44,44	3	50,00	1	50,00
Of little importance	1	20,00	1	11,11				
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

5.4.3 Shortcomings in the subject didactic courses

Table 5.15 details the opinions of the respondents on the quality of these courses. The subject didactic courses presented at teachers' training colleges were rated better than those at the universities although there were shortcomings. These shortcomings will now be discussed briefly.

* Teachers' training colleges

- Department of Education and Training

The teachers are not familiar with the different methods of teaching, they do not know how to structure examination papers and their preparation for lessons is not done properly.

- House of Assembly

Teaching methods, evaluation and motivation techniques do not receive enough attention.

- House of Representatives

A lack of basic subject knowledge, inadequate teaching methods and evaluation techniques and an inability to use teaching aids competently are the main criticisms.

- House of Delegates

Teachers cannot differentiate in a class.

* Universities

- Department of Education and Training

The teaching methods used mean that pupils stay passive listeners and some of the lessons are way beyond the intellectual development of the pupils.

- House of Assembly

The lessons are presented theoretically and no practical implications are pointed out. The lecturers have no teaching experience in schools and their teaching and evaluation techniques are not applicable.

- House of Representatives

The teaching methods do not provide for active participation by the pupils and the teachers are not trained to use teaching aids properly.

- House of Delegates

No opinions were offered.

The respondents were asked to give their views on various statements concerning the adequacy of the training in subject didactics and the way it prepares the students for actual teaching conditions (Table 5.18). The opinions expressed in this table correlate with what has been said about the shortcomings in the training of student teachers, i.e. all the matters are covered but only to a certain extent.

TABLE 5.18 ADEQUACY OF TRAINING IN SUBJECT DIDACTICS

Adequacy of training	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Practice teaching	To a large extent	1	20,00	2	11,11				
	To some extent	3	60,00	3	22,22	4	66,67	1	50,00
	To a lesser extent			6	55,56	2	33,33	1	50,00
	Not at all	1	20,00	2	11,11				

Adequacy of training	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b) Designing of model lessons	To a large extent	1	20,00						
	To some extent	1	20,00	4	44,44	4	66,67	2	100,00
	To a lesser extent	3	60,00	5	55,56	2	33,33		
c) Different teaching methods	To a large extent	1	20,00	1	11,11			1	50,00
	To some extent	4	80,00	4	44,44	4	66,67		
	To a lesser extent			3	33,33	2	33,33	1	50,00
d) Applying different teaching methods	To a large extent	1	20,00	3	33,33	1	16,67	1	50,00
	To some extent	2	40,00	4	44,44	1	16,67	1	50,00
	To a lesser extent	2	40,00	2	22,22	4	66,67		
e) Effective use of teaching aids	To a large extent	1	20,00	2	22,22	1	16,67	1	50,00
	To some extent	3	60,00	4	44,44	1	16,67	1	50,00
	To a lesser extent	1	20,00	3	33,33	4	66,67		
f) Testing and evaluation	To a large extent	1	20,00	1	11,11			1	50,00
	To some extent	1	20,00	5	55,56	3	50,00		
	To a lesser extent	3	60,00	3	33,33	2	33,33	1	50,00
	Not at all					1	16,67		
g) Methods for remedial work	To a large extent	1	20,00	2	22,22	1	16,67	1	50,00
	To some extent			2	22,22	1	16,67	1	50,00
	To a lesser extent	4	80,00	4	44,44	4	66,67		
	Not at all			1	11,11				
h) Interpretation of syllabi	To a large extent	1	20,00	2	22,22	1	16,67		
	To some extent	2	40,00	3	33,33	1	16,67	2	100,00
	To a lesser extent	2	40,00	3	33,33	3	50,00		
	Not at all			1	11,11	1	16,67		

Adequacy of training	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
i) Effective teaching strategies	To a large extent	1	20,00	1	11,11				
	To some extent	1	20,00	2	22,22	2	33,33	1	50,00
	To a lesser extent	2	40,00	4	44,44	3	50,00	1	50,00
	Not at all	1	20,00	2	22,22	1	16,67		
j) Awareness of the value, relevance and career opportunities of History as a subject	To a large extent	1	20,00	1	11,11	1	16,67		
	To some extent	1	20,00	1	11,11	3	50,00		
	To a lesser extent	1	20,00	4	44,44	2	33,33	2	100,00
	Not at all	2	40,00	3	33,33				
k) Guidelines for subject organization	To a large extent	1	20,00	1	11,11				
	To some extent	1	20,00	3	33,33	1	16,67	1	50,00
	To a lesser extent	2	40,00	4	44,44	4	66,67	1	50,00
	Not at all	1	20,00	1	11,11	1	16,67		

5.4.4 Content of the training course for History teachers

The respondents were asked to indicate their feelings about the importance of certain matters in the training of History teachers (Table 5.19). The only matter which all the respondents rated fairly high was that different perspectives should be reflected in History textbooks. The statement that guidelines for teaching History from different perspectives should be provided, was rated similarly by all the respondents except for those from the House of Assembly who rated this aspect lower. These respondents also attached more importance to Christian National Education than did the others.

TABLE 5.19 THE IMPORTANCE OF ASPECTS OF CONTENT IN THE TRAINING OF STUDENT HISTORY TEACHERS

Aspects of content	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Theory/ philosophy of History	Extremely important	2	40,00	3	33,33	1	16,67	1	50,00
	Fairly important	2	40,00	5	55,56	5	83,33	1	50,00
	Of little importance	1	20,00	1	11,11				
b) The historical method of work	Extremely important	1	20,00	5	55,56	2	33,33	1	50,00
	Fairly important	4	80,00	3	33,33	4	66,67	1	50,00
	Of little importance			1	11,11				
c) Different perspectives reflected in textbooks	Extremely important	3	60,00	5	55,56	4	66,67	1	50,00
	Fairly important	1	20,00			2	33,33	1	50,00
	Of little importance	1	20,00	3	33,33				
d) Teaching History from different perspectives	Extremely important	3	60,00	4	44,44	4	66,67	1	50,00
	Fairly important	2	40,00	3	33,33	2	33,33	1	50,00
	Of little importance			2	22,22				
e) Knowledge of museums	Fairly important	2	40,00	2	22,22	1	16,67		
	Of little importance	2	40,00	6	66,67	5	83,33	1	50,00
	Unimportant	1	20,00	1	11,11				
f) Analysis of documents	Extremely important	1	20,00	4	44,44	2	33,33	1	50,00
	Fairly important	4	80,00	5	55,56	2	33,33	1	50,00
	Of little importance					1	16,67		
g) 'History 13-16 schools council'	Extremely important	1	20,00	1	11,11			1	50,00
	Fairly important	3	60,00	1	11,11	2	33,33	1	50,00
	Of little importance			6	66,67	3	50,00		
	Unimportant			1	11,11				

Aspects of content	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
h) 'New History School'	Extremely important	1	20,00	1	11,11	2	33,33		
	Fairly important	3	60,00			2	33,33	2	100,00
	Of little importance			5	55,56	2	33,33		
	Unimportant			3	33,33				
i) 'People's History'	Extremely important	1	20,00			1	16,67	1	50,00
	Fairly important	2	40,00	1	11,11	3	50,00	1	50,00
	Of little importance	1	20,00	4	44,44	1	16,67		
	Unimportant			4	44,44	1	16,67		
j) Christian National Education	Extremely important	1	20,00	6	66,67	1	16,67		
	Fairly important	3	60,00			3	50,00		
	Of little importance	1	20,00	2	22,22	1	16,67	1	50,00
	Unimportant			1	11,11	1	16,67	1	50,00

5.4.5 In-service training courses

The respondents stated that all the departments of education offered in-service training.

The respondents were asked to give more details on these courses. The respondents from the Department of Education and Training replied that many of their teachers were badly trained or had to present subjects in which they were not qualified. The in-service courses therefore had to stress content and teaching methods. Some of the courses were in the form of lectures for two to three weeks, after which an examination was written. Others were offered in the form of a workshop with the emphasis on practical work.

The courses in the education department of the House of Assembly are offered as regional courses presented in collaboration with teachers'

training colleges or universities. These courses can be offered in the form of a seminar lasting for one or two days or even a week. Many of the teachers who are responsible for teaching of History in the junior secondary phase are not qualified. In many of these courses the emphasis falls on skills, attitudes, the use of source material and the interpretation thereof. In many cases the subject committee identifies the needs and subject conferences are held. New tendencies in teaching or evaluating are being introduced.

The respondents from the House of Representatives stated that lectures were given on teaching techniques, evaluation, curriculum development, how to handle differentiation in the classroom, etc. Group work and teacher participation seemed to be very important. If a need were identified in a specific region, a course would be offered to help the teacher handle the problem.

The department of education of the House of Delegates concentrates on day-long and week-long seminars and usually employs the workshop method in which new techniques and teaching methods are introduced.

On the question of whether lecturers at universities and teachers' training colleges should be involved in these courses, all but two of the respondents were positive. Two respondents from the House of Assembly were not in favour.

The attitude of the History teachers on these in-service courses was, according to the respondents, mainly positive (Table 5.20). One respondent from the Department of Education and Training judged the teachers' attitudes to be negative, one thought them to be neutral and one respondent from the House of Delegates did not give an opinion. The latter respondent said that his department did not offer in-service training courses. Another respondent felt unabled to offer an opinion.

TABLE 5.20 THE ATTITUDE OF HISTORY TEACHERS TOWARD IN-SERVICE TRAINING COURSES

Response	Attitude toward in-service training courses	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Yes	Positive	3	60,00	9	100,00	5	83,33	1	50,00
	Neutral	1	20,00						
	Negative	1	20,00						
	Do not know					1	16,67		

5.5 INFORMATION ABOUT HISTORY TEACHERS

5.5.1 Number of History teachers

Table 5.21 gives an overview of the number of History teachers for whom each respondent was responsible. The number ranges from fewer than 50 to more than 300.

TABLE 5.21 NUMBER OF HISTORY TEACHERS IN THE REGION/AREA

Number of History teachers	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
1 - 50			2	22,22				
51 - 100	1	20,00	2	22,22	1	16,67		
101 - 150			1	11,11	1	16,67	1	50,00
151 - 200	2	40,00	1	11,11	3	50,00		
201 - 250	1	20,00	1	11,11	1	16,67		
251 - 300	1	20,00					1	50,00
301 - 350			1	11,11				

5.5.2 Difficulties where teachers are not qualified/suited to teach History

The respondents were asked to estimate the percentage of teachers in their regions whom they regarded as not qualified or suited to teach the subject. It is alarming to find that the respondents' view was that in some cases up to 50 % of the teachers were not suitable to teach the subject.

TABLE 5.22 PERCENTAGE OF HISTORY TEACHERS NOT QUALIFIED/SUITED TO TEACH HISTORY

Percentage	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
0 - 10 %			5	55,56	3	50,00	1	50,00
10 - 20 %	1	20,00	2	22,22	2	33,33	1	50,00
20 - 30 %	1	20,00	1	11,11				
30 - 40 %	1	20,00			1	16,67		
40 - 50 %	2	40,00						

Table 5.23 reflects the extent of the difficulties experienced in finding suitably qualified History teachers. It appears that such difficulties were experienced in two of the departments.

TABLE 5.23 DIFFICULTIES EXPERIENCED IN FINDING SUITABLY QUALIFIED HISTORY TEACHERS

Response	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	3	60,00	2	22,22				
No	2	40,00	6	66,67	4	66,67	2	100,00
Not able to give an answer			1	11,11	1	16,67		
Yes and no					1	16,67		
TOTAL	5	100,00	9	100,00	6	100,00	2	100,00

These difficulties tend to be fairly serious to serious in the senior and even secondary classes and even more so in the Department of Education and Training. This might explain the reported 50 % of teachers not trained or suitable for History teaching in the same department. The respondents maintained that the reasons for this situation were to be found in the fact that the teachers did not have adequate experience in teaching History and because they were reluctant to accept responsibility for preparing the pupils for the Standard 10 examination. The respondents did not think that the teachers' reluctance due to the political situation played any role.

5.6 SYLLABI FOR THE TEACHING OF HISTORY AT SECONDARY SCHOOL

5.6.1 Aims for History in Standards 6 - 10

The general aims for History as listed in the syllabi for Standards 6 to 10 were listed and the respondents were asked to rate them in terms of attainability. As can be seen from Table 5.24 the respondents were rather divided on these matters. Other than the aim of contributing to the understanding of History as an academic discipline and developing the intellectual skills involved in studying History, all the aims were rated as realistic by the respondents of the House of Assembly. The

respondents from the other departments were not unanimous in their ratings. There was no agreement even on the aim most difficult to realize, although the one on History as an academic discipline developing intellectual skills was rated by the majority as the most difficult to attain (Table 5.25).

TABLE 5.24 GENERAL AIMS FOR HISTORY, STANDARDS 6 - 10

General aims	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) The personal development of pupils	Yes	4	80,00	9	100,00	6	100,00	1	50,00
	No							1	50,00
b) The development of citizenship	Yes	1	20,00	9	100,00	2	33,33	1	50,00
	No	3	60,00			3	50,00	1	50,00
c) The development of balanced attitudes and values	Yes	3	60,00	9	100,00	4	66,67	1	50,00
	No	1	20,00			1	16,67	1	50,00
d) The development of appreciation for the heritage of nations and cultures	Yes	3	60,00	8	88,89	3	50,00	1	50,00
	No	2	40,00	1	11,11	2	33,33	1	50,00
e) Development of the unique nature of individuals	Yes	2	40,00	7	77,78	4	66,67	1	50,00
	No	2	40,00	2	22,22	1	16,67	1	50,00
f) The development of intellectual skills and perspectives involved in studying History	Yes	4	80,00	5	55,56	3	50,00	2	100,00
	No	1	20,00	4	44,44	2	33,33		

TABLE 5.25 ATTAINABILITY OF THE AIMS

Aims	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Personal development of pupils							1	50,00
Development of a sense of citizenship	2	40,00			1	16,67		
Development of balanced attitudes and values			3	33,33				
Understanding and appreciation for the heritage of nations and cultures	1	20,00			2	33,33	1	50,00
Development of intellectual skills and perspectives involved in studying History	1	20,00	6	66,67	3	50,00		

5.6.2 Views on the teaching of History

The respondents were asked to indicate to what extent they agreed with the statements made on the teaching of History (Table 5.26). Once again a variety of opinions was found. The respondents from the Department of Education and Training agreed that the aims for History were too vaguely formulated to be refined into objectives for individual lessons. This applied to both the higher grade and the standard grade. They were also unanimous in their opinion that the personal viewpoints of History teachers did not always correspond with the aims in the syllabi and thus obstructed the realization of the aims.

The respondents from the House of Assembly generally agreed that the syllabi were too long and could not be covered in the available teaching time. This was applicable to both the higher and the standard grade. They also agreed that the overloaded syllabi led to pupils being trained for examinations.

The respondents from the House of Representatives felt that too few

guidelines on construction in the classroom were provided in the syllabi as well as the subject policy of the standard grade. They also held the opinion that the syllabi were too long to be covered in the time available (both grades) and that the personal viewpoints of History teachers did not always accord with the aims in the syllabi.

The respondents from the House of Delegates concurred that the aims for History were too vaguely formulated and that overloading the syllabi was an inhibiting factor in the learning situation. They also felt that the syllabi did not allow creative teaching methods in the higher grade.

TABLE 5.26 VIEWS ON THE TEACHING OF HISTORY

Different views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Aims too vaguely formulated - HG	Fully agree	3	60,00					1	50,00
	Agree to some extent	2	40,00	4	44,44	3	50,00	1	50,00
	Agree to a lesser extent			3	33,33	2	33,33		
	Disagree			2	22,22	1	16,67		
Aims too vaguely formulated - SG	Fully agree	3	60,00						
	Agree to some extent	2	40,00	3	33,33	3	50,00	1	50,00
	Agree to a lesser extent			3	33,33	2	33,33		
	Disagree			2	22,22				
b i) Too few guidelines on syllabus - HG	Fully agree	2	40,00	2	22,22	1	16,67		
	Agree to some extent	1	20,00	2	22,22	4	66,67	2	100,00
	Agree to a lesser extent			2	22,22				
	Disagree	2	40,00	3	33,33	1	16,67		
Too few guidelines on syllabus - SG	Fully agree	2	40,00	2	22,22	1	16,67		
	Agree to some extent	1	20,00	2	22,22	4	66,67	2	100,00
	Agree to a lesser extent			1	11,11				
	Disagree	2	40,00	3	33,33				

Different views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
b ii) Too few guidelines on subject policy - HG	Fully agree	1	20,00	2	22,22				
	Agree to some extent			1	11,11	2	33,33		
	Agree to a lesser extent	2	40,00	4	44,44	2	33,33	2	100,00
	Disagree	2	40,00	2	22,22	2	33,33		
Too few guidelines on subject policy - SG	Fully agree	1	20,00	2	22,22				
	Agree to some extent			1	11,11	2	33,33		
	Agree to a lesser extent	2	40,00	3	33,33	2	33,33	2	100,00
	Disagree	2	40,00	2	22,22	1	16,67		
b .iii) Too few guidelines on scheme of work - HG	Fully agree			1	11,11				
	Agree to some extent	1	20,00	1	11,11	3	50,00		
	Agree to a lesser extent			5	55,56	1	16,67	1	50,00
	Disagree	4	80,00	2	22,22	2	33,33	1	50,00
Too few guidelines on scheme of work - SG	Fully agree			1	11,11				
	Agree to some extent	1	20,00	1	11,11	3	50,00		
	Agree to a lesser extent			4	44,44	1	16,67	1	50,00
	Disagree	4	80,00	2	22,22	1	16,67	1	50,00
c) Syllabus too long for available teaching time - HG	Fully agree	1	20,00	6	66,67	3	50,00	1	50,00
	Agree to some extent			1	11,11	2	33,33	1	50,00
	Agree to a lesser extent	2	40,00	1	11,11	1	16,67		
	Disagree	2	40,00						
Syllabus too long for available teaching time - SG	Fully agree	1	20,00	5	55,56	2	33,33	1	50,00
	Agree to some extent	1	20,00	1	11,11	3	50,00	1	50,00
	Agree to a lesser extent	1	20,00	1	11,11				
	Disagree	2	40,00						

Different views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
d) Too little creativity in teaching methods - HG	Fully agree	2	40,00			1	16,67		
	Agree to some extent	1	20,00	3	33,33	2	33,33	1	50,00
	Agree to a lesser extent	1	20,00	2	22,22	2	33,33	1	50,00
	Disagree	1	20,00	4	44,44	1	16,67		
Too little creativity in teaching methods - SG	Fully agree	1	20,00			1	16,67		
	Agree to some extent	2	40,00	3	33,33	2	33,33	1	50,00
	Agree to a lesser extent	1	20,00	1	11,11	2	33,33	1	50,00
	Disagree	1	20,00	4	44,44				
e) Syllabus too far removed from pupils' life-world	Fully agree	1	20,00			2	33,33		
	Agree to some extent	2	40,00	2	22,22	2	33,33	1	50,00
	Agree to a lesser extent	1	20,00	5	55,56	1	16,67	1	50,00
	Disagree	1	20,00	2	22,22	1	16,67		
f) Syllabi themes recur too often - HG	Fully agree	2	40,00	2	22,22	2	33,33		
	Agree to some extent	1	20,00	3	33,33	1	16,67		
	Agree to a lesser extent			4	44,44	2	33,33	2	100,00
	Disagree	2	40,00			1	16,67		
Syllabi themes recur too often - SG	Fully agree	2	40,00	2	22,22	2	33,33		
	Agree to some extent	1	20,00	3	33,33	1	16,67		
	Agree to a lesser extent			3	33,33	1	16,67	2	100,00
	Disagree	2	40,00			1	16,67		
g) Overloading of syllabi as an inhibiting factor - HG	Fully agree	1	20,00	3	33,33	1	16,67	1	50,00
	Agree to some extent	1	20,00	4	44,44	2	33,33	1	50,00
	Agree to a lesser extent	1	20,00	1	11,11	3	50,00		
	Disagree	2	40,00						

Different views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Overloading of syllabi as an inhibiting factor - SG	Fully agree	2	40,00	3	33,33	1	16,67	1	50,00
	Agree to some extent			3	33,33	2	33,33	1	50,00
	Agree to a lesser extent	1	20,00	1	11,11	2	33,33		
	Disagree	2	40,00						
h) Overloading of syllabi leads to pupils being trained for examinations only - HG	Fully agree	2	40,00	5	55,56	3	50,00		
	Agree to some extent			3	33,33	2	33,33	2	100,00
	Agree to a lesser extent	2	40,00			1	16,67		
	Disagree	1	20,00	1	11,11				
Overloading of syllabi leads to pupils being trained for examinations only - SG	Fully agree	2	40,00	5	55,66	2	33,33		
	Agree to some extent			2	22,22	2	33,33	2	100,00
	Agree to a lesser extent	2	40,00			1	16,67		
	Disagree	1	20,00	1	11,11				
i) Personal viewpoints of teachers do not correspond with aims in syllabi	Fully agree	2	40,00	3	33,33	2	33,33		
	Agree to some extent	3	60,00	2	22,22	3	50,00		
	Agree to a lesser extent			3	33,33	1	16,67	2	100,00
	Disagree			1	11,11				

TABLE 5.27 DIFFERENTIATION IN HISTORY EDUCATION

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Yes	2	40,00	5	55,56			2	100,00
No	3	60,00	4	44,44	6	100,00		

On the success or not of the implementation of differentiation in the History classes, the following was reported by the respondents:

*** Education and Training**

The respondents in this department who did not see the implementation as successful, attributed the failure to too many pupils in a classroom, insufficient source material and the fact that teachers are not capable of differentiating. The need for differentiation was emphasized in view of the serious language problems some of the pupils experienced. The opinion was also expressed that differentiation allowed those pupils who were intelligent and who worked hard to excel.

*** House of Assembly**

The view was expressed that although teachers differentiated, this occurred on a content level but not in teaching methods and in-depth discussions on specific topics.

*** House of Representatives**

It was felt that the main problem was that the teachers found it difficult to differentiate in one class. They would prefer to have the pupils who were at different levels in separate classes. Some of the teachers found it difficult to set examination papers on a differentiated basis. The need was emphasized for differentiation to occur at all levels, i.e. content as well as teaching methods, depth of

discussions, etc.

* House of Delegates

No comments were offered.

5.7 TEACHING MEDIA AND FACILITIES

The importance of teaching media was probed on a scale ranging from "very important" to "unimportant" and "do not know". All the respondents rated textbooks and teachers' guides as either "very important" or "fairly important" (Table 5.28).

TABLE 5.28 THE IMPORTANCE OF SPECIFIC TEACHING MEDIA

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Textbook	Very important	3	60,00	3	33,33	2	33,33		
	Fairly important	2	40,00	6	66,67	4	66,67	2	100,00
Teachers' guide	Very important	3	60,00	3	33,33	1	16,67	1	100,00
	Fairly important	1	20,00	6	66,67	5	83,33		

The respondents were asked to what extent they agreed with certain statements pertaining to textbooks. Although not all the respondents rated the use of textbooks as "very important" in Table 5.28 they agreed that it was important that more than one textbook should be used when teaching History.

* Department of Education and Training

These respondents felt it important that History textbooks be presented in a narrative way in the senior standards. They were also in favour of teachers' manuals accompanying textbooks.

* House of Assembly

These respondents pointed out that the language usage and style in textbooks did not always correspond with the pupils' level of development. They also favoured teachers' manuals in History education.

* House of Representatives

These respondents agreed to some extent that the style and language usage in the textbooks did not always correspond with the pupils' level of development. They did not agree that the approved textbooks supplied the reader with an objective view on the history of the people of South Africa.

* House of Delegates

No strong feelings were voiced.

The respondents were asked their opinions on the use and therefore on the availability of teaching aids and other facilities (Table 5.29). The main trends gathered from their responses will now be discussed.

* Department of Education and Training

Wall maps were rated as very important. The respondents agreed that a blackboard, an overhead projector, a video tape-recorder with television reception facilities and a school library were essential.

* House of Assembly

These respondents stated that a blackboard, an overhead projector and the school library were very important for teaching History.

* House of Representatives

A blackboard, an overhead projector, a school library, pin boards, posters or pictures, wall maps and display cabinets were regarded as

essential for successful History education.

* House of Delegates

These respondents stated that a History teacher required a blackboard, a computer, a pin board, pictures or posters and document packages to facilitate successful teaching.

TABLE 5.29 THE AVAILABILITY AND USE OF TEACHING AIDS

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Blackboard	Very important	4	80,00	7	77,78	6	100,00	2	100,00
	Fairly important	1	20,00	2	22,22				
b) Overhead projector	Very important	4	80,00	6	66,67	4	66,67	1	50,00
	Fairly important	1	20,00	3	33,33	2	33,33	1	50,00
c) Tape-recorder	Very important			2	22,22	1	16,67		
	Fairly important	2	40,00	5	55,56	4	66,67	2	100,00
	Of lesser importance	1	20,00	2	22,22	1	16,67		
	Unimportant	2	40,00						
d) 16 mm film projector	Very important	2	40,00	2	22,22				
	Fairly important	1	20,00	3	33,33	4	66,67	1	50,00
	Of lesser importance	2	40,00	4	44,44	2	33,33	1	50,00
e) Slide projector	Very important	2	40,00	3	33,33				
	Fairly important	2	40,00	3	33,33	4	66,67	1	50,00
	Of little importance	1	20,00	3	33,33	2	33,33	1	50,00
f) Record player	Very important			1	11,11				
	Fairly important	2	40,00	3	33,33	3	50,00		
	Of lesser importance	2	40,00	5	55,56	3	50,00	2	100,00
	Unimportant	1	20,00						

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Radio	Very important			1	11,11	1	16,67		
	Fairly important	2	40,00	2	22,22	3	50,00		
	Of lesser importance	1	20,00	6	66,67	2	33,33	2	100,00
	Unimportant	2	40,00						
h) Television reception facilities	Very important	3	60,00	3	33,33	1	16,67		
	Fairly important	2	40,00	4	44,44	5	83,33	1	50,00
	Of lesser importance			2	22,22			1	50,00
i) Video tape-recorder	Very important	4	80,00	3	33,33	1	16,67		
	Fairly important	1	20,00	5	55,56	5	83,33	1	50,00
	Of little importance			1	11,11			1	50,00
j) School library	Very important	3	60,00	8	88,89	4	66,67	1	50,00
	Fairly important	2	40,00	1	11,11	2	33,33	1	50,00
k) Computer	Very important	2	40,00	2	22,22	2	33,33	2	100,00
	Fairly important	1	20,00	5	55,56	4	66,67		
	Unimportant	2	40,00	2	22,22				
l) Pin board	Very important	2	40,00	3	33,33	3	50,00	2	100,00
	Fairly important	1	20,00	2	22,22	2	33,33		
	Of lesser importance	2	40,00	2	22,22	1	16,67		
	Unimportant			2	22,22				
m) Pictures/posters	Very important	2	40,00	3	33,33	4	66,67	2	100,00
	Fairly important	2	40,00	3	33,33	2	33,33		
	Of lesser importance	1	20,00	1	11,11				
	Unimportant			2	22,22				

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
n) Wall maps	Very important	5	100,00	3	33,33	5	83,33		
	Fairly important			3	33,33			1	50,00
	Of lesser importance			2	22,22	1	16,67	1	50,00
	Unimportant			1	11,11				
o) Display cabinet	Very important	1	20,00	2	22,22	2	33,33		
	Fairly important	1	20,00	2	22,22	3	50,00	1	50,00
	Of lesser importance	3	60,00	3	33,33	1	16,67	1	50,00
	Unimportant			1	11,11				
p) Document packages	Very important			3	33,33	2	33,33	2	100,00
	Fairly important	4	80,00	4	44,44	2	33,33		
	Of lesser importance	1	20,00			2	33,33		
	Unimportant			2	22,22				

5.8 EVALUATION AND EXAMINATION

The respondents were asked to indicate their points of view regarding the pupils' achievements in internal tests and examinations (Table 5.30).

Table 5.30 reveals that the results were worse in the senior standards in schools of the Department of Education and Training. The quality of the results seemed to be slightly lower in the senior standards of the schools for white children although fewer pupils' marks were rated as disappointing or bad. The situation in the coloured schools seemed to be quite good, with the achievements of the pupils rated better in the senior standards. The achievements of the pupils in the Indian schools were rated as good or satisfactory on all the standard levels.

TABLE 5.30 VIEWS ON PUPILS' ACHIEVEMENTS IN INTERNAL TESTS AND EXAMINATIONS

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Standard 6	Good			2	22,22	1	16,67		
	Satisfactory	1	20,00	3	33,33	1	16,67	2	100,00
	Disappointing	2	40,00	4	44,44	3	50,00		
	Bad	2	40,00			1	16,67		
Standard 7	Good			2	22,22				
	Satisfactory	1	20,00	2	22,22	2	33,33	2	100,00
	Disappointing	2	40,00	5	55,56	1	16,67		
	Bad	2	40,00			3	50,00		
Standard 8	Good			2	22,22	1	16,67	1	50,00
	Satisfactory	1	20,00	5	55,56	5	83,33	1	50,00
	Disappointing	3	60,00	2	22,22				
	Bad	1	20,00						
Standard 9	Good			1	11,11			1	50,00
	Satisfactory			8	88,89	6	100,00	1	50,00
	Disappointing	4	80,00						
	Bad	1	20,00						
Standard 10	Good			1	11,11			1	50,00
	Satisfactory			6	66,67	6	100,00	1	50,00
	Disappointing	4	80,00	2	22,22				
	Bad	1	20,00						

Table 5.31 reflects the opinions of the respondents on evaluation in History. Many conflicting opinions were found among respondents from the same departments - an indication of the confusion that exists regarding evaluation in History.

TABLE 5.31 VIEWS ON TESTING AND EVALUATION IN HISTORY

Views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Wide enough choice of subjects for essay type questions	Fully agree	3	60,00	4	44,44	4	66,67	1	50,00
	Agree to some extent	2	40,00	2	22,22	2	33,33	1	50,00
	Agree to a lesser extent			2	22,22				
	Disagree completely			1	11,11				
b) Not easy to attain high marks in History	Fully agree	1	20,00	3	33,33				
	Agree to some extent	1	20,00	2	22,22	1	16,67	1	50,00
	Agree to a lesser extent	1	20,00	2	22,22	4	66,67	1	50,00
	Disagree completely	2	40,00	2	22,22	1	16,67		
c) Memorizing discourages pupils	Fully agree	1	20,00	3	33,33	3	50,00		
	Agree to some extent	2	40,00	3	33,33	3	50,00		
	Agree to a lesser extent			1	11,11			2	100,0
	Disagree completely	2	20,00	1	11,11				
d) Volume of work too large	Fully agree	1	20,00	5	55,56	1	16,67		
	Agree to some extent	1	20,00	3	33,33	3	50,00	2	100,00
	Agree to a lesser extent	1	20,00			1	16,67		
	Disagree completely	2	40,00	1	11,11	1	16,67		
e) Teachers not qualified to evaluate pupils	Fully agree	3	60,00	2	22,22	1	16,67		
	Agree to some extent	2	40,00	4	44,44	2	33,33		
	Agree to a lesser extent			2	22,22	2	33,33	2	100,00
	Disagree completely			1	11,11	1	16,67		
f) Marking schedules should be flexible	Fully agree	2	40,00	7	77,78	3	50,00	1	50,00
	Agree to some extent	2	40,00	2	22,22	3	50,00	1	50,00
	Agree to a lesser extent	1	20,00						

Views	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Evaluation should receive more attention	Fully agree	4	80,00	8	88,89	3	50,00	2	100,00
	Agree to some extent			1	11,11	2	33,33		
	Agree to a lesser extent	1	20,00			1	16,67		
h) Work completed during year should contribute more to students' year marks	Fully agree	2	40,00	4	44,44	2	33,33		
	Agree to some extent	1	20,00	4	44,44	2	33,33	2	100,00
	Agree to a lesser extent	1	20,00	1	11,11	1	16,67		
	Disagree completely	1	20,00						
i) Work prescribed for examination should be less than total amount of work completed during the year	Fully agree	1	20,00	4	44,44	1	16,67		
	Agree to some extent	2	40,00	3	33,33	4	66,67	2	100,00
	Agree to a lesser extent					1	16,67		
	Disagree completely	2	40,00	2	22,22				
j) A greater variety of questions	Fully agree	4	80,00	3	33,33	4	66,67		
	Agree to some extent	1	20,00	4	44,44	2	33,33	2	100,00
	Agree to a lesser extent			1	11,11				
k) Marks obtained in internal tests and examinations correlate positively with those for other subjects	Fully agree	3	60,00	6	66,67	1	16,67	1	50,00
	Agree to some extent			1	11,11	4	66,67	1	50,00
	Disagree completely	2	40,00	1	11,11	1	16,67		
l) Comprehension tests should receive more attention	Fully agree	2	40,00	3	33,33	3	50,00	1	50,00
	Agree to some extent	2	40,00	5	55,56			1	50,00
	Agree to a lesser extent					1	16,67		
	Disagree completely	1	20,00	1	11,11	1	16,67		

The role played by the teachers' inexperience in setting tests and drafting examination papers was a possible problem in evaluation. Only two of the respondents did not see this as a problem. The nature and origin of these problems were explored by asking the respondents for their opinions on the problem. These opinions will now be discussed.

* Department of Education and Training

The problems seem to be multiple. Language, interpretation of the syllabi and the lack of duplicating services are all part of the problem. The teachers' inexperience in setting test papers and the fact that the questions which they set are not well considered in terms of what they actually test, all lead to the papers being unbalanced.

* House of Assembly

The problems in this department seem also to stem from the teachers' inexperience. They are not experienced in setting questions that test the pupils' ability to reason and enable them to solve problems creatively. Often the questions only test the ability to recall knowledge.

* House of Representatives

These respondents judged that many of the questions which the teachers put to pupils were irrelevant to the actual course of historical events. This could also be traced to inexperience and to relying on stereotyped questions. In many cases the papers set for the higher grade pupils were too easy. The teachers tended to ask questions that were easy to correct.

* House of Delegates

Inexperience also seems to play a role in the quality of evaluation in this department. The formulating of questions, the levels of testing and the variety of questions all pose problems.

In addition to these stated problems the opinion was offered that many teachers still tried to corner the pupils with their questions. Some of the respondents felt that the teachers were too bound by the facts supplied in textbooks. The teachers' frame of mind was not creative and they dared not allow the pupils to be creative. In some cases the internal standard of evaluation was too low and therefore the pupils didnot perform well in external examinations.

5.9 ATTITUDES TO HISTORY

The respondents were asked to give their views on the attitudes of some people in education toward History (Table 5.32). It seems that the attitude toward History differed from person to person and no group attitude could be detected.

TABLE 5.32 ATTITUDE OF SPECIFIC GROUPS OF PEOPLE TOWARD HISTORY

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Principals	Positive	2	40,00	3	33,33	2	33,33		
	Fairly positive	3	60,00	4	44,44	2	33,33	2	100,00
	Fairly negative			1	11,11	2	33,33		
History teachers	Positive	2	40,00	5	55,56	1	16,67	2	100,00
	Fairly positive	3	60,00	2	22,22	5	83,33		
Pupils	Positive	2	40,00	1	11,11			1	50,00
	Fairly positive	1	20,00	3	33,33	2	33,33	1	50,00
	Fairly negative	2	40,00	3	33,33	3	50,00		
	Negative					1	16,67		

The respondents who rated the attitude of the pupils as fairly negative or negative toward History, gave as reasons for these attitudes the teachers' inability to stimulate pupils' interest in the subject, the

irrelevance of the subject content to the world in which the pupils lived and the fact that relatively little about the history of the own group was taught.

The respondents were asked to choose and arrange in order of importance the five factors which could contribute significantly to promoting History as a subject. The order of priority as chosen by all the respondents was

1. Properly trained and motivated teachers;
2. creative and stimulating teaching methods;
3. syllabi relating to pupils' interest;
4. more emphasis on the relation of past events to present phenomena, and
5. guidance in discovering the usefulness of the subject beyond the classroom context.

5.10 TEACHING PRACTICE

The respondents were asked to rate a number of factors in terms of their being constraints in History teaching at secondary schools in their departments (Table 5.33).

* Department of Education and Training

The factor rated most important by all the respondents was the poor school attendance of the pupils. Very large classes and the fact that basic classroom facilities were in short supply, the inadequate use of available teaching aids and irregularly convened subject meetings were also high on the agenda.

* House of Assembly

Not one of the factors listed was rated highly as being a constraint. A shortage of classrooms and badly motivated teachers having to teach History due to staff shortages were mentioned as significant constraints.

* House of Representatives

Here again no factors were seen as serious constraints. Factors that were mentioned as fairly significant constraints included the inadequate use of available teaching aids, teachers being forced into teaching the subject and not being motivated, teachers sticking to outdated teaching methods and History teachers lacking initiative and creativity.

* House of Delegates

None of the factors listed were rated highly as constraints. However, large classes and the shortage of classrooms were mentioned as being fairly important.

TABLE 5.33 CONSTRAINING FACTORS IN HISTORY TEACHING

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Very large classes in Standard 6	Serious constraint	4	80,00	1	11,11	3	50,00		
	Significant constraint	1	20,00	3	33,33	2	33,33	2	100,00
	Of little consequence			4	44,44	1	16,67		
	Unimportant			1	11,11				
Very large classes in Standard 7	Serious constraint	3	60,00	1	11,11	3	50,00		
	Significant constraint	2	40,00	4	44,44	1	16,67	2	100,00
	Of little consequence			3	33,33	2	33,33		
	Unimportant			1	11,11				
Very large classes in Standard 8	Serious constraint	3	60,00			3	50,00		
	Significant constraint	2	40,00	3	33,33			1	50,00
	Of little consequence			5	55,56	3	50,00		
	Unimportant			1	11,11			1	50,00

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
Very large classes in Standard 9	Serious constraint	4	80,00			3	50,00	1	50,00
	Significant constraint	1	20,00	3	33,33				
	Of little consequence			3	33,33	3	50,00		
	Unimportant			3	33,33			1	50,00
Very large classes in Standard 10	Serious constraint	4	80,00	2	22,22	3	50,00	1	50,00
	Significant constraint	1	20,00	1	11,11				
	Of little consequence			1	11,11	3	50,00		
	Unimportant			5	55,56			1	50,00
b) Shortage of classrooms	Serious constraint	4	80,00	1	11,11	3	50,00		
	Significant constraint	1	20,00	5	55,56	3	50,00	2	100,00
	Of little consequence			1	11,11				
	Unimportant			1	11,11				
c) Shortage of basic classroom facilities	Serious constraint	2	40,00	2	22,22	1	16,67		
	Significant constraint	2	40,00	1	11,11	2	33,33	1	50,00
	Of little consequence	1	20,00	2	22,22	3	50,00		
	Unimportant			4	44,44			1	50,00
d) Inadequate teaching aids and facilities	Serious constraint	4	80,00	2	22,22	2	33,33	1	50,00
	Significant constraint			3	33,33	2	33,33		
	Of little consequence			2	22,22	1	16,67	1	50,00
	Unimportant	1	20,00	2	22,22	1	16,67		
e) Poor school attendance	Serious constraint	5	100,00	1	11,11	3	50,00		
	Significant constraint					3	50,00	1	50,00
	Unimportant			8	88,89			1	50,00

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
f) Poor usage of available teaching aids	Serious constraint	4	80,00	3	33,33	4	66,67		
	Significant constraint	1	20,00	2	22,22	1	16,67	1	50,00
	Of little consequence			3	33,33	1	16,67	1	50,00
	Unimportant			1	11,11				
g) A shortage of History textbooks	Serious constraint	2	40,00	1	11,11	1	16,67		
	Significant constraint	2	40,00	1	11,11	3	50,00	1	50,00
	Of little consequence	1	20,00	3	33,33	2	33,33	1	50,00
	Unimportant			4	44,44				
h) A shortage of stationery	Serious constraint			1	11,11	2	33,33		
	Significant constraint	4	80,00					1	50,00
	Of little consequence					3	50,00		
	Unimportant	1	20,00	8	88,89	1	16,67	1	50,00
i) Non-availability of * History syllabi	Serious constraint	4	80,00	1	11,11	1	16,67		
	Significant constraint					1	16,67	1	50,00
	Of little consequence			1	11,11	2	33,33		
	Unimportant	1	20,00	7	77,78	2	33,33	1	50,00
* Subject policy	Serious constraint	3	60,00	1	11,11	1	16,67		
	Significant constraint	1	20,00			3	50,00		
	Of little consequence			1	11,11			1	50,00
	Unimportant	1	20,00	7	77,78	2	33,33	1	50,00
* Work schedules	Serious constraint	4	80,00			1	16,67		
	Significant constraint			2	22,22	1	16,67	1	50,00
	Of little consequence			1	11,11	2	33,33		
	Unimportant	1	20,00	6	66,67	2	33,33	1	50,00

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
* Teachers' guides/ manuals	Serious constraint	2	40,00						
	Significant constraint	2	40,00	3	33,33	1	16,67	1	50,00
	Of little consequence	1	20,00	1	11,11	3	50,00	1	50,00
	Unimportant			5	55,56	2	33,33		
j) Teachers not using guidelines provided	Serious constraint	4	80,00	1	11,11	2	33,33		
	Significant constraint			4	44,44	3	50,00	1	50,00
	Of little consequence	1	20,00	1	11,11	1	16,67	1	50,00
	Unimportant			2	22,22				
k) Teachers receive conflicting instructions from their seniors	Serious constraint	3	60,00	1	11,11	1	16,67		
	Significant constraint	2	40,00			2	33,33	1	50,00
	Of little consequence			4	44,44	3	50,00	1	50,00
	Unimportant			3	33,33				
l) Negative attitudes of headmasters toward subject	Serious constraint	3	60,00			3	50,00		
	Significant constraint			3	33,33	1	16,67		
	Of little consequence	1	20,00	3	33,33	2	33,33	2	100,00
	Unimportant	1	20,00	2	22,22				
m) Teachers are inadequately qualified	Serious constraint	4	80,00	1	11,11	2	33,33		
	Significant constraint	1	20,00	4	44,44	2	33,33	1	50,00
	Of little consequence			1	11,11	2	33,33		
	Unimportant			2	22,22			1	50,00
n) Some teachers are forced into teaching History	Serious constraint	3	60,00	2	22,22	4	66,67		
	Significant constraint	1	20,00	5	55,56	2	33,33		
	Of little consequence	1	20,00	1	11,11			1	50,00
	Unimportant			1	11,11			1	50,00

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
o) Interpretation of the syllabi	Serious constraint	3	60,00	3	33,33	2	33,33		
	Significant constraint	2	40,00	3	33,33	3	50,00		
	Of little consequence			2	22,22	1	16,67	2	100,00
	Unimportant			1	11,11				
p) Outdated teaching methods	Serious constraint	4	80,00	4	44,44	4	66,67		
	Significant constraint			3	33,33	2	33,33		
	Of little consequence			2	22,22			2	100,00
q) Lack of guidance from head of department	Serious constraint	2	40,00	1	11,11	1	16,67		
	Significant constraint	1	20,00	1	11,11	4	66,67		
	Of little consequence	2	40,00	5	55,56	1	16,67	2	100,00
	Unimportant			2	22,22				
r) Irregular subject meetings	Serious constraint	3	60,00			1	16,67		
	Significant constraint	2	40,00	3	33,33	4	66,67		
	Of little consequence			2	22,22	1	16,67	1	50,00
	Unimportant			4	44,44			1	50,00
s) Meetings are not subject oriented	Serious constraint	4	80,00	2	22,22	4	66,67		
	Significant constraint	1	20,00	2	22,22	2	33,33	1	50,00
	Of little consequence			3	33,33			1	50,00
	Unimportant			2	22,22				
t) Insufficient time for preparation regarding * marking	Serious constraint	1	20,00	1	11,11				
	Significant constraint	2	40,00	2	22,22	4	66,67		
	Of little consequence			4	44,44	1	16,67	2	100,00
	Unimportant	2	40,00	2	22,22	1	16,67		

Constraining factors	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
* extra-mural activities	Serious constraint	3	60,00	2	22,22				
	Significant constraint			4	44,44	4	66,67	1	50,00
	Of little consequence			2	22,22			1	50,00
	Unimportant	2	40,00	1	11,11	2	33,33		
* administrative duties	Serious constraint			1	11,11				
	Significant constraint	2	40,00	5	55,56	4	66,67		
	Of little consequence	1	20,00	2	22,22			2	100,00
	Unimportant	2	40,00	1	11,11	2	33,33		
u) Teachers lack initiative and creativity	Serious constraint	3	60,00	2	22,22	4	66,67		
	Significant constraint	1	20,00	2	22,22	2	33,33	1	50,00
	Of little consequence			4	44,44			1	50,00
	Unimportant	1	20,00	1	11,11				

The respondents were asked to indicate to what extent they gave guidance to teachers during their visits to schools with regard to various listed matters (Table 5.34). The teachers' needs for guidance seemed to differ according to the various departments of education. The interpretation of aims, the drafting of schemes of work and the application of suitable teaching methods apparently required a great deal of help.

TABLE 5.34 GUIDANCE GIVEN TO HISTORY TEACHERS DURING VISITS TO SCHOOLS

Nature of guidance	Extent of guidance to History teachers	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Interpretation of aims	Mainly	4	80,00	6	66,67	4	66,67		
	Reasonably	1	20,00	2	22,22	2	33,33	2	100,00
b) Drafting of schemes of work	Mainly	3	60,00	6	66,67	5	83,33		
	Reasonably			2	22,22	1	16,67	2	100,00
	Not at all	2	40,00						
c) Application of suitable teaching methods	Mainly	5	100,00	8	88,89	5	83,33		
	Reasonably					1	16,67	2	100,00
d) Application of different teaching methods according to different learning contents	Mainly	5	100,00	5	55,56	5	83,33	1	50,00
	Reasonably			3	33,33	1	16,67	1	50,00
e) Techniques in group activity	Mainly	2	40,00	3	33,33	1	16,67		
	Reasonably	2	40,00	3	33,33	5	83,33	2	100,00
	Not at all	1	20,00	2	22,22				
f) Control of written work	Mainly	5	100,00	4	44,44	6	100,00		
	Reasonably			4	44,44			2	100,00
g) Drafting of tests and examination papers	Mainly	4	80,00	5	55,56	6	100,00		
	Reasonably	1	20,00	3	33,33			2	100,00
h) Use of textbooks	Mainly	2	40,00	2	22,22	2	33,33		
	Reasonably	3	60,00	4	44,44	4	66,67	2	100,00
	Not at all			2	22,22				
i) Use of teaching media	Mainly	4	80,00	6	66,67	6	100,00		
	Reasonably	1	20,00	2	22,22			2	100,00

CHAPTER 6

QUESTIONNAIRE FOR STANDARD 7 PUPILS

6.1 AIM OF THE QUESTIONNAIRE

The aim of the questionnaire is to determine

- * whether Standard 7 pupils will choose History as a subject in the the senior secondary phase,
- * what value History has for them, and
- * which topics that are not dealt with in their History books, they would like to learn more about.

6.2 GENERAL INFORMATION

Tables 6.1 and 6.2 provide general information on the sample of Standard 7 pupils involved in this research. Of a total of 1 345 pupils, 658 were male and 676 female. They represented the pupil population of ordinary secondary schools which offer the usual academic courses as well as technical, agricultural, commercial and comprehensive schools.

TABLE 6.1 SEX

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	5	1,63	2	0,50	4	1,21		
Boy	154	50,16	180	45,11	176	53,33	148	47,90
Girl	148	48,21	217	54,39	150	45,45	161	52,10
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

TABLE 6.2 TYPES OF SCHOOLS PUPILS ATTEND

Schools	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	12	3,91	3	0,75	3	0,91		
Technical	7	2,28	4	1,00	8	2,42	1	0,32
Ordinary	266	85,99	367	91,98	316	95,76	276	89,32
Agricultural	3	0,98	1	0,25	2	0,61	10	3,24
Commercial	8	2,61	16	4,01	1	0,30	2	0,65
Comprehensive	11	3,58	8	2,01			20	6,47
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

The pupils were asked to indicate which subjects they intended taking in Standard 8 (Table 6.3).

TABLE 6.3 SUBJECTS PUPILS INTEND TAKING IN STANDARD 8

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
English	265	86,32	389	97,49	299	90,61	287	92,88
Afrikaans	243	79,15	387	96,99	303	91,82	284	91,91
African language	192	62,54	11	2,76	8	2,42	3	0,97
Another language	19	6,18	56	14,04	26	7,88	25	8,09
Mathematics	192	62,54	312	78,20	200	60,61	231	74,76
Physical science	156	50,81	226	56,64	126	38,18	153	49,51
Biology	207	67,43	226	56,64	256	77,58	226	73,14

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Biblical science	70	22,80	39	9,77	68	20,61	11	3,56
History	166	54,07	137	34,34	180	54,55	88	28,48
Geography	146	47,56	143	35,84	101	30,61	125	40,45
Commercial subjects	42	13,68	251	62,91	139	42,12	153	49,51
Technical subjects	19	6,19	52	13,03	19	5,76	74	23,95
Manual skills subjects	36	11,73	48	12,03	52	15,76	26	8,41
Art	24	7,82	45	11,28	20	6,06	23	7,44
Music	59	19,22	14	3,51	25	7,58	9	2,91
Ballet	9	2,93	1	0,25	6	1,82	1	0,32
Drama	40	13,03	17	4,26	20	6,06	15	4,85

The respondents were asked to indicate which subject they had taken in Standard 7 they had liked most (Table 6.4) and which one they had liked least (Table 6.5).

TABLE 6.4 SUBJECT PUPILS LIKE MOST

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	9	2,93	9	2,26	3	0,91		
Geography	22	7,17	29	7,27	25	7,58	38	12,30
History	79	25,73	59	14,79	81	24,55	56	18,12
Mathematics	58	18,89	70	17,54	59	17,88	48	15,53
Accountancy	11	3,58	36	9,02	19	5,76	44	14,24
Agriculture	3	0,98			1	0,30		
English	30	9,77	14	3,51	17	5,15	15	4,85
Physical science	25	8,14	24	6,02	33	10,00	29	9,39

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Biology	35	11,40	60	15,04	23	6,97	2	0,65
Afrikaans	4	1,30	12	3,01	21	6,36	8	2,59
Woodwork/Metalwork			5	1,25	5	1,52	4	1,29
Domestic Science	4	1,30	11	2,76	13	3,94	5	1,62
Business Economics	4	1,30	10	2,51	22	6,67	2	0,65
Art			20	5,01	2	0,61	10	3,24
Drama					1	0,30		
Typing			20	5,01	4	1,21	16	5,18
Computer literacy							3	0,97
Technical drawing			5	1,25			19	6,15
Commercial subjects	1	0,33					4	1,29
Electronics	1	0,33					2	0,65
Music	3	0,98	3	0,75			2	0,65
Industrial Art					1	0,30	1	0,32
Bible Studies	9	2,93	1	0,25				
Zulu	2	0,65						
Arabic							1	0,32
Xhosa	3	0,98						
Social Studies	1	0,33						
Economics	1	0,33						
Tsonga	1	0,33						
Venda	1	0,33						
German			11	2,76				
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

TABLE 6.5 SUBJECT PUPILS LIKE LEAST

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Mathematics	62	20,20	67	16,79	80	24,24	60	19,42
History	50	16,29	38	9,52	54	16,36	23	7,44
Accountancy	2	0,65	39	9,77	57	17,27	32	10,36
Physical Science	23	7,49	51	12,78	44	13,33	23	7,44
Biology	19	6,19	23	5,76	15	4,55	13	4,21
Afrikaans	47	15,31	38	9,52	3	0,91	54	17,48
Geography	43	14,01	59	14,79	36	10,91	35	11,33
Technical drawing/ Electronics			5	1,25	1	0,30	9	2,91
English	14	4,56	16	4,01	8	2,42	6	1,94
Woodwork			1	0,25	5	1,52		
Business Economics	1	0,33	6	1,50	9	2,73	2	0,65
Domestic Science	4	1,30	6	1,50	3	0,91	21	6,80
Agricultural Science	3	0,98			1	0,30		
Typing	1	0,33	4	1,00			15	4,85
Industrial Science			1	0,25			4	1,29
Art			2	0,50			4	1,29
Music	3	0,98	2	0,50			3	0,97
Arabic							1	0,32
Health							1	0,32
Drama	1	0,33	1	0,25				
Bible Studies	14	4,56	1	0,25	1	0,30		
Economics	1	0,33			2	0,61		
Southern Sotho	2	0,65	1	0,25				
Guidance	1	0,33						
Zulu	2	0,65	3	0,75				

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Social Studies	1	0,33						
Northern Sotho			9	2,26				
Metalwork			2	0,50				
Tswana			3	0,75				
German			3	0,75				
French			3	0,75				
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

6.3 INFORMATION ABOUT THE SUBJECT HISTORY

6.3.1 Marks usually obtained in History tests

Table 6.6 gives an overview of the percentage mark the pupils usually obtained in History tests and examinations.

TABLE 6.6 MARKS USUALLY OBTAINED

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
	24	7,82	3	0,75	8	2,42	12	3,88
80 % +	18	5,86	82	20,55	33	10,00	90	29,13
70 % - 80 %	46	14,98	83	20,80	51	15,45	68	22,01
60 % - 70 %	62	20,20	67	16,79	58	17,58	45	14,56
50 % - 60 %	63	20,52	74	18,55	76	23,03	43	13,92

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
40 % - 50 %	57	18,57	53	13,28	54	16,36	36	11,65
30 % - 40 %	26	8,47	27	6,77	31	9,39	14	4,53
30 % -	11	3,58	10	2,51	19	5,76	1	0,32
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

6.3.2 Attitudes toward History as a subject

The pupils' feelings on general and South African history are reflected in tables 6.7 and 6.8. It seems that the majority of the pupils really enjoyed the general history or enjoyed it to some extent. However, when the pupils' attitude toward South African history is compared with that toward general history, the pupils from the black schools seemed to enjoy South African history more. It is noteworthy that more white children indicated that they enjoyed general history more than they did South African history.

TABLE 6.7 ATTITUDE TOWARD GENERAL HISTORY

Attitude	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	13	4,23	2	0,50	4	1,21	4	1,29
Really enjoys it	104	33,88	103	25,81	122	36,97	110	35,60
Enjoy it to some extent	124	40,39	233	58,40	137	41,52	166	53,72
Do not really enjoy it	38	12,38	56	14,04	60	18,18	25	8,09
Do not enjoy it at all	28	9,12	5	1,25	7	2,12	4	1,29
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

TABLE 6.8 ATTITUDE TOWARD SOUTH AFRICAN HISTORY

Attitude	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	12	3,91	2	0,50	3	0,91	2	0,65
Really enjoys it	175	57,00	59	14,79	108	32,73	98	31,72
Enjoy it to some extent	71	23,13	219	54,89	141	42,73	157	50,81
Do not really enjoy it	29	9,45	94	23,56	60	18,18	44	14,24
Do not enjoy it at all	20	6,51	25	6,27	18	5,45	8	2,59
TOTAL	307	100,00	399	100,00	330	100,00	309	100,00

6.3.3 Value of History as a subject

The pupils were questioned on the value that History had for them. This information is reflected in Table 6.9. All agreed with the statements that History helps to bring about a better understanding of the values and ideals of other groups of people, that it establishes the history of a group as part of the history of South Africa and provides a good general knowledge. There was reasonable consensus on the statements that the subject History improves one's memory, that it aids understanding current political issues, that it teaches respect for other people's lives, that it improves knowledge of one's own cultural group and that it promotes appreciation of different perspectives. The white respondents were more positive on the last statement than were the other groups. Statements that the respondents did not feel too strongly about were that History enables pupils to examine situations more critically and that it improves good reasoning abilities. The respondents from the black, white and Indian groups tended to agree with the statement that History will be of value in the world of work. The white respondents did not share this belief.

TABLE 6.9 VALUE OF HISTORY AS A SUBJECT

Opinion on value of History as a subject	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Improves ability to remember facts accurately	True	229	78,42	282	70,85	236	78,15	223	72,88
	False	63	21,58	116	29,15	66	21,84	83	27,12
b) Helps the pupil to understand political issues	True	230	77,18	284	71,54	258	84,04	247	79,94
	False	68	22,82	113	28,46	49	15,96	62	20,06
c) Teaches critical thinking skills	True	159	55,99	231	58,63	166	56,66	168	54,72
	False	125	44,01	163	41,37	127	43,34	139	45,28
d) Teaches the pupil to acknowledge the possibility of more than one viewpoint	True	174	61,05	325	81,66	229	76,59	241	78,50
	False	111	38,95	73	18,34	70	23,41	66	21,50
e) Teaches the pupil to appreciate other peoples' values and ideals	True	271	89,74	327	82,16	270	88,52	279	90,88
	False	31	10,26	71	17,84	35	11,48	28	9,12
f) Convinces pupils that the history of their people is part of South African history	True	227	78,82	329	82,87	221	73,42	264	85,99
	False	61	21,18	68	17,13	80	26,58	43	14,01
g) Teaches good reasoning skills	True	196	69,01	231	58,63	177	59,80	204	66,89
	False	88	30,99	163	41,37	119	40,20	101	33,11
h) Provides good general knowledge	True	243	83,79	357	89,92	276	89,61	265	86,04
	False	47	16,21	40	10,08	32	10,39	43	13,96
i) Teaches pupils to respect others	True	204	69,39	279	70,81	198	68,28	241	78,76
	False	90	30,61	115	29,19	92	31,72	65	21,24

Opinion on value of History as a subject	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
j) Teaches a love for South Africa	True	187	63,82	270	68,18	174	59,39	146	48,03
	False	106	36,18	126	31,82	119	40,61	158	51,97
k) Of high value in the world of work	True	187	65,16	118	29,95	163	54,33	166	54,07
	False	100	34,84	276	70,05	137	45,67	141	45,93
l) Teaches an appreciation for environmental history	True	219	75,26	261	65,74	187	61,92	210	68,85
	False	72	24,74	136	34,26	115	38,08	95	31,15

6.3.4 Topics about which pupils would like to learn more that are not dealt with in the History class

In response to the question as to which topics in general history the pupils would like to learn more about, the ten most popular topics were the following:

*** Black**

- Unification of Italy
- French revolution
- Histories of the different Western countries
- History of Africa
- Wars (general information)
- The great powers of the world
- American history up to 1900
- Leaders in World War II
- American history from 1970 onwards
- World War II (general)

*** White**

- Histories of the different Western countries
- American history from 1970 onwards

- Wars (general)
- World War II
- History of the ancient world
- Social and cultural history
- Discoverers of the world and important discoveries
- Communism and the iron curtain
- Leaders in World War II
- History of agriculture in the RSA

* Coloured

- Contemporary history and current political trends
- Histories of the different Western countries
- Wars (general)
- Leaders in World War II
- American history up to 1990
- Unification of Italy
- American history from 1970 onwards
- Social and cultural history
- History of the Near (Middle) and Far East
- Agricultural history of South Africa

* Indian

- Contemporary history and current political trends
- History of the Near and Far East
- American history up to 1900
- Wars (general)
- Histories of the different Western countries
- History of the Middle East
- American history from 1970 onwards
- History of the Ancient World
- Religious reformation
- History of the coloureds

The same topics were chosen in many cases by the different groups.

The respondents were also asked to name topics in South African history they would like to know more about. The ten most popular choices are listed according to population group.

- * Black
 - Bushmen
 - Anglo-Boer war
 - Political resistance movements
 - Contemporary South African history
 - Social history
 - South African art
 - Indians in South Africa
 - South African history 1795 - 1910
 - Wars between Boers and blacks
 - The Great Trek 1836

- * White
 - Anglo-Boer War
 - Wars between Boers and blacks
 - Contemporary South African history
 - Political leaders in South Africa
 - How South Africa got its name
 - Discoverers and their discoveries
 - The Matabele
 - Religions in the RSA
 - The Great Trek 1836
 - History of agriculture in RSA

- * Coloured
 - Arts in the RSA
 - Anglo-Boer War
 - Contemporary South African history
 - The Great Trek 1836
 - South African history 1795 - 1910
 - The Bushmen
 - How South Africa got its name
 - Wars between Boers and blacks
 - History of the local environment
 - History of agriculture in the RSA

- * Indian
 - Arts in the RSA
 - History of agriculture in the RSA
 - Religions in the RSA
 - South African history 1795 - 1910

- Contemporary South African history
- Anglo-Boer War
- History of the local environment
- Discoverers and their discoveries
- Wars between Boers and blacks
- What would happen if there is a war in South Africa?

Here again a number of topics seemed equally popular with all the groups.

6.3.5 Impressive persons about whom pupils learnt in the History class

The pupils were asked to name the person about whom they had learned in the History class who impressed them most. The ten most popular names in order of preference as chosen by each group are below.

* Black

- Cavour
- Alfred Milner
- Napoleon
- Banda
- Paul Kruger
- Shaka
- Leonardo da Vinci
- Garibaldi
- William Shakespeare
- Cecil John Rhodes

* White

- Hitler
- Shaka
- Martin Luther/Calvin
- Napoleon
- William Shakespeare
- General De Wet/Piet Retief/Andries Pretorius/Sarel Celliers
- Paul Kruger
- Michaelangelo

- Cavour
- Leonardo da Vinci/Garibaldi/Florence Nightingale

* Coloured

- Hitler
- Cavour
- Herzle/David Ben Gurion
- Paul Kruger
- Shaka
- Sam Nujoma
- Mao Tse tung
- Garibaldi
- Hertzog
- Martin Luther/Calvin

* Indian

- Ghandi
- Hitler
- Shaka
- Cavour
- Paul Kruger
- Cecil John Rhodes
- Roosevelt/Washington
- Martin Luther/Calvin
- Abdul Nasser
- Garibaldi

6.3.6 Other persons pupils would like to learn about

The pupils were given the opportunity to indicate another person they would like to know more about. For practical reasons only the time when these persons became important historical figures will be indicated in order of preference as chosen by the four groups.

* Black

- South African history from 1961 onwards
- Politics and war
- South African history up to 1900

- African history
- European history 1900 - 1970
- European art 1600 - 1900
- African history up to 1900
- South African history 1900 - 1961

* White

- Politics and war
- South African history up to 1900
- South African history from 1961 onwards
- American history up to 1900
- European history 1900 - 1970
- European art 1600 - 1900
- American science
- Discoverers
- South African history from 1900 - 1961
- American history from 1970 onwards

* Coloured

- South African history from 1961 onwards
- European history 1900 - 1970
- South African history up to 1900
- Politics and war
- American history 1900 -1970
- European art 1600 - 1900
- Eastern history
- Middle Eastern history
- American history from 1970 onwards
- South African history 1900 - 1961

* Indian

- Eastern history
- South African history up to 1900
- South African history from 1961 onwards
- European history 1900 - 1970
- American history 1900 - 1970
- Politics and war
- Middle Eastern history

- South African history 1900 - 1961
- Discoverers
- African history
- European art from 1600 -1900

6.3.7 Reasons for choosing History as a subject in Standard 8

Only those pupils who planned to take History in Standards 8, 9 and 10 were asked to answer this section in the questionnaire. They had to indicate the most important reason for their choice. This information is reflected in Table 6.10. The percentages are given as a percentage of the sample of Standard 7 pupils in the different population groups.

The most popular reason why the black, coloured and Indian pupils chose History was because it gave them a better understanding of the politics of the day. The most popular reason that the white pupils gave was that History required little insight.

TABLE 6.10 REASONS FOR CHOOSING HISTORY AS A SUBJECT

Reasons	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
History requires little insight	13	4,23	23	5,76	17	5,15	9	2,91
Few other subjects available	4	1,30	3	0,75	13	3,94	1	0,32
To study History at tertiary level	23	7,49	15	3,76	20	6,06	11	3,56
Gives better understanding of politics	45	14,66	31	7,77	43	13,03	20	6,47
Likes the teacher who teaches History	7	2,28	4	1,00	1	0,30	2	0,65
Will be of help in the world of work	15	4,89	13	3,26	24	7,27	13	4,21
Persuaded by teacher	6	1,95			6	1,82	2	0,65
Persuaded by parents	2	0,65						
All the friends chose History	10	3,26	3	0,75	5	1,52	4	1,29
Gets good marks in History			10	2,51				

6.3.8 Reasons for not choosing History as a subject in Standard 8

The pupils who did not wish to take History in the senior standards were asked to explain their decision (Table 6.11). By far the most popular reason offered was that History would be of no help to them in the world of work.

TABLE 6.11 REASONS FOR NOT CHOOSING HISTORY AS A SUBJECT

Reasons	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
Will not be of any value in the world of work	57	18,57	153	38,35	52	15,76	104	33,66
Too much studying	17	5,54	24	6,02	48	14,55	45	14,56
Do not like the teacher	3	0,98	1	0,25			1	0,32
Persuaded by parents not to take History								
None of friends plan to take History	1	0,33	1	0,25			1	0,32
Easier to get good marks in other subjects	6	1,95	6	1,50	3	0,91	9	2,91
History is boring	9	2,93	14	3,51	4	1,21	6	1,94
Clashes with other subjects	16	5,21	31	7,77	27	8,18	24	7,77
Good marks are not achieved					12	3,64		-

6.4 SUGGESTIONS FOR MAKING HISTORY MORE ENJOYABLE

The pupils were asked for suggestions on how to make History more enjoyable. The ideas ranged from using teaching aids such as videos, visiting museums and other historical places, changing the syllabi to studying in a quiet place. The suggestions are listed in order of preference according to the different population groups.

* Black

- Studying in a quiet place, paying attention in class
- The use of teaching media, e.g. videos and films
- Teachers' presentations should be livelier and more

interesting

- More should be taught about the ANC and black people
- Teachers' explanations of historical events should be more accurate
- South African history and cultures should receive more attention
- Current world events and content on people of the modern world should be presented
- Lectures by knowledgeable historians
- Active class participation by pupils should be encouraged
- Less study work

* White

- The use of teaching media, e.g. videos and films
- Visiting museums and other historical places
- History should be made more interesting
- Less study work
- Studying in a quiet place, paying attention in class
- More assignments, in-depth research
- Teachers' presentations should be livelier and more interesting
- Active class participation by pupils
- New syllabi
- Current world news and content on modern people should be presented

* Coloured

- Studying in a quiet place, paying attention in class
- Use of teaching media, e.g. videos, films, etc.
- Teachers' presentations should be more lively and interesting
- Historical events should be presented more accurately
- History should be made more interesting
- Less study work
- Less essays should be given in exams and more short questions
- Visiting museums and other historical places
- More assignments, in-depth research

- Active class participation by pupils

* Indian

- Use of teaching media, e.g. videos, films, etc.
- Visiting museums and other historical places
- Teachers' presentations should be more lively
- Active class participation by pupils
- Less study work
- More accurate presentation of historical events
- More assignments, in-depth research
- Less essays should be given in exams and more short questions
- Independent study projects should be given
- Current world news and content on modern people should be presented.

CHAPTER 7

QUESTIONNAIRE FOR STANDARD 9 PUPILS

7.1 AIM OF THE QUESTIONNAIRE

The aim of the questionnaire is to determine

- * why the pupils chose History as a subject in Standards 8 to 10
- * what value History has for them, and
- * about which topics that are not dealt with in their History textbooks they would like to learn more.

7.2 GENERAL INFORMATION

Tables 7.1 and 7.2 provide information about the sample of Standard 9 pupils. In total 1 333 pupils responded of whom 19 did not indicate their sex. Of the rest 625 were male and 689 were female. Of these 1 244 attended ordinary secondary schools that offered academically oriented courses, nine were from technical schools, five from agricultural schools, 13 from commercial and 40 from comprehensive schools. Twenty-two gave no indication of the type of school they attended.

TABLE 7.1 SEX

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	3	0,95	4	1,03	10	2,99	2	0,68
Boy	177	56,01	184	47,30	166	49,55	98	33,45
Girl	136	43,04	201	51,67	159	47,46	193	65,87
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

TABLE 7.2 TYPE OF SCHOOL PUPILS ATTEND

Schools	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	5	1,58	6	1,54	9	2,69	2	0,68
Technical	1	0,32			8	2,39		
Ordinary	295	93,35	373	95,89	316	94,33	260	88,74
Agricultural							5	1,71
Commercial			10	2,57	2	0,60	1	0,34
Comprehensive	15	4,75					25	8,53
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

7.3 INFORMATION ABOUT THE SUBJECT HISTORY

7.3.1 Attitudes toward History as a subject

Tables 7.3 and 7.4 provide information on the subjects the pupils were taking in Standard 9 and the most important reason why they chose History as a subject. These responses show that the black pupils chose History so as to help them increase their political literacy. The white pupils were genuinely interested in History. Although the coloured pupils were really interested in the subject they also hoped to increase their political literacy. The Indian pupils stated they were genuinely interested in History.

TABLE 7.3 SUBJECTS THAT PUPILS TAKE IN STANDARD 9

Subjects	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
English	285	90,19	379	97,43	313	93,43	287	97,95
Afrikaans	272	86,08	378	97,17	313	93,43	286	97,61
African language	216	68,35	5	1,29				
Another language	4	1,27	27	6,94	5	1,49	6	2,05
Mathematics	6	1,90	227	58,35	86	25,67	168	57,34
Physical science	9	2,85	122	31,36	23	6,87	66	22,53
Biology	271	85,76	211	54,24	256	76,42	264	90,10
Biblical science	81	25,63	26	6,68	44	13,13	2	0,68
History	295	93,35	375	96,40	320	95,52	287	97,95
Geography	103	33,23	106	37,25	86	25,67	8	2,73
Commercial subjects	19	6,01	199	51,16	190	56,72	179	61,09
Technical subjects	3	0,95	34	8,74	16	4,78	13	4,44
Manual skills subjects	51	16,14	34	8,74	56	16,72	46	15,70
Art			33	8,48	2	0,60	5	1,71
Music	8	2,53	7	1,80	26	7,76	1	0,34
Drama	6	1,90	3	0,77	2	0,60	16	5,46

TABLE 7.4 THE MOST IMPORTANT REASON FOR CHOOSING HISTORY

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	15	4,75	33	8,48	5	1,49	16	5,46
History requires little insight	6	1,90	18	4,63	23	6,87	7	2,39
Few other subjects available	8	2,53	38	9,77	35	10,45	31	10,58
Interested in History	81	25,63	161	41,39	94	28,06	104	35,49
Knowledge of History will increase political literacy	138	43,67	63	16,20	99	29,55	73	24,91
Influenced by parents to take History			2	0,51			1	0,34
Encouraged by teacher to continue with the subject	6	1,90	20	5,14	11	3,28	11	3,75
Intend to continue with History at tertiary level	52	16,46	16	4,11	28	8,36	25	8,53
Obtains good marks in History	10	3,16	38	9,77	40	11,94	25	8,53
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

In response to the question whether they would choose a different subject to History for Standard 8 to 10, should the opportunity arise, only a small percentage from each group of respondents answered in the affirmative. As can be deduced from Tables 7.5 and 7.6 the majority of the black respondents said that they would have taken Biology, because the subject teaches them more about living things. Few of the white pupils who indicated that they would have chosen a different subject, indicated what other subject they would have chosen or gave reasons for their dissatisfaction with History. The majority of the coloured pupils in this category wanted to take a commercial subject instead of History because it offered more job opportunities. The Indian pupils seemed to favour Geography because they did not have to write so many essays and they would learn more about their physical environment.

TABLE 7.5 CHOOSING A DIFFERENT SUBJECT

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	2	0,63	3	0,77	3	0,90	1	0,34
Yes	36	11,39	48	12,34	47	14,03	54	18,43
No	278	87,97	338	86,89	285	85,07	238	81,23
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

TABLE 7.6 CHOICE OF SUBJECT OTHER THAN HISTORY AND THE REASON FOR MAKING THE CHOICE

Subjects	Pupils' reasons for choice of subject	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Computer Science	Volume of work in History too great							1	0,34
	The subject is related to Accountancy							1	0,34
	More job opportunities			1	0,26				
b) African languages	Languages are more interesting than History							1	0,34
	In South Africa knowledge of African languages is of more value					1	0,30	2	0,68
	History requires a lot of understanding							1	0,34

Subjects	Pupils' reasons for choice of subject	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
c) A different language	More interesting					1	0,30		
	It enhances one's understanding of one's religion							1	0,34
	To increase one's knowledge of Hinduism							1	0,34
	German is very interesting			1	0,26			2	0,68
	History requires too much extra reading							1	0,34
	My political background will be improved							1	0,34
	I want to teach this language one day					1	0,30		
	Need it to become an air hostess	1	0,32			1	0,30	1	0,34
Need it to become involved in politics	1	0,32							
d) Mathematics	Mathematics opens the door to more job opportunities					1	0,30	1	0,34
	I can go to university	1	0,32						
	I need the subject to work as a teller	1	0,32						
	Mathematics is needed in nursing	1	0,32						
	Needed for most careers			1	0,26	2	0,60		
e) Science	I want to get a job at Sasol							1	0,34
	It will make it easier to get a job							1	0,34
	I am very interested in the subject					1	0,30		
	It will improve my chances for university entrance							1	0,34
	I can get high marks more easily					1	0,30		

Subjects	Pupils' reasons for choice of subject	Population group											
		Black		White		Coloured		Indian					
		N	%	N	%	N	%	N	%				
	Needed for nursing I want to know more about life on earth This subject is required in my choice of career	1	0,32					1	0,30			1	0,30
f) Biology	Less work to study and fewer essays in exams It teaches us about life as an adult Achieve better marks We learn about our bodies and living things It is interesting											1	0,34
		1	0,32										
		1	0,32										
		3	0,95										
		1	0,32										
g) Biblical Science	I don't like the way in which lessons are presented in History I want to help people to have a better religious life I want to become a priest I want to study at university							1	0,30				
		1	0,32					2	0,60				
				1	0,26			1	0,30				
		1	0,32										
h) Geography	Gives you knowledge about the earth It is an easier subject - more general knowledge Not so many essays We go on interesting excursions I am very interested in the subject I don't like the way in which History is presented											2	0,68
												1	0,34
		2	0,63	1				1	0,30			5	1,71
												1	0,34
												1	0,34
												1	0,34

Subjects	Pupils' reasons for choice of subject	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
	Knowledge of other countries' imports and exports is acquired	1	0,32						
	It widens my scope of career choices					1	0,30		
	More information is gathered	1	0,32						
i) Commercial subjects	I am interested in commerce					2	0,60		
	Too many essays in History							1	0,34
	They open more job opportunities	1	0,32			1	0,30		
	It is much easier than History							1	0,34
	It fits in better with accountancy than History does					2	0,60	2	0,68
	I enjoy working with figures	1	0,32					1	0,34
	It will improve my knowledge of the real world	1	0,32					2	0,68
	Together with typing it fits in with a commercial career					2	0,60		
	Typing improves your languages					1	0,30		
	I want to go to a teacher's training college to do a commercial course	1	0,32						
	I am more interested in these subjects					1	0,30		
	History is more difficult	1	0,32						
	It teaches you about money	1	0,32						
	We never learn about current events in History					1	0,30		
I don't want to choose History					1	0,30			
It gives you insight and widens your knowledge					1	0,30			

Subjects	Pupils' reasons for choice of subject	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
j) Technical subjects	I can choose a good career/job							1	0,34
	It improves my knowledge of the real world							1	0,34
	I want to become an architect							1	0,34
	Achieve better marks					1	0,30		
	More jobs in the technical field							2	0,68
	I will need to attend the technikon							1	0,34
	Knowledge about electricity is important	1	0,32						
k) Manual skills subjects	Easier - fewer essays and swotting			1	0,26	1	0,30	1	0,34
	I want to do things with my hands	1	0,32						
	It is an easier subject - can achieve better marks			1	0,26	1	0,30		
l) Art	I have a natural talent in art			1	0,26	1	0,30	2	0,68
	I need art for further studies			2	0,51	1	0,30		
m) Music	I achieve better marks in music	1	0,32			1	0,30	1	0,34
	Music makes me feel relaxed			1	0,26			1	0,34
	I do better in music than in History							1	0,34
	I want to become a singer					1	0,30		
	Less studying is required					1	0,30		
	I don't want to learn about the suffering of people	1	0,32						
n) Drama	It improves my communication skills			1	0,26			2	0,68

7.3.2 Marks normally obtained

Table 7.7 gives an overview of the marks the pupils usually obtained in their History tests. These marks indicate that the pupils did quite well in History tests and examinations.

TABLE 7.7 MARKS NORMALLY OBTAINED

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	14	4,43	8	2,06	10	2,99	15	5,12
Above 80 %	18	5,70	61	15,68	32	9,55	33	11,26
70 % - 80 %	51	16,14	79	20,31	78	23,28	66	22,53
60 % - 70 %	78	24,68	86	22,11	73	21,79	72	24,57
50 % - 60 %	72	22,78	77	19,79	64	19,10	56	19,11
40 % - 50 %	42	13,29	59	15,17	46	13,73	35	11,95
30 % - 40 %	30	9,49	12	3,08	25	7,46	12	4,10
Below 30 %	11	3,48	7	1,80	7	2,09	4	1,37
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

7.3.3 Value of History as a subject

A list of skills that could possibly have been learnt through the study of History was given to the respondents. They were asked to indicate which of these skills they had in fact already acquired (Table 7.8). The black pupils felt that they were already well able to answer essay-type questions, remember facts, arrange gathered information logically and distinguish between different perceptions. The white pupils felt that they had learned to appreciate that there were different perceptions and to distinguish between these perceptions. They were also better able to remember facts and to arrange them logically. The coloured pupils could answer essay-type questions better than before,

remembered facts better and could appreciate the different perceptions people had. The Indian pupils judged that they had a better appreciation of people's perceptions, they were able to answer essay-type questions better and they could arrange gathered information logically.

TABLE 7.8 SKILLS ACQUIRED THROUGH HISTORY

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) To distinguish between true and slanted facts	Yes	163	64,94	178	47,98	159	56,58	139	53,05
	To a lesser extent	54	21,51	162	43,67	106	37,72	99	37,79
	No	34	13,55	31	8,36	16	5,69	24	9,16
b) To examine a historical document critically	Yes	81	34,47	113	30,79	84	30,77	131	50,38
	To a lesser extent	86	36,60	166	45,23	112	41,03	78	30,00
	No	68	28,94	88	23,98	77	28,21	51	19,62
c) To remember facts well	Yes	177	68,08	228	61,62	174	61,92	157	59,70
	To a lesser extent	57	21,92	109	29,46	91	32,38	79	30,04
	No	26	10,00	33	8,92	16	5,69	27	10,27
d) To realize that different people see the same thing differently	Yes	165	67,62	274	73,85	177	62,99	190	72,24
	To a lesser extent	46	18,85	82	22,10	76	27,05	45	17,11
	No	33	13,52	15	4,04	28	9,96	28	10,65
e) To distinguish between the different ways in which different people look at the same situation	Yes	134	54,69	239	64,42	150	54,15	164	62,12
	To a lesser extent	70	28,57	100	26,95	103	37,18	74	28,03
	No	41	16,73	32	8,63	24	8,66	26	9,85
f) To answer essay-type questions	Yes	177	71,08	195	53,13	184	64,79	200	75,47
	To a lesser extent	48	19,28	132	35,97	75	26,41	56	21,13
	No	24	9,64	40	10,90	25	8,80	9	3,40

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) To analyze historical documents	Yes	111	47,23	80	21,74	58	21,25	114	44,19
	To a lesser extent	71	30,21	174	47,28	137	50,18	96	37,21
	No	53	22,55	114	30,98	78	28,57	48	18,60
h) To gather information and arrange it logically	Yes	173	67,58	229	61,56	139	49,64	182	68,42
	To a lesser extent	56	21,88	117	31,45	110	39,29	70	26,32
	No	27	10,55	26	6,99	31	11,07	14	5,26

The respondents were asked to indicate how they rated statements depicting the possible value of History as a school subject (Table 7.9). The black pupils rated as very important the statements that History should help in understanding current politics in the country, that it should be the instrument through which pupils are taught about different ideologies and that skills, i.e. the ability to reason and think critically, should be stimulated. The white pupils apparently did not regard any of the statements as very important. The only two they regarded as important were that the subject should stimulate skills such as the ability to reason and think critically and that they should be kept in touch with contemporary world events. The coloured pupils also did not regard the statements as very important. They rated as most important the statements that History should help them understand the current politics and that they should be taught everything they wanted to know about the rights of citizens. The Indian pupils rated the fact that History should stimulate skills such as reasoning ability and critical thinking as very important. They also regarded the statement that the subject should help them understand the current politics of the country, as quite important.

TABLE 7.9 STATEMENTS ON HISTORY EDUCATION

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Should improve understanding of current politics	Very important	228	76,77	184	47,55	229	69,18	208	71,72
	Fairly important	45	15,15	161	41,60	84	25,38	64	22,07
	Less important	14	4,71	35	9,04	10	3,02	12	4,14
	Unimportant	10	3,37	7	1,81	8	2,42	6	2,07
b) History should convey how the modern world came into existence	Very important	190	62,91	154	39,90	155	46,97	153	52,58
	Fairly important	74	24,50	175	45,34	130	39,39	115	39,52
	Less important	26	8,61	51	13,21	35	10,61	17	5,84
	Unimportant	12	3,97	6	1,55	10	3,03	6	2,06
c) Should give information on other groups of people in South Africa	Very important	163	54,88	103	26,68	136	41,34	148	50,68
	Fairly important	74	24,92	162	41,97	123	37,39	105	35,96
	Less important	40	13,47	106	27,46	57	17,33	29	9,93
	Unimportant	20	6,73	15	3,89	13	3,95	10	3,42
d) The subject History should convey only South African history	Very important	48	16,16	28	7,25	34	10,46	34	11,64
	Fairly important	54	18,18	41	10,62	59	18,15	58	19,86
	Less important	70	23,57	80	20,73	90	27,69	67	22,95
	Unimportant	125	42,09	237	61,40	142	43,69	133	45,55
e) Should give information on different ideologies, e.g. capitalism, communism	Very important	231	76,74	195	50,39	173	52,74	149	51,03
	Fairly important	37	12,29	124	32,04	101	30,79	88	30,14
	Less important	19	6,31	52	13,44	41	12,50	39	13,36
	Unimportant	14	4,65	16	4,13	13	3,96	16	5,48
f) Syllabus should include environmental history	Very important	136	45,03	63	16,32	100	30,58	102	35,42
	Fairly important	55	18,21	68	17,62	76	23,24	73	25,35
	Less important	51	16,89	129	33,42	100	30,58	59	20,49
	Unimportant	60	19,87	126	32,64	51	15,60	54	18,75

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
g) Should emphasize cultural and social history	Very important	49	16,50	73	18,86	56	17,18	45	15,46
	Fairly important	53	17,85	93	24,03	69	21,17	73	25,09
	Less important	76	25,59	131	33,85	120	36,81	87	29,90
	Unimportant	119	40,07	90	23,26	81	24,85	86	29,55
h) South African history should occupy important place in syllabus	Very important	153	51,17	76	19,64	119	36,50	123	42,27
	Fairly important	72	24,08	176	45,48	135	41,41	116	39,86
	Less important	51	17,06	110	28,42	53	16,26	40	13,75
	Unimportant	23	7,69	25	6,46	19	5,83	12	4,12
i) Should enable contact with environment to obtain historical information e.g. museums	Very important	206	68,44	161	41,82	177	54,29	197	67,47
	Fairly important	42	13,95	134	34,81	106	32,52	59	20,21
	Less important	25	8,31	80	20,78	33	10,12	28	9,59
	Unimportant	28	9,30	10	2,60	10	3,07	8	2,74
j) Performance marked rather on facts than on insight	Very important	165	55,00	109	28,24	152	46,63	132	45,21
	Fairly important	82	27,33	122	31,61	103	31,60	95	32,53
	Less important	29	9,67	96	24,87	48	14,72	34	11,64
	Unimportant	24	8,00	59	15,28	23	7,06	31	10,62
k) Development of skills in reasoning and critical thinking	Very important	219	73,00	252	6,12	206	63,19	251	85,96
	Fairly important	47	15,67	108	27,91	77	23,62	30	10,27
	Less important	20	6,67	23	5,94	35	10,74	6	2,05
	Unimportant	14	4,67	4	1,03	8	2,45	5	1,71
l) Should provide information on recent world events	Very important	186	62,84	249	64,51	201	61,66	208	71,23
	Fairly important	69	23,31	110	28,50	90	27,61	69	23,63
	Less important	29	9,80	26	6,74	30	9,20	9	3,08
	Unimportant	12	4,05	1	0,26	5	1,53	6	2,05

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
m) Possibility of choice on South African history themes	Very important	128	42,95	174	44,96	168	51,53	137	47,08
	Fairly important	84	28,19	112	28,94	88	26,99	102	35,05
	Less important	52	17,45	76	19,64	49	15,03	33	11,34
	Unimportant	34	11,41	25	6,46	21	6,44	19	6,53
n) Should deal with the rights of the citizens of a country	Very important	212	70,67	163	42,23	222	68,10	192	66,21
	Fairly important	49	16,33	142	36,79	76	23,31	67	23,10
	Less important	20	6,67	72	18,65	21	6,44	25	8,62
	Unimportant	19	6,33	9	2,33	7	2,15	6	2,07

The pupils were asked to indicate their feelings on general and South African History (Tables 7.10 and 7.11). The majority of the black pupils seemed to enjoy both sections. The white pupils did not enjoy the section on South African History to the same extent as they did the first section. The coloured pupils also enjoyed the section on general History more and the Indian pupils were not as enthusiastic about either of these sections.

TABLE 7.10 OPINIONS ON GENERAL HISTORY

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	1	0,32	2	0,51	3	0,90	2	0,68
Do not enjoy it at all	21	6,65	7	1,80	5	1,49	6	2,05
Do not really enjoy it	15	4,75	26	6,68	13	3,88	9	3,07
Enjoy it to some extent	112	35,44	151	38,82	140	41,79	176	60,07
Really enjoy it	167	52,85	203	52,19	174	51,94	100	34,13
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

TABLE 7.11 OPINIONS ON SOUTH AFRICAN HISTORY

	Population group							
	Black		White		Coloured		Indian	
	N	%	N	%	N	%	N	%
No response	1	0,32	2	0,51	3	0,90	1	0,34
Do not enjoy it at all	34	10,76	32	8,23	25	7,46	21	7,17
Do not really enjoy it	30	9,49	95	24,42	67	20,00	51	17,41
Enjoy it to some extent	92	29,11	164	42,16	145	43,28	128	43,69
Really enjoy it	159	50,32	96	24,68	95	28,36	92	31,40
TOTAL	316	100,00	389	100,00	335	100,00	293	100,00

The overall feelings were positive on the usefulness of History as it is currently (Table 7.12). The black pupils were positive that History helped them to understand current political issues, that it gave them a good general knowledge and that it gave them an appreciation of other people's values and ideals. The white pupils indicated that History helped them to realize that there were different perceptions, that it equipped them with a good general knowledge and that it enabled them to understand current political issues better. The coloured pupils felt that the subject gave them a good general knowledge, that it taught them that there were different perceptions and that it helped them to understand current political issues better. The Indian pupils also felt that they were able to appreciate different perceptions better, they had increased their general knowledge and understood the values and ideals of other people better.

TABLE 7.12 THE MERITS OF THE SUBJECT HISTORY

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
a) Improves ability to remember facts accurately	True	238	80,95	307	79,12	263	80,92	208	71,97
	False	56	19,05	81	20,88	62	19,08	81	28,03
b) Helps the pupil to understand political matters	True	266	87,21	325	83,55	277	84,71	233	80,34
	False	39	12,79	64	16,45	50	15,29	57	19,66
c) Teaches critical thinking skills	True	183	61,00	290	74,74	222	68,94	217	74,83
	False	117	39,00	98	25,26	100	31,06	73	25,17
d) Teaches the pupil to acknowledge the possibility of more than one viewpoint	True	219	73,99	362	93,06	290	88,41	252	86,30
	False	77	26,01	27	6,94	38	11,59	40	13,70
e) Teaches the pupil to appreciate the values and ideals of other groups of peoples	True	256	84,49	288	74,42	256	78,05	250	85,91
	False	47	15,51	99	25,58	72	21,95	41	14,09
f) Convinces pupils that the history of their own people is part of South African history	True	186	62,63	301	77,58	216	67,08	229	78,42
	False	111	37,37	87	22,42	106	32,92	63	21,58
g) Teaches good reasoning skills	True	247	81,79	289	74,29	228	70,37	220	75,86
	False	55	18,21	100	25,71	96	29,63	70	24,14
h) Provides good general knowledge	True	268	88,74	356	91,75	299	91,44	253	86,94
	False	34	11,26	32	8,25	28	8,56	38	13,06
i) Teaches the pupil to respect others	True	174	58,00	250	64,43	242	74,92	220	75,34
	False	126	42,00	138	35,57	81	25,08	72	24,66
j) Teaches a love for South Africa	True	164	55,41	215	55,27	134	41,49	110	37,93
	False	132	44,59	174	44,73	189	58,51	180	62,07

	Response	Population group							
		Black		White		Coloured		Indian	
		N	%	N	%	N	%	N	%
k) Of high value in the world of work	True	184	63,01	189	48,71	192	58,90	172	60,56
	False	108	36,99	199	51,29	134	41,10	112	39,44
l) Teaches history of own people	True	194	65,10	311	80,57	205	62,69	155	53,08
	False	104	34,90	75	19,43	122	37,31	137	46,92
m) Teaches environmental history	True	198	65,13	184	47,55	138	42,33	117	40,07
	False	106	34,87	203	52,45	188	57,67	175	59,93

7.3.4 Topics about which pupils would like to learn more that are not dealt with in the History class

The following topics were identified by the pupils as those about which they would like to know more:

General history

- * Black pupils
 - Unification of Germany
 - Leaders from World War II
 - American history up to 1900
 - The histories of different countries
 - World War II (general)
 - Wars (general)
 - Communism
 - Unification of Italy
 - Great powers of the world
 - American history from 1970 onwards

- * White pupils
 - American history from 1970 onwards
 - The histories of the different countries
 - Communism

- History of the Near and Far East
- World War II (general)
- Wars (general)
- Histories of the Ancient World
- American history up to 1900
- Social and cultural studies
- Contemporary/Political History

- * Coloured pupils
 - Leaders from World War II
 - American history from 1970 onwards
 - History of the Near and Far East
 - American history up to 1900
 - The histories of the different countries
 - Communism
 - History on current political trends
 - The French Revolution
 - Middle East history
 - American history (general)

- * Indian pupils
 - History of the Near and Far East
 - American history from 1970 onwards
 - Communism
 - Leaders from World War II
 - Great powers of the world
 - American history up to 1900
 - The histories of different countries
 - History on current political trends
 - World War II (general)
 - Wars (general)

South African history

- * Black pupils
 - South African economy
 - South African political leaders
 - South African history 1795 - 1910
 - South African political systems
 - South African history from 1961 onwards
 - Political resistance movements

- South African history 1910 - 1961
 - The Zulu nation
 - History of black people in South Africa
 - Apartheid/discrimination
- * White pupils
- South African political systems
 - South African political leaders
 - South African history 1910 - 1961
 - South African history from 1961 onwards
 - History of the black people of South Africa
 - Political resistance movements
 - Art from 1900 onwards
 - South African history 1795 - 1910
 - The Great Trek 1836
 - Social history in South Africa
- * Coloured pupils
- The South African political system
 - South African political leaders
 - Apartheid/discrimination
 - The development of the coloured people
 - South African history from 1961 onwards
 - Political resistance movements
 - South African economy
 - History of the black people of South Africa
 - Social history in South Africa
 - South African history 1795 - 1910
- * Indian pupils
- South African political systems
 - Indians in South Africa
 - South African political leaders
 - Apartheid/discrimination
 - South African economy
 - South African history from 1961 onwards
 - Social history in South Africa
 - The Zulu nation
 - Political resistance movements
 - Local history

7.3.5 Impressive persons about whom pupils learned in the History class

Persons who impressed the respondents:

- * Black pupils
 - Bismarck
 - Hitler
 - Napoleon
 - Paul Kruger
 - Woodrow Wilson
 - Cecil John Rhodes
 - Nelson Mandela
 - Jameson
 - Milner
 - Steve Biko

Some black pupils indicated that they had not learned about a single person who had impressed them.

- * White pupils
 - Hitler
 - Bismarck
 - Napoleon
 - Paul Kruger
 - General De Wet
 - Louis XVI
 - Winston Churchill
 - Galileo Galilei
 - Jan Smuts
 - Cecil John Rhodes

- * Coloured pupils
 - Bismarck
 - Hitler
 - Napoleon
 - Cecil John Rhodes
 - Paul Kruger
 - Milner
 - Woodrow Wilson
 - Martin Luther
 - Merriman

- Karl Marx

There were also some coloured pupils who indicated that they had not learned about a single person who had impressed them.

- * Indian pupils
 - Hitler
 - Bismarck
 - Paul Kruger
 - Napoleon
 - Ghandi
 - Cecil John Rhodes
 - Lenin
 - Shaka
 - Milner
 - Abraham Lincoln

7.3.6 Other persons about whom pupils would like to learn

The pupils were given the opportunity to name another person about whom they would like to know more. For practical purposes these people were grouped according to time periods. The times during which these persons became figures of historical importance will again be listed in order of preference as chosen by the four groups.

- * Black pupils would like to learn about figures in
 - South African history from 1961 onwards
 - European history from 1970 onwards
 - wars and politics up to 1900
 - South African history up to 1900
 - USSR history
 - American history 1900 - 1970
 - African history from 1900 onwards
 - Art up to 1900
 - South African history 1900 - 1961
 - Eastern history
- * White pupils would like to learn about figures in
 - European history 1900 - 1970

- South African history up to 1900
- USSR history
- South African history 1900 -1961
- American history 1900 - 1970
- war and politics up to 1900
- South African history from 1961 onwards
- American history up to 1900
- Eastern history

* Coloured pupils would like to learn about figures in

- South African history from 1961 onwards
- European history 1900 - 1970
- wars and politics up to 1900
- American history 1900 - 1970
- South African history up to 1900
- USSR history
- American history from 1970 onwards
- Eastern history
- American history up to 1900
- African history from 1900 onwards

* Indian pupils would like to learn about figures in

- South African history from 1961 onwards
- European history 1900 - 1970
- Eastern history
- USSR history
- American history 1900 -1970
- South African history up to 1900
- war and politics up to 1900
- South African history 1900 - 1961
- American history up to 1900
- American history from 1970 onwards

7.4 SUGGESTIONS FOR MAKING HISTORY MORE ENJOYABLE

The pupils in the sample suggested that the following could be done to make History more enjoyable:

- Blacks**
- Visits to museums, libraries, etc. and the use of teaching media such as films, videos, etc.
 - Political freedom as a basis for teaching
 - Content should be presented on contemporary news and political trends (worldwide)
 - Group discussions and discussions with persons knowledgeable about historical events
 - Good History teachers
 - More South African history should be presented -More topics should be included in both the general and the South African history syllabi
 - A love/appreciation of History should be cultivated and pupils should be taught to keep themselves informed on matters of the day
 - New History textbooks
- Whites**
- Visits to museums, libraries, etc. and the use of teaching media such as films, videos, etc.
 - Group discussions and discussions with persons knowledgeable about historical events
 - Fewer dates, essays and tests
 - More self-study projects
 - More topics should be added to both the general and the South African history syllabi
 - South African history should not receive so much attention
 - Good History teachers
 - A shorter syllabus
 - New History textbooks
 - More content should be presented on contemporary History and current political trends (worldwide)
- Coloureds**
- Visits to museums, libraries, etc. as well as the use of teaching media such as films, videos, etc.
 - Good History teachers
 - More self-study projects
 - More content should be presented on contemporary History and current political trends (worldwide)
 - Political freedom as a basis for teaching

- Group discussions and discussions with persons knowledgeable about historical events
- More topics on both general and South African history should be added to the syllabus
- More content should be taught on South African history
- A love/appreciation for History should be cultivated and pupils should also be taught to keep themselves informed on matters of the day
- Fewer dates, essays and tests

- Indians
- Visits to museums, libraries, etc. and the use of teaching media such as films, videos, etc.
 - Group discussions and discussions with persons knowledgeable about historical events
 - More content should be presented on contemporary History and current political trends
 - Political freedom as a basis for teaching
 - Fewer dates, essays and tests
 - Good History teachers
 - More topics should be added to both the general and the South African history syllabi
 - More self-study projects
 - A love/appreciation for History should be cultivated and pupils should be taught to keep themselves informed on matters of the day
 - More content should be presented on South African history

CHAPTER 8

CONCLUSION

8.1 INTRODUCTION

This investigation was undertaken to determine the attitude to History of various groups of people who have an active interest in History education in the RSA. Questionnaires were sent to individual members of these groups. In the case of a group with limited numbers, for instance the subject advisors or inspectors responsible for the subject History, questionnaires were sent to all known individuals belonging to that group. Where the population was too big, a sample was drawn, for example of Standard 7 pupils taking History as a subject.

Questionnaires were sent to samples of History teachers, headmasters and Standard 7 and 9 pupils taking History as a school subject. In an attempt to involve as many lecturers in History subject didactics as possible, questionnaires were sent to all the teachers' training colleges and universities in the RSA. Questionnaires were also sent to all the subject advisors, inspectors and superintendents responsible the History teaching at secondary schools. The names and addresses were obtained from the four departments of education that were involved in this investigation.

The main findings concerning the attitudes of the groups will now be listed.

8.2 ATTITUDE OF TEACHERS

8.2.1 Biographical information

In the sample of teachers at white schools, the male/female ratio was approximately equal. In the other groups most of the respondents were male.

Most of the respondents had more than three years experience as teachers.

8.2.2 Qualifications and training

The teachers were well educated as most had obtained a qualification in History at university. A minimum of three years university training was indicated for a senior secondary teacher.

Problem areas within training seemed to be confined to South African history. In-service training, whether by means of conferences, lectures or workshops, did not seem to meet the needs of the teachers. They relied heavily on their heads of departments and other senior teaching staff.

8.2.3 Aims with the teaching of History

Only the teachers in white education did not experience problems in realizing the aim of developing of a sense of citizenship. Difficulties were also experienced in helping pupils to understand the importance of History as an academic discipline requiring intellectual skills.

8.2.4 Syllabus content

The history of Africa, its peoples and ideologies were favoured by most teachers for elaboration in a new syllabus. The Eurocentricity of the textbooks was pointed out. Due attention should be given to the different perspectives in South Africa.

8.2.5 Teaching aids

All the teachers indicated that they found it necessary to use more than one textbook in preparing for a lesson. A clearer and multiperspective view was the reason given for this practice. The blackboard, overhead projector and posters seemed to be the most commonly used teaching aid.

8.2.6 Evaluation and examination

The general feeling was that marking schedules should be more flexible and that evaluation skills should receive more attention.

8.2.7 Attitudes toward History

The teachers felt that political literacy, real interest and the non-availability of other subject choices subject were the main reasons why the pupils chose History as a subject.

8.3 THE ATTITUDE OF HEADMASTERS

8.3.1 Biographical information

The headmasters who were part of the sample had ample teaching experience and were well qualified.

8.3.2 The History teachers

Only 33,3 % of all the History teachers in black schools were suitably qualified according to the headmasters. There were, however, qualified History teachers at these schools, but they were used to teach "scarce" subjects. The headmasters of the white, coloured and Indian schools stated that they did not experience any such problems.

The headmasters felt that enough in-service training courses were offered. The majority of the teachers who attended these courses were drawn from the rank of senior teachers. The headmasters agreed that the courses promote efficient teaching and that the teachers were positively inclined towards these courses.

8.3.3 Teaching aids and other facilities

A general shortage of classrooms seemed to be the main problem in this respect. The lack of teaching aids such as overhead projectors, pictures and posters and no library facilities were mentioned as factors hampering effective History education in the black, coloured and Indian schools.

8.3.4 Evaluation and examination

On the whole the headmasters seemed to be satisfied with the internal

examination results in History. They judged the results to be better in the senior standards. They all shared the opinion that work completed during the year should contribute more to the year mark.

They judged the pupils' and teachers' attitudes to be reasonably positive to positive towards History. Only the headmasters of the white schools were of the opinion that the pupils would rather chose a subject other than History if they could.

The large number of pupils in the classes, especially in the black and coloured schools was seen as one of the biggest constraining factors in the teaching of History.

The headmasters were of the opinion that motivated teachers played a major role in the attitude of the pupils.

8.4 ATTITUDE OF THE LECTURERS

8.4.1 Biographical information

The response rate was very low in the case of the lecturers at the coloured and Indian training institutions. The lecturers who returned their questionnaires had mostly three or more years lecturing experience. The respondents from the institutions for blacks and whites were well qualified. Due to the low response rate, not much information was available on the other lecturers. The majority of the lecturers were involved in professional subject societies.

8.4.2 Recruitment, selection and training of History teachers

Although the respondents maintained that they did not have the opportunity to be involved in the orientation of new students, it was fairly easy to attract sufficient students.

On the subject of selection criteria, it became clear that there were no such criteria.

8.4.3 Nature of training

There seemed to be a considerable variation in the duration of training in subject didactics at the various institutions. The respondents held the opinion that to be an effective History teacher, at least three years training at a teachers' training college was required for the junior secondary phase and an additional year (at university level) for the senior secondary phase. Subject didactics should receive a great deal of attention in training.

The missions of these institutions all seemed to be geared toward a well-balanced teacher with a critical approach. The respondents from the institutions for whites emphasized Christian National Education. Practice teaching, teaching methods and the application thereof and the effective use of teaching aids received much attention. The teaching of History from different perspectives and the use of the historical method were indicated as being very important. It would seem that newly qualified teachers experienced difficulties in finding their own teaching style, and relied heavily on traditional teaching methods.

8.4.4 The status of History in secondary schools

The respondents judged that many headmasters did not regard History for Standards 6 and 7 in a serious light. In the senior standards the emphasis still seemed to be on examinations and the course was dominated by the desire for good matric results. Not all the respondents felt that History as it was presented was relevant to the world in which the pupils lived. They also expressed the view that History as a subject was losing popularity.

8.5 THE ATTITUDES OF SUBJECT ADVISORS, SUPERINTENDENTS AND INSPECTORS

8.5.1 Biographical information

All the respondents had teaching experience of the subject History. The majority (66,7 %) of the respondents were responsible only for History itself. All the respondents were involved in many subject-related activities.

8.5.2 Training

Twelve of the respondents felt that the training offered at teachers' training colleges was better than the similar training at universities, eight thought there was no difference and two felt the courses offered at universities in subject didactics were of better quality.

For effective teaching in the junior secondary phase the respondents regarded four years of training at a teachers' training college as minimum requirements. For the senior secondary phase, university training of three years was favoured.

The general feeling among the respondents was that the student teachers were not equipped to handle present classroom conditions which could at times be very problematic. It was also mentioned that the new teachers lacked a depth of knowledge in their subject. The respondents from the different departments saw the shortcomings in the subject didactic courses from different perspectives (5.4.3). All the respondents agreed that the different perspectives on historical events should receive high priority.

All the departments offered in-service training. The nature of these training courses differed according to the needs of the teachers and the classroom conditions in the schools of the education departments.

8.5.3 History teachers

The number of teachers for whom the respondents were responsible, ranged from fewer than 50 to more than 300. The respondents were asked to indicate the percentage of teachers not suitable to teach History. The respondents of the Department of Education and Training judged that up to 50 % of the teachers were not suitable. The difficulties this department experienced in finding suitably qualified teachers were rated as fairly serious to serious. However, the respondents did not think that the present political situation played a role in finding suitably qualified teachers.

8.5.4 History syllabi for the secondary phase

All the respondents rated the stated aim of contributing to the understanding of History as an academic discipline and developing the intellectual skills involved in studying History as the ones most difficult to attain.

The respondents' views on the teaching practice differed in many respects. These differences ranged from the opinion that the personal viewpoints of the teachers did not always correspond with the aims in the syllabi, that the syllabi were too long and could not be covered in the available teaching time to the fact that the aims for History were too vaguely formulated.

Differentiation in History seemed to pose many problems. These problems were, according to the respondents, mostly due to the inexperience of the teachers and the large number of pupils in the classrooms.

8.5.5 Teaching aids and facilities

Textbooks and teachers' guides were rated as very important teaching aids by all the respondents. Overhead projectors, blackboards, wall maps and a well-equipped school library were among the most essential teaching aids listed by the respondents.

8.5.6 Evaluation and examination

In the schools for white and black pupils, there seemed to be a trend toward declining marks in internal examinations as the pupils move on to more senior standards. The pupils' achievements in the schools of the other two departments were rated as good or satisfactory.

The problems experienced with evaluation in all the schools seemed to stem from the teachers' inexperience.

8.5.7 Attitudes toward History

According to the respondents the five factors contributing most to the promotion of History as a subject were

- * properly trained and motivated teachers,
- * creative and stimulating teaching methods,
- * syllabi relating to pupils' interests,
- * emphasis on the relationship of past events to present phenomena, and
- * discovering the usefulness of the subject beyond the classroom context.

8.5.8 Teaching practice

Constraints in History teaching as identified by the respondents were

- * poor school attendance,
- * large classes,
- * shortage of classrooms,
- * badly motivated teachers,
- * inadequate use of available teaching aids, and
- * outdated teaching methods.

8.6 THE ATTITUDES OF THE STANDARD 7 PUPILS

8.6.1 General information

A total of 1 345 Standard 7 pupils took part in this investigation, representing the pupil population from ordinary secondary schools and also technical, agricultural, commercial and comprehensive schools.

8.6.2 Attitudes toward History as a subject

The pupils maintained that they enjoyed general History and the black pupils indicated that they enjoyed South African History even more.

All agreed that the value of History lay in its contribution to a better understanding of the values and ideals of other groups, the

establishment of the history of the own group as part of the history of South Africa and a good general knowledge.

They mentioned various topics about which they would like to learn more (6.3.4).

On why they planned to take History as subject in the senior standards, the most popular reasons seemed to be that they believed it to give them a better understanding of the politics of the day and that it required little insight (white pupils). Those who were not planning to take History offered as their main reason that History would be of no help to them in the world of work.

8.6.3 Suggestions for making History more enjoyable

The ideas offered ranged from making use of teaching aids to studying in a quiet place (6.4).

8.7 THE ATTITUDES OF THE STANDARD 9 PUPILS

8.7.1 General information

A total of 1 333 Standard 9 pupils took part in the investigation. They attended ordinary secondary schools and also technical, agricultural, commercial and comprehensive schools.

8.7.2 Information on History

These pupils indicated that the most important reasons for choosing History were to increase their political literacy and because of a real interest in history.

On the value of History, the pupils felt that it taught them to answer essay-type questions, remember facts, arrange gathered information logically and distinguish between different perceptions.

On the popularity of either general History or South African History, it would seem that general History received the higher rating. On the

usefulness of History as it is presented at present, the overall feeling was positive.

Many topics for inclusion were suggested.

8.7.3 Suggestions for making History more enjoyable

Once again teaching aids were high on the list of suggestions. Political freedom, more contemporary history, more group discussions, better teachers, treatment of current events and new textbooks were also mentioned.

8.8 CONCLUSION

It would not be possible to incorporate all the information contained in this report into new syllabi but a basis for a new point of departure may be found in this document.

Many of the facts and information seem to be conflicting, not because the respondents were unreliable, but merely as proof that History as a subject is a sensitive issue which has to serve many perceptions.