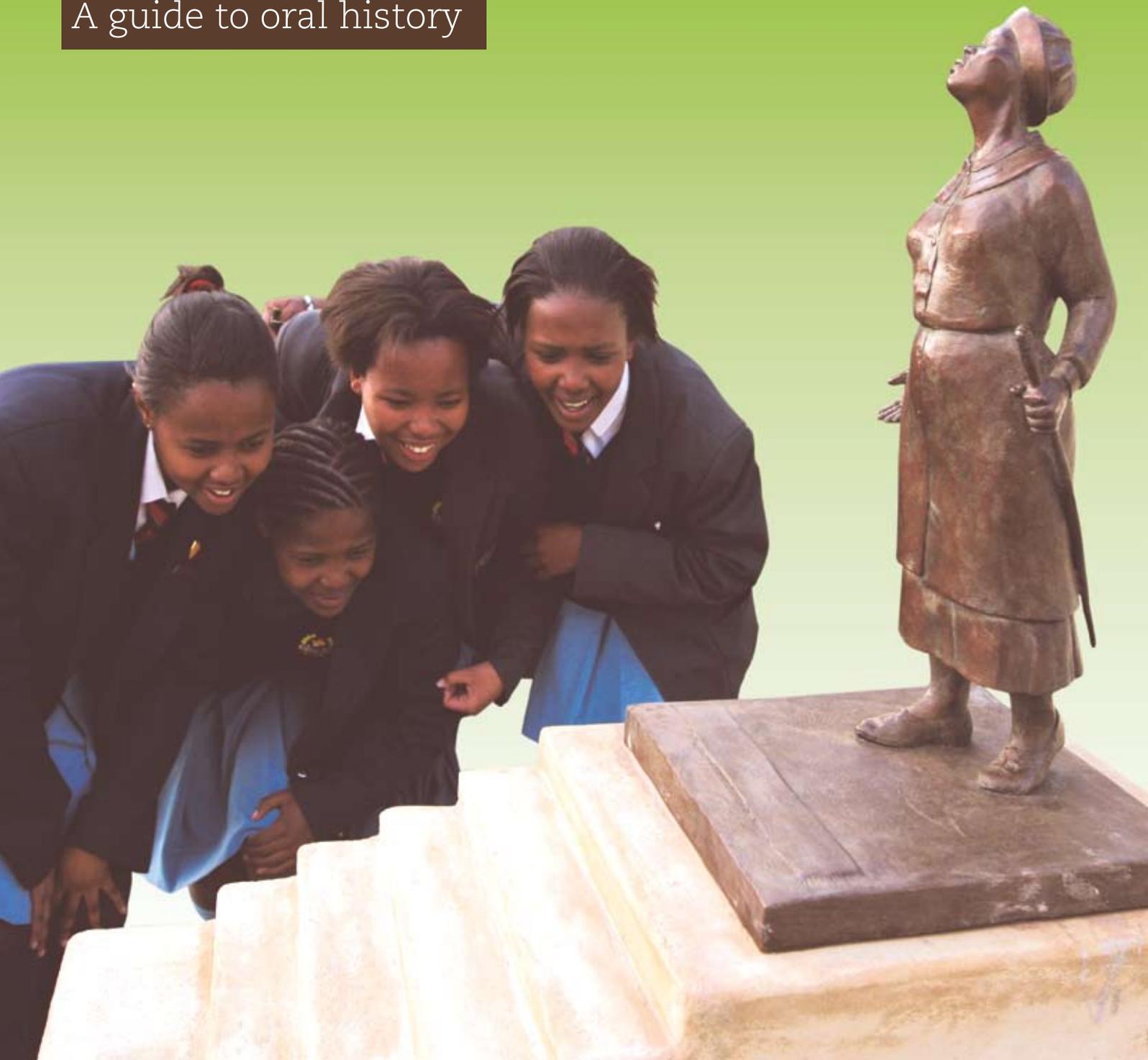


Meeting history face-to-face

A guide to oral history



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The project partners: **The Department of Education, Race and Values Directorate; The South African History Archive; Sunday Times; and Johncom Learning.**

The Grade 10 and 11 learners who participated in the project from the following schools: **Bodibeng Secondary** and **Brentpark Secondary** in Kroonstad; **Kgaiso Secondary** and **Capricorn High** in Polokwane; and **Mzinoni Secondary** in Bethal.

The history educators: **Faith Mashiya** (Bodibeng Secondary, Kroonstad) **Giesela Strydom** (Brentpark Secondary, Kroonstad), **Heleen Pearsnall** (Capricorn High, Polokwane), **Eddie Nkosi** (Mzinoni Secondary, Bethal).

The Directorate of Race and Values in the Free State Department of Education for the workshop that allowed the book to be trialled.

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FOREWORD FROM THE MINISTER OF EDUCATION

The Department of Education strongly supports the strengthening of oral history research in our schools. Not only does oral history form part of the National Curriculum Statement (NCS) Social Science Learning Area and History, but the Department also organizes the Nkosi Albert Luthuli Young Historians' Oral History Competition for both learners and educators annually. Notably, we are encouraging young people to write their own histories and those of their communities in the language of their choice.

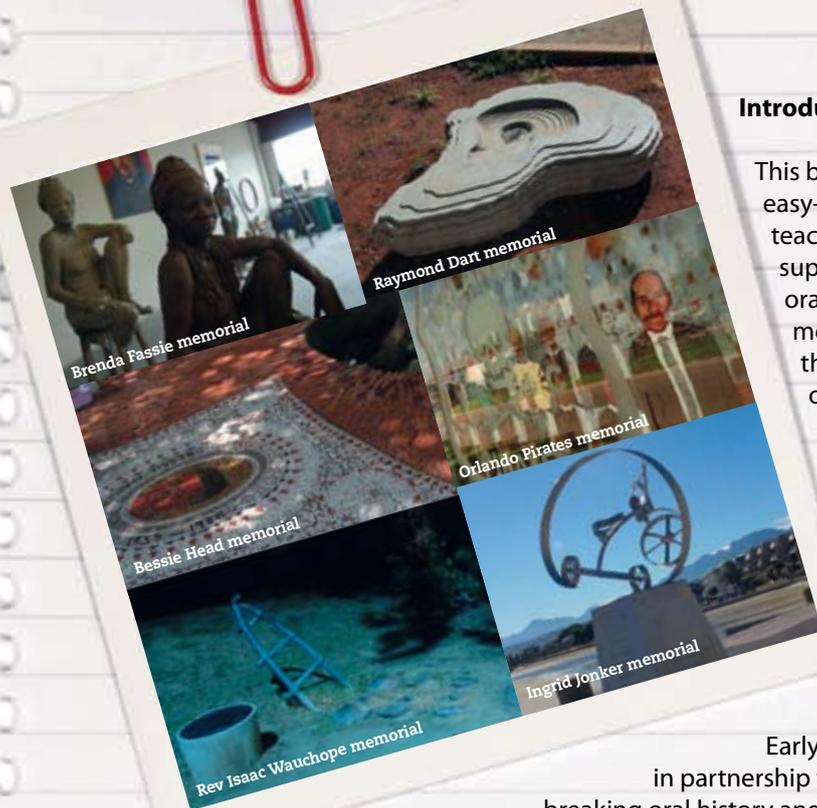
History forms a significant part of our identity as individuals within communities and by doing oral history research learners will develop an understanding, not only of the broad history of South Africa, but also of the richness of the histories of their local communities. In this rapidly changing world of urbanization and constant migration in our country, we are in danger of losing sight of our identities. For young people the questions Who is my family? Where are my roots? and indeed, Who am I? can be difficult questions to answer.

Oral history research enables young people to engage with their communities to find positive role models of people who overcame obstacles of all kinds to truly make a difference in the quality of life for the people around them. This creates a constructive dialogue between youth and elders, which is otherwise often sadly missing. Indeed, the skills that are taught through oral history research are important academic skills. However, values are also strengthened through the interaction with members of the community.

I commend the South African History Archives and The Sunday Times for this important initiative that will strengthen oral history in our schools. I trust that the publication will be used to engage learners in researching the histories of their families and communities.

A handwritten signature in black ink that reads "G.N.M. Pandor".

GNM PANDOR, MP
MINISTER OF EDUCATION



Introduction

This book breaks up the whole oral history project into easy-to-follow tasks that simplifies the process for teachers and their learners. The book also provides support for a heritage project. The guidelines for the oral history project and the heritage project aim to meet the curriculum requirements and to strengthen the skills and concepts outlined in the history learning outcomes and assessment standards.

The guidelines have been developed in consultation with educators and learners involved in the South African History Archive and Sunday Times School Oral History Project. The book is thus grounded in an understanding of best practices from the classroom.

SAHA/Sunday Times School Oral History Project

Early in 2007, the South African History Archive (SAHA), in partnership with the Sunday Times, embarked on a groundbreaking oral history and memorial building project with schools located in three towns in South Africa – Bethal, Kroonstad and Polokwane.

This project has taken the history teachers and learners on a six-month journey using oral history to unearth each of their towns' local pasts. The learners have been given a chance to talk their histories together, both inside and outside of the classroom.

The end point of the project was to select a story from each town that is to be built into a memorial for the towns' folk. These three new memorials form part of the Sunday Times trail across the country. This "storytelling" memorial trail began in 2006, as part of the Sunday Times 100th anniversary celebrations. The editor, Mondli Makhanya, launched the project to commission artists to create a number of public memorials that honour some of the remarkable people and events of the past century.

SAHA's strongly believes that the sharing of learners' oral history projects creates new channels for reconciliation and understanding in our communities. The research process also helps to strengthen understanding between the youth and older generations.

DoE Oral History Competition

This book is able to assist all secondary school history educators and learners to conduct their own oral history projects, and to enter the best projects in the Department of Education Nkosi Albert Luthuli annual oral history competition. The competition is intended to encourage all learners to develop an understanding of, not only the broad outlines of South Africa's history, but also the richness of the histories of local communities, and to develop communication and research skills.

For more details go to www.education.gov.za, or contact the Directorate: Race and Values, Department of Education, at tel. (012) 3125080, fax (012) 326 1909, or Private Bag x895, Pretoria, 0001.

Don't delay!
Enter the
Nkosi Albert
Luthuli Young
Historians'
Competition

We wish you success in your journey of meeting the learners' own local histories face-to-face.



THE SCHOOLS

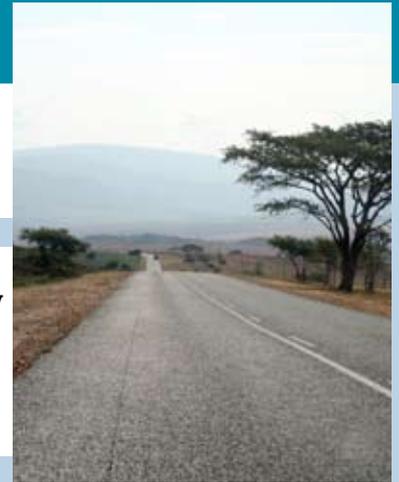
that met history face-to-face

The South African History Archive/Sunday Times School Oral History Project took place in 2007 in three towns in South Africa: Bethal, Kroonstad and Polokwane. The project took history educators and learners on a journey to use oral history to unearth each of their town's local pasts.



BETHAL

In Bethal, Eddie Nkosi and his class of history learners at **Mzinoni Secondary** were so deeply moved by the story of the disappearance of Nokuthula Simelane, that they decided to find the names and stories of other people who have disappeared over the last 50 years from the potato farms. Other groups pursued the community's experiences under apartheid.



POLOKWANE

In Polokwane, a group of learners from **Kgaiso Secondary**, in Seshego, enjoyed collecting oral histories about the world-renowned author and educator, Professor Es'kia Mphahlele, who lives in Lebowakgomo.



At a nearby school in town, learners from **Capricorn High** explored the history of their school and made a DVD; while other groups interviewed members of the Polokwane community about their experiences before and after the first democratic elections in 1994. For their heritage project they explored local museums, heritage tourist attractions and public art found in local parks. The educator, Mrs Peasnell, provincial winner of the 2006 Best Educator Grade 12, HG and SG, said: "I am so proud of the learners, even the weakest learners made a big effort to live up to their full potential. This research project made history come alive for them!"



KROONSTAD



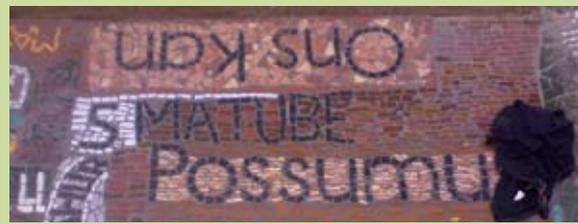
In Kroonstad, Faith Mashiya and her history learners from **Bodibeng Secondary**, in Maokeng, discovered that their school was



one of the first secondary schools for black learners in the whole country, and was the first high school to offer a matric class to African students. Another group spoke to members of their community about their involvement in the 1956 Anti-Pass campaign.

At a nearby school, **Brentpark Secondary** Giesela Strydom and her history learners investigated the history of their township as it was the first coloured township established in the Free State. This search unearthed the story of forced removals from Old Cairo to Brentpark; the experiences of Marti Feltman who started the Anne Phillips Crèche; and the experiences of the brown soldiers in World War Two.





The learners in each town have helped the Sunday Times artists identify the oral history projects that are to be built into memorials. The building of these memorials has involved the learners in the art-making process.



Artist Thomas Mokoane and Andrew Lindsay (top left) worked with learners at Bodibeng Secondary School to build a mosaic in memorial of Mr Reginald Cingo.

MR REGINALD CINGO
Pioneer of Black High School Education

In the early decades of the 1900s, there were very few opportunities for black students to go to high school outside of a handful of missionary schools in the Cape and Natal. In 1932, Mr Reginald Ndumso Cingo, a pioneering principal, realised the dream of building the second only high school for Africans in the country, in Kroonstad in the Free State. Cingo's motto behind New Bantu United School was 'Possumus' ('We Can'). Now known as Bodibeng, the school 'blossomed into a giant of black school education' in one of the poorest regions in the country. African teachers and pupils flocked from all over southern Africa. By 1940, the school boasted one of the few African matriculation classes and has produced a galaxy of African leaders like Adelaide Tambo, and Ministers Ivy Cassaburri-Matseke and Mosiuoa Lekota.

To find out more about the memorials go to www.sundaytimes.co.za/heritage

UNLOCK THE PAST

Understanding how historians work

At the start of the oral history project learners should understand how history is constructed. Learners need to have a sense of how historians work, how they put the pieces of information together while working with various sources, including oral history interviews.

The process of collecting historical information is made up of three basic components:

- Investigating the past
- Collecting stories of the past
- Interpreting the evidence

Investigating the past – the methods used to find out about history

Historians use many different kinds of sources as forms of evidence (see diagram below), to find out about events that took place, and about the people who lived in different places, from the distant past until the present time.

Collecting stories of the past – understanding historical content and concepts

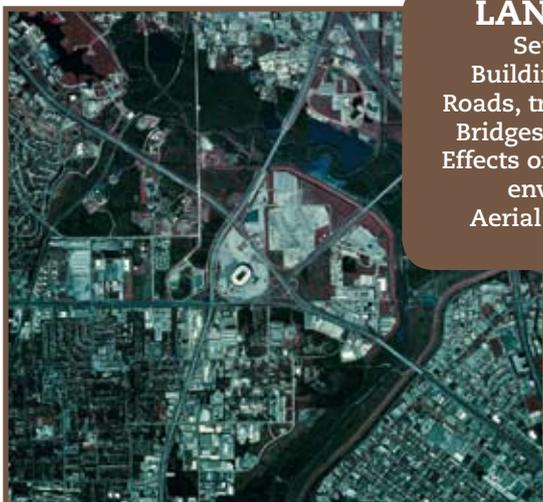
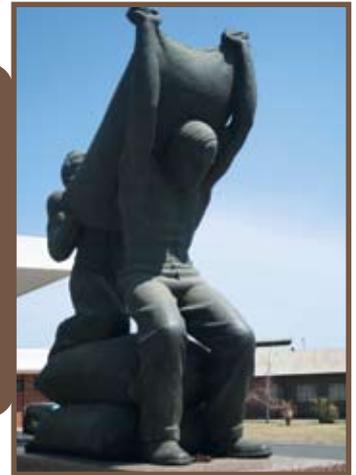
History is about recording changes that have taken place over time. Changes can happen as a result of a dramatic event, for example, the release of Nelson Mandela from prison. Changes can also happen as a result of larger historical processes, such as the colonisation of Africa, that took a long time to unfold. Understanding the concept of time, for example, is vital in understanding how history fits together.

Interpreting the evidence – understanding different points of view

An ability to interpret the evidence involves being able to identify the various points of view that are depicted and to arrive at one's own interpretation of past events. It also involves understanding the content and concepts in the stories of the past.



VISUAL
Photographs
Cartoons
Maps and plans
Aerial photographs
Satellite photographs
Paintings and drawings
Film, Television, Video
Statues and carvings
Internet sources and CD
Rom files



LANDSCAPE
Settlements
Buildings and sites
Roads, tracks and paths
Bridges and harbours
Effects of activity on the
environment
Aerial photographs

POSSIBLE SOURCES





HOW RELIABLE ARE THESE SOURCES?

Historians, like all social scientists, try to find the answers to questions. They are not only interested in finding out when or where an event took place, but they are also interested in why and how the event took place. To answer these questions they have to interpret the available sources. But, historical sources show only certain aspects of the past. Some sources may support one another; other sources may contradict one another; and still further, some sources may be inaccurate.

For example, newspaper articles can be inaccurate because of:

- The points of view of reporters and editorial staff
- Where and who reporters get their information from
- The need to sell interesting news stories that the public wants to read.

And yet, newspaper accounts are used as historical evidence of people's attitudes and interpretations.

Even films and photographs give us only fragments of an event. The photographer chooses to record a portion of an event, and his/her point of view suggests an interpretation. The equipment, social context, and purpose of the photographer will affect the photograph taken, printed, and presented to viewers.

Historical analysis, as written by professional historians who uphold the best standards in their field, cannot be seen as a complete and totally objective account of events, as this analysis is presented from their own particular point of view.

So, for all historians, the process is to try and verify the evidence collected, analyse it, and place it in an accurate historical context. Only then can this evidence be used to understand the experiences of people in the past. This is the challenge of history, we have to learn how to critically evaluate all sources for ourselves, be they letters, photos, maps, carvings, written histories, oral testimonies etc. and develop our own interpretations.

ARCHAEOLOGICAL

Ruined or buried sites and buildings
 Stone walls, Pottery
 Beads, Bones, Glass beads
 Plans, Rubbish dumps
 Weapons
 Coins
 Charcoal
 Tools



WRITTEN

Documents
 Missionary records
 Letters, Newspapers
 Magazines, Diaries
 Reports, Pamphlets
 Government Acts
 Court transcripts
 Books, Advertisements
 Evidence from
 commissions of enquiry
 Internet sources and
 CD Rom files



OF EVIDENCE

PHYSICAL

Objects surviving from the past such as:
 Statues, Carvings
 Furniture
 Clothing
 Masks
 Jewellery
 Headrests
 Vehicles
 Historical buildings
 Monuments



ORAL

Oral testimonies
 Interviews
 Oral traditions
 Poems
 Songs
 Stories



WHAT IS ORAL HISTORY?

According to the diagram of POSSIBLE SOURCES OF EVIDENCE on the previous page, oral history is a possible source of evidence, but what is it? See what a teacher and some learners, who have been part of an oral history project, had to say:

“Oral history is important in uncovering the history of ordinary people who witnessed events of the past that have not been recorded and started in libraries or archives.” Matthews Phokoe, Grade 10, Bodibeng Secondary School, Maukeng, Kroonstad



“Oral history is people’s testimony of what happened in the past; events they were part of, events they witnessed or events they heard about. It is people’s views, opinions and understanding of how and why things happened the way they did and presented by word of mouth.” Ms S Sambumbu, educator at Lukhanyisweni Senior Secondary School, Eastern Cape, and winner of DoE Oral History Project Competition, 2006



“Oral historians interview people who tell stories that are not written down. It is particularly important in Africa where written documents often reflect the point of view of the colonizers. We need African stories to be written down to preserve our culture and heritage.” Mduzuzi Phakhati, Grade 10, Mzinoni Secondary School, Mzinoni, Bethal



“Oral history is the study of the human past. It tells us how and where the old people lived in the early days, under Apartheid.” Monica Sibeko, Grade 10, Mzinoni Secondary School, Mzinoni, Bethal.

TWO TYPES OF ORAL EVIDENCE

Oral historians have divided up the oral evidence collected during interviews into two types:

- **Oral testimony:** an eye witness or first-hand account of an event or situation which occurred during the life time of the person being interviewed. This informant tells the story about themselves, about what he or she has seen, heard or done in the past.
- **Oral tradition:** stories or narratives which started many generations ago and have been handed down by word of mouth from one generation to the next. For example, folk-tales, the Old Testament, praise songs of past heroes, etc.



TIP

many sources unlock history

Oral history projects must include:

- a clearly defined topic
- at least two oral informants, preferably more who can inform the topic
- other kinds of sources related to your topic.



Old people are our sources of oral history.

HOW RELIABLE IS ORAL HISTORY?

We must be aware that oral history, like all other sources of evidence, has its limitations. We must not pretend that oral history automatically gives us accurate accounts of past events.

- People's memory of events may fade or even become distorted for personal reasons.
- People can make a story based on events that are not closely connected.
- The power relationships between interviewer and interviewee can affect what and how events are reported.
- Inaccuracies can creep into meaning when trying to put a conversation onto paper.

Oral historians should attempt to record the memories of many different people when researching a historical event. Since people can forget events or distort their account for personal reasons, the historical documentation has to sit with what the different people agree on.

REALISING THE VALUE OF ORAL HISTORY

We organise the memories of our lives into stories all the time. As we get older we have more and more stories. Historians now recognise that the everyday memories of ordinary people, not just the rich and famous, have historical importance. If we do not collect and preserve these memories and stories, then one day they will disappear forever.

We do know a great deal about everyday experience in our own time and culture, and a large part of that knowledge comes, not from textbooks, but from talking to others. We learn about the histories of our families through conversation with those who remember them, and about what our cultures value by observing celebrations and listening to the music. So, if you want to learn about another culture, why not talk to members of that culture about their experiences and memories? Oral history involves exactly that.

Our stories and the stories of the people around us are unique and valuable treasures for our families and our communities. Oral history is so flexible that people of all ages can adapt the techniques of asking and listening to create and learn about history. You and your family members can preserve unwritten family history using oral history techniques. Likewise, you and your community can discover and preserve unwritten history, large and small.



Oral history grows understanding between people.

ARTEFACTS AND MEMORY

We all keep things that remind us about the past, such as photographs, a badge, a document, an item of clothing, etc. When we ask people about their special objects, or artefacts, we help to awaken their memories of the past.



LEARNING OUTCOMES

- LO2** **Historical concepts**
Learners will be able to:
AS Explain why there are different interpretations of historical events, peoples' actions and changes.



TASK: MEMORIALS

1. List the different categories of possible sources there are for historians to use when gathering evidence.
2. Read through your list and calculate the total number of sources you have
 - a. seen and used at school.
 - b. seen and used at home.
3. Objects of memory are called artefacts. Name 3 artefacts in your home that tell us about the past.
4.
 - a. Who can provide us with oral history?
 - b. List some of the limitations of oral history.
 - c. What is the value of oral history?
5. **Vocabulary work** – Develop history learners' understanding of the following **words and phrases**. Ask learners to use these **words or phrases** correctly in sentences about history.

Investigate	Reliable	Report
Evaluate	Points of view	Time
Chronological	Testimony	Context
Interpret	Oral history	Word of mouth
Analyse	Archive	Hearsay
Accounts	Documents	Artefacts
Evidence	Transcribe	Interviewer
Sources	Record	Interviewee

TIME AND HISTORY

Understanding context

Understanding context and time is very important in understanding how history fits together. The learners will be using oral testimony, archival and written sources, as well as artefacts, to investigate a person, place or event that is of interest to them. Once they have done their research, they will need to contextualise it into a time frame and find out what sorts of other things were going on in the country at that time. This section provides a political chronology of the last 100 years to help them.

THE DEEP PAST

As South Africans, we need to understand our history and heritage from as far back as we have the sources to help us. We can learn about the first people like ourselves, Homo sapiens sapiens, who lived off this land over one hundred thousand years ago. We can find out about the San and their hunter-gatherer way of life, and the Khoikhoi who arrived over two thousand years ago and who, in addition to hunting and gathering, were also herders. We can learn about the thriving Kingdom of Mapungubwe that a thousand years ago, as well as growing crops and herding cattle, traded different kinds of goods, including gold and copper, with people as far away as India and China. Archaeological sources can help us find out more about these people in our history.

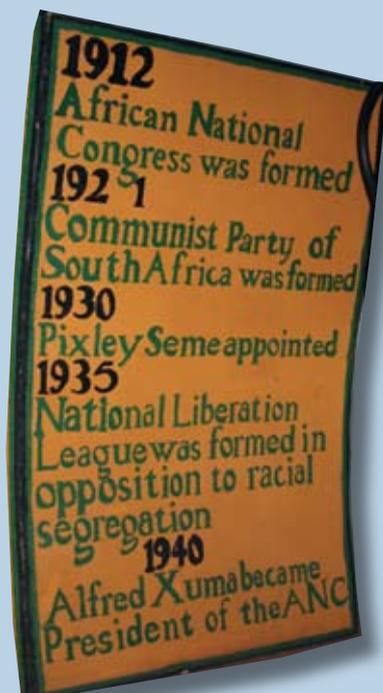


The memorial sculpted by Marco Cianfanelli in honour of Raymond Dart who discovered the Taung skull, proving that Africa is the birthplace of humankind.

Courtesy Sunday Times

THE RECENT PAST

When we visited the “Kliptown Our Town – The People’s Exhibition”, we found a chronology that the people of Kliptown had used to contextualise their history. It was mainly a political chronology, that is most of the information chosen for the chronology is based on political events.



The first board of the chronology from the Kliptown – Our Town People’s Exhibition

Their chronology started in 1912 with the formation of the ANC. We start ours in 1910 when South Africa became a union within the British Commonwealth.

Why do you think the people of Kliptown chose to present their chronology using the colours black, green and yellow?

Chronologies can be based on many different kinds of information, not just political events. They can highlight significant dates in a person’s life or they can showcase, for example, important inventions like the wheel, telephone, electric light bulb, etc. Chronologies give a broad sweep of history, whatever information they are based on.

CONTEXT

Context is the circumstances and events that form part of the environment within which something exists or takes place.

The chronology on the next few pages is mainly a political one. See if you can find information that relates to:

- 1) International events
- 2) Technological advances.

It is important that learners understand the context of the topic they choose for their oral history project.

Courtesy Zwele Gumede



South Africa Chronology 1910 – 1999

South African Native National Congress formed, renamed African National Congress in 1923.

1914 – 1918
First World War.



Trench warfare in World War 1

1910

1912

1913

1914

1919

South Africa became a Union within the British Commonwealth.



Courtesy Ujehat Magazine

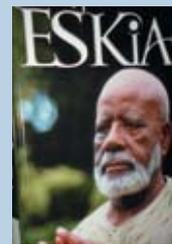
Sol Plaatje, journalist, writer and politician, and his wife Elizabeth Mbelle.

Native Land Act - Africans could only own 7.3% of the land.

SOL PLAATJE: SOME SIGNIFICANT DATES

- 1912 Became first General Secretary of South African Native National Congress.
- 1914 Took part in a delegation to Britain to protest against the lack of rights of the African people. His book *Native Life in South Africa* was published.

- Jan Smuts succeeded Louis Botha as Prime Minister.
- Es'kia Mphahlele was born.



ES'KIA MPHAHLELE: SOME SIGNIFICANT DATES

- 1947 Published his first book of short stories *Man Must Live*.
- 1951 Banned from teaching by the apartheid government.
- 1955 Joined the ANC.
- 1957 Went into exile.

Communist Party of South Africa formed, called for campaign against the pass laws.

1939 – 1945
Second World War.

ANC Women's League formed.

1921

1923

1939

1940

1943

1944

Natives (Urban Areas) Act restricted the rights of Africans to enter towns.



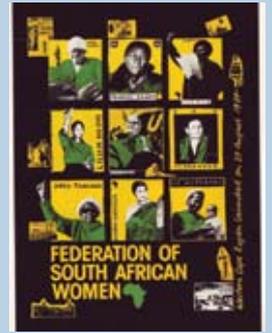
Cape Corps

First class of matriculants at Bantu United High, the first high school for Africans, in Kroonstad, Free State. Now known as Bodibeng.

- ANC Youth League formed, leading figures include: Robert Sobukwe, Nelson Mandela, Walter Sisulu and Oliver Tambo.
- James 'Sofasonke' Mpanza led the first squatter movement on the Witwatersrand.

- Society segregated at all levels with such laws as the Immorality Act and Population Registration Act. With the Suppression of Communism Act government could define as Communist, and ban, any person or organization hostile to government policy.
- South African Communist Party dissolved and many members joined the ANC.

- Bantu Education Act set out a compulsory inferior curriculum for black education.
- South African Coloured People Organisation (SACPO) formed by Alex La Guma.



1948

Accusing Smuts of being soft on race and warning of a black threat, National Party defeated United Party and Malan became Prime Minister.

1950

- Natives (Co-ordination of Documents) Act – all black males over 16 had to carry a pass book at all times.
- ANC began Defiance Campaign to fight apartheid laws with black, coloured and Indian people using “Whites Only” facilities. Thousands were arrested. The campaign lasted 6 months and transformed ANC into a mass organization.
- ANC elected Chief Albert Luthuli as President and Nelson Mandela as Deputy President.



The dreaded passbook

1953

1954

- Federation of South Africa Women (FEDSAW) formed, aimed to secure full equality for all women regardless of race and to protect women and children of South Africa. Helen Joseph elected as National Secretary.
- Oliver Tambo became the Secretary General of the ANC.
- Malan retired and JG Strydom became the Prime Minister of South Africa.
- Forced removals began for Sophiatown.

ALBERT LUTHULI: SOME SIGNIFICANT DATES

- 1955 Presented with the Isitwalandwe-Seaparankoe Award at the Congress of the People.
- 1956 One of the 156 activists arrested and charged with treason.
- 1960 Publicly burnt his pass.
- 1961 Received the Nobel Peace Prize.
- 1967 Died in mysterious circumstances.



LILIAN NGOYI: SOME SIGNIFICANT DATES

- 1954 Elected as Vice President of FEDSAW and President of the ANC Women's League.
- 1956 Led the African women in the march to the Union Buildings.
- 1959 Became National President of FEDSAW.



The Lilian Ngoyi memorial at her Soweto home.

- 20 000 women, of all races, marched to the Union Buildings in peaceful protest against the extension of the pass laws to women.
- Treason Trial began.
- Development of Soweto townships all over SA.

- PAC inspired anti-pass demonstration in Sharpeville - 69 killed, 178 wounded by police.
- United Nations Secretary Council called on South Africa to abandon apartheid.
- Government declared a State of Emergency, banned the ANC and PAC.



1955

- Freedom Charter adopted at Kliptown by 3000 multi-racial Congress Alliance delegates.
- South African Congress of Trade Unions (first non-racial trade union) formed.

1956

First all-white election.

1958

ROBERT SOBUKWE: SOME SIGNIFICANT DATES

- 1958 Broke away from the ANC.
- 1959 Formed the PAC and was elected as President-General.
- 1960 Led the anti-pass demonstration in Sharpeville and was jailed as a result.
- 1963 Apartheid authorities decided he was too dangerous to walk free, they create the “Sobukwe clause” to keep him imprisoned on Robben Island indefinitely.



Robert Sobukwe

1960

1961

- South Africa became a Republic.
- Umkhonto we sizwe (Spear of the Nation) formed.
- Treason Trial ended, all 156 accused found not guilty.

OLIVER TAMBO: SOME SIGNIFICANT DATES

- 1958 Became Deputy President of ANC.
- 1959 Formed the PAC and was elected as President-General.
- 1960 Went into exile to set up ANC missions outside of South Africa and started to work with the Anti-Apartheid Movement to bring about sanctions and boycotts against South Africa.



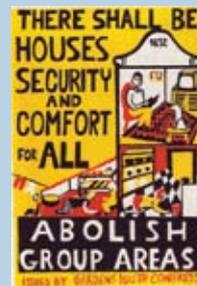
OR Tambo

Rivonia Trial - Nelson Mandela and comrades sentenced to life in prison.



Chief Albert Luthuli

- Death of Albert Luthuli. Oliver Tambo became ANC President in exile.
- Military service made compulsory for all white males.



1962

Nelson Mandela arrested

1963

1966

Hendrik Verwoerd stabbed to death in parliament.

1967

Bantu Homelands Citizenship Act - all black people citizens of a tribal homeland, irrespective of whether they have ever lived there.

1970

Period 1969 to 1989 as presented by the Kliptown-Our Town People's Exhibition



Helen Joseph released from nine years' house arrest.



Helen Joseph

Venda and Gazankulu became self-governing homelands.



1971

1972

1973

1976

- Boputhatswana, Ciskei and Lebowa became self governing homelands.
- Zululand became KwaZulu with Mangosuthu Buthelezi as Chief Minister.
- The Black People's Convention is formed as a forum for Black Consciousness Groups.



- Student protests started in Soweto on June 16 and then spread across the country.
- Television began in South Africa.

- Steve Biko died in detention.
- Minibus taxis came into use which transformed people's ability to move around from place to place.

STEVE BIKO: SOME SIGNIFICANT DATES

1972	The Black People's Convention was formed and he was elected as President.
1973	Government banned and restricted him to King William's Town for 5 years.
1974	Arrested and released a number of times.
1975	Arrested and detained for 137 days without charge or trial.
1977	Died in police custody.



Steve Biko

- OR Tambo called to "make the townships ungovernable" and they erupted into a virtual state of war. Funerals became the focus for political demonstrations. Indefinite state of emergency declared around major cities. Police were given wide powers of arrest and detention. Government blamed press for spread of violence in townships and restricted reporting on township unrest.
- Immorality Act and Mixed Marriages Act abolished.

1977 1983 1984 1985 1986



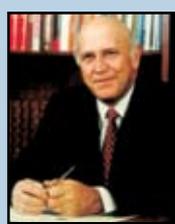
Nokuthula Simelane

Nokuthula Simelane, who was a courier for Umkhonto we Sizwe between Swaziland and South Africa, disappeared from the Carlton Centre. At this time, security police used to abduct MK cadres and torture them until they agreed to become police spies, or killed and buried them if they refused.

Exclusion of black population from new constitution caused uprisings in townships and UDF called for boycott of local council elections in township as a result. Boycotts (protesting lack of services) intensified. South African Defense Force moved into the townships to restore law and order.

Government ended state of emergency and dropped unenforceable pass laws.

61 Afrikaner dissidents, lead by Frederick van Zyl Slabbert, met the ANC in Dakar, Senegal, to discuss what a non-racial South Africa could look like. This led to the signing of the Dakar Declaration and played a major role in negotiations towards a non-racial democratic South Africa.



FW De Klerk

F W De Klerk became President and began talks with black leaders, including Mandela. Walter Sisulu and other Rivonia trial prisoners were released.

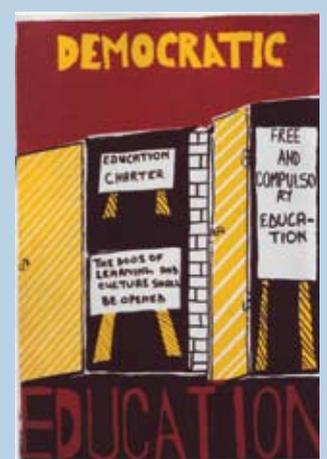
- Ongoing violent conflict between ANC and Inkatha supporters continued. Evidence of Government assisting Inkatha with weapons and training, resulted in Ministers of Defense and Law and Order being demoted.
- Government and ANC began talks and signed a declaration of intent towards a non-racial democratic South Africa at CODESA (Convention for Democratic South Africa). Inkatha refused to sign this declaration and PAC opposed CODESA.

1987 1988 1989 1990 1991

18 anti-apartheid organizations banned. 4 UDF leaders convicted of treason at Delmas Trial.



- All political parties unbanned.
- COSATU joined ANC – South African Communist Party Alliance.
- Oliver Tambo returned to South Africa after more than 30 years in exile.
- ANC agreed to suspend the armed struggle in return for the release of political prisoners, and the end of political trials and executions.



ANC halted CODESA and bilateral talks after 39 are killed by Inkatha at Boipatong.

DESMOND TUTU: SOME SIGNIFICANT DATES

1978	Made the General Secretary of the South African Council of Churches.
1984	Received the Nobel Peace Prize.
1995	Government set up the Truth and Reconciliation Committee with Tutu as Chairman.



Mid 1990s
Cellphones introduced in South Africa which radically transformed people's ability to communicate.



Thabo Mbeki elected as the second black President of South Africa.

1992

1993

1994

1999



Chris Hani

- Riots after Communist Party leader Chris Hani is assassinated.
- Political violence in Natal and East Rand townships – 4000 killed – 1991-1993.
- Mandela and De Klerk jointly awarded the Nobel Peace Prize “for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa.”
- ANC and government agreed on final terms for new constitution.

- Nelson Mandela elected as the first black President of a non-racial democratic South Africa.
- Oliver Tambo died.



NELSON MANDELA: SOME SIGNIFICANT DATES

1985	He rejected the offer for release from prison in return for ending the armed struggle.
1988	He was moved from Robben Island to a house in Victor Verster Prison.
1989	Botha and De Klerk met with him and began talks with black leaders.
1990	He was released from prison after 27 years.
1994	He was elected as the first black President of a non-racial democratic South Africa.

ACTIVITY BOX

1. Encourage learners to get a sense of the last 100 years by answering the following questions:

What was happening in the country when:

- You were born?
- A parent, or someone more-or-less your parent's age, was born?
- A grandparent, or someone more-or-less your grandparent's age, was born?

2. In 1983, Nokuthula Simelane disappeared. Use the chronology to get a sense of what was happening in the country at that time. Historically speaking, how would you describe the first half of the 1980s in South Africa?

TIP

start your own classroom chronology and archive

Why not start your own class chronology on a wall in your classroom!

Designate part of the classroom wall to this project which can grow from year to year with new additions of your learners' research projects. Cards for the different years can be one colour, and summaries of the different projects can be on different colour cards. You could even include photos or drawings. In this way the history classes can watch the research for oral history projects grow. You can also archive all the projects year by year.

LEARNING OUTCOMES

- | | |
|------------|---|
| LO1 | Historical Enquiry
Learners will be able to: |
| AS | Contextualise data according to a chronology of South African history |

ARCHIVES

Using our memory banks

Archives are places where people store collections of data that can be used as evidence for things that happened in the past. Archives give us access to documents, letters, newspapers, records of court cases, reports written by government officials; and some archives specialise in the collection of photographs, films, radio broadcasts, etc.

Archivists are people who are specially trained in preserving and filing the original material and helping people to access it. Many begin their careers as historians and then attend classes to learn from experienced archivists.

You may not realize it, but you probably have archives in your own home. It might be a file containing important documents like passports, birth certificates, health records and report cards; or a box in the garage with some of your most favourite keepsakes and books; or a chest at the foot of your bed with old photo albums, letters and personal diaries.



THE SOUTH AFRICAN HISTORY ARCHIVE

The South African History Archive (SAHA) is located at Wits University, in Johannesburg. This archive stores a wide range of documents and people can access these records to find out about the struggle for justice in South Africa.

The records stored in archives, like SAHA, help curators of museums and exhibitions to find different kinds of information. The apartheid museum, for example, uses a lot of archival sources from many different libraries and institutions, locally and abroad, that work on preserving South African history.

To give the public access to the archive, SAHA presents some of its records related to the Sunday Times memorials on their joint website. (<http://heritage.thetimes.co.za/memorials>)



Learners from Kgaiso Secondary visit the library at the University of Limpopo.

Hear what these learners had to say about their visits to the archives and libraries in their towns.



“One book we found with biographical detail about the professor – Es’kia Mphahlele - was over a thousand pages long! We had to skim-read it to collect as much detail as we could in the few hours that we had there. I found that the reading helped me to write-up the interview.” Mamodike Sehwana, Kgaiso Secondary, Polokwane

“The archive [in Kroonstad] was not well ordered, and most of the newspaper articles were about white people. We only found three stories about coloured people. One article was about the concert Mrs Feltman organized at the Anne Phillips Crêche in 1969; the other reported that Brentpark won a competition as the most beautiful coloured township in 1988; and we also found an aerial photograph of Brentpark – the first Coloured township in the Free State.”

Anthony van Wyk, Brentpark Secondary, Kroonstad



The crêche started by Mrs Feltman



Learners from Brentpark Secondary visit the library in Kroonstad.

“It is important that archives do not destroy the bad parts of the past. They must keep all the information, the good and the bad. They must also put the archive where it will be easy for the public to get to. What I found [at our local library in Kroonstad] was not what I needed. I only found information based on white people... and their personal lives and not the bad things they did to black people...” Mosia Calvin, Bodibeng Secondary, Kroonstad





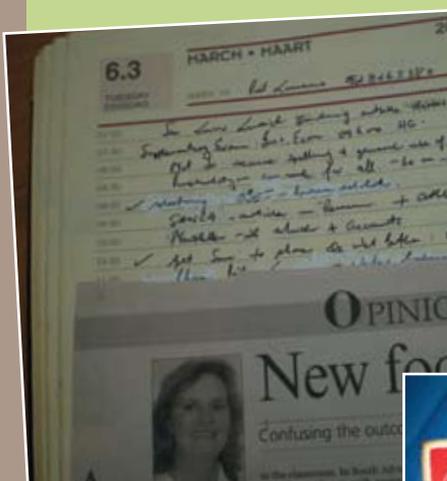
Tumelo Leseke's group from Capricorn High were able to use past Principals' diaries and copies of the School Year Book that had been stored in the archive section of the school library. Tumelo said they found the daily entries in the diaries very useful in giving them a sense of what Capricorn High must have been like in the olden days.



Tumelo Leseke and Rendani Ramavhoya from Capricorn High.



Various archival sources were used for unlocking the history of our school.



TIP
visit your local archive

Because oral history projects cannot just rely on the interviews as the only source of evidence, learners need to find other sources that relate to their chosen topics, by going to libraries and archives.



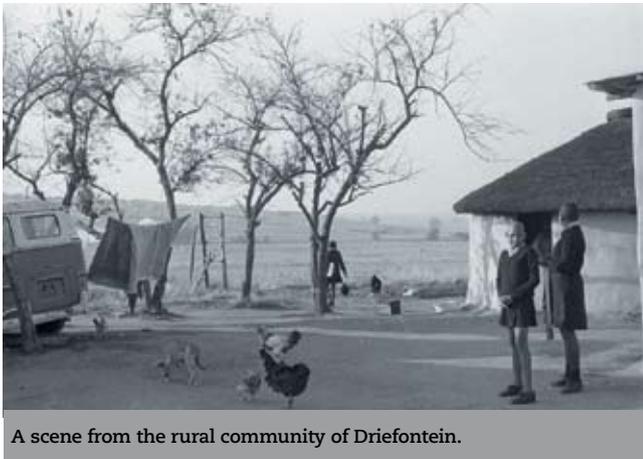
To give learners a sense of the kinds of historical records found in archives you can take them through the next section.

DRIEFONTEIN

Using sources to find out about the past

The Mpumalanga Department of Education gave us the idea to focus on the story of Driefontein and use different sources to see what happened there. We visited the archive and found lots of historical records based on the forced removal of Driefontein, for example: a map, photographs, a newspaper report, letters, a cartoon and oral testimony.

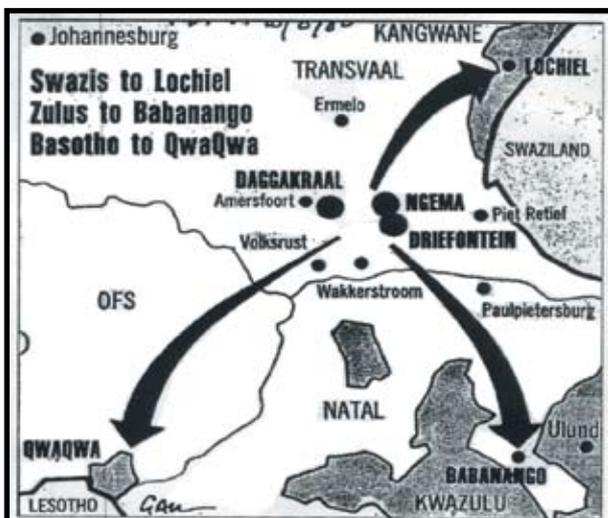
In 1913, the Union Government introduced the Land Act which divided up the country, and forbade Black people from owning land in so-called white areas. But before 1913, a group of Black people had bought land in the then Eastern Transvaal, now known as Mpumalanga, at a place called Driefontein, near Volksrust. Until 1980, the community of Driefontein, 300 plot owners and about 2 500 tenants, lived there, farming the land or traveling to other areas to work.



A scene from the rural community of Driefontein.

Courtesy Gille de Vlieg

For a number of years the Nationalist Government had wanted to move the Driefontein community. In 1981, Government officials contacted a group called the Driefontein Community Board, led by a Mr Msibi, to inform them of the removal. The government decided they would move the Sesotho speakers of Driefontein to the homeland of Qwaqwa, the isiZulu speakers to the homeland of Kwazulu, and the Seswati speakers to the homeland of Kangwane.



The Community of Driefontein was to be removed and taken to three different homelands, according to the languages they spoke, as shown in this map that appeared in the Rand Daily Mail, 16 August 1982.

Courtesy SAHA

Some members of the Driefontein community wanted to move. Over the next few months about 500 members of the community made the move. These members may have been tenants who were dissatisfied with the conditions laid down by plot owners, or they could have been pressurized by the government that they would not get compensation if they did not move.

But the majority of the Driefontein community did not want to move away from the land they had owned for seventy-years. They argued that they had lived together as different language speakers for a long time, some had intermarried, and they did not want to be separated. Also, they did not trust the Community Board, chaired by Mr Msibi, through which the government was choosing to communicate with them. They believed that Mr Msibi negotiated with Pretoria without consulting them.

So, the people of Driefontein chose another group of community members, called the Council Board of Direction, to represent them and present their point of view to the Nationalist Government. This group was led by a man called Saul Mkhize. But, the government only wanted to negotiate with the Community Board and Mr Msibi. It was eventually decided that Saul Mkhize should write a letter to the Minister of Co-operation and Development, Dr Piet Koornhof, in an attempt to get some answers.



Saul Mkhize, the man the Driefontein community chose to lead them in resisting their forced removal.

Courtesy Uptbeat Magazine



Saul Mkhize,
P.O. Box 1172,
Johannesburg.
2000
4 June 1981

Dr. P.G.J. Koornhof,
Minister of Co-operation
and Development,
Bantu Affairs Building,
Paul Kruger Street,
Pretoria.
0001

Dear Sir,

Re-settlement of the Residents
of Driefontein (District of Wakkerstroom)

Please accept my apologies for deeming to write to you direct, but the matter being urgent, I felt it my duty to approach you in this manner.

On 30 May 1981, I was appointed Secretary of our peoples' committee and we decided that, in view of the problem we faced, I should write to you personally.

I appreciate that you have many things to attend to but I hope you will look with sympathy upon our problem.

The position is this:

- (1) We were handed an unheaded piece of paper informing us that we were to be settled elsewhere.
- (2) Since the notification did not appear to come from any official source, we requested that the matter of responsibility for re-settlement be shown on the notification.
- (3) Having received the notification, apparently properly headed, we requested the names of the officials concerned and their official position. We were given only surnames and no proof of the individuals' credentials.

I am enclosing a copy of the second notification of re-settlement which we received, for your attention, since I feel it is necessary that you know the full circumstances.

We, all the residents of Driefontein, hold title deeds to our property. We understood, from statements made in the past, that we would be consulted on such moves and that only after mutual agreement was reached would any advanced arrangements be made. From the letter we have received, we feel that the matter has already been settled, although we feel no real consultation has taken place.

May we please ask you, in view of the distressed state in which we find ourselves that you investigate the matter and let us have your officially stamped letter in reply to our appeal to you.

Page 2

What we wish to know is:

- (a) Has this matter been properly dealt with?
- (b) Since we have not seen the new area concerned, is it better, or as good as that in which we live?
- (c) Can this matter of re-settlement be discussed in more detail and possibly be re-considered?
- (d) Why can we not stay where we are happy?

I hope that I have in no way offended you by my honest enquiry and I shall be very pleased to have some reply from you in the very near future since I feel that the matter is now becoming urgent.

Yours sincerely,

Saul Mkhize

Secretary (Driefontein Residents' Committee -
District of Wakkerstroom)



Saul Mkhize meeting with the Driefontein community.

Courtesy Gille de Vlieg

The threat of the removal stayed for three years, and nobody knew when the government officials would arrive. The Driefontein people were told not to farm their land, or fix their houses. They built a clinic, but the local hospital was not allowed to send staff to work there so the clinic could not be used.

The government even wanted to dig up the bodies from the cemetery and move the remains to the homelands. But when government officials put numbers on the graves, so that they would know which homelands to send the remains to after they had been dug up, the people of Driefontein rubbed the numbers off.

Driefontein wasn't the only community in that area that was threatened with removal. The government also wanted to move the communities of Ngema and Daggakraal (see map). Many people believed that the real reason the Nationalist Government wanted to move these communities was because they were black farming communities in the middle of a belt of white farmland. The government, through their policy of separate development, wanted to keep all race groups and different language speakers separated into their respective areas.



Courtesy SAHA

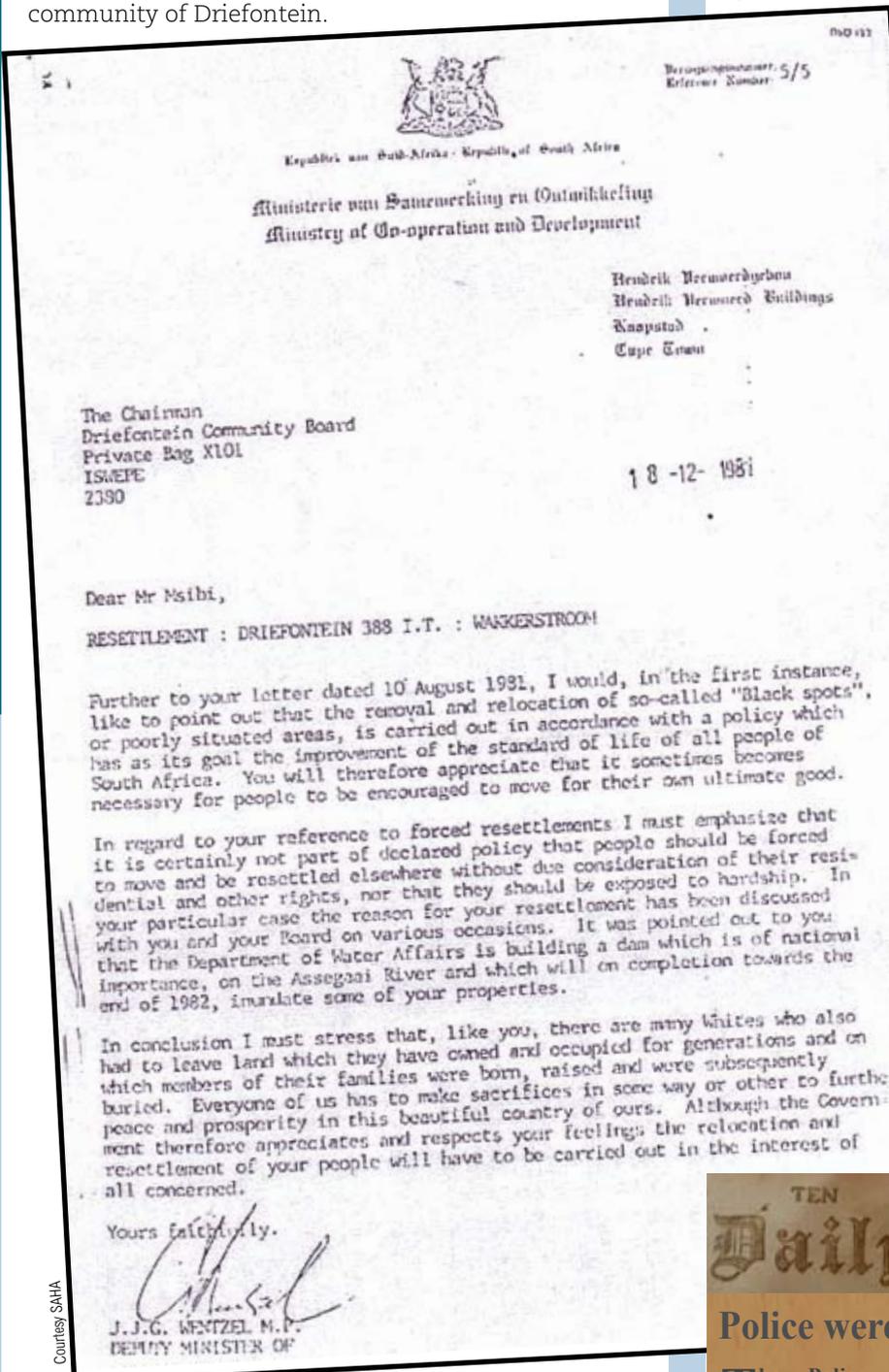
This cartoon featuring Piet Koornhof, the then Minister of Cooperation and Development, appeared in the Rand Daily Mail in April 1982. It shows the perceived Nationalist Government attitude towards "black spots".

Courtesy SAHA

The letter Saul Mkhize wrote to the Minister of Co-operation and Development, Dr Piet Koornhof, dated 4 June 1981.

In a letter from the Deputy Minister of Co-operation and Development addressed to Mr Msibi, Chairman of the Community Board, we get a sense of how the Nationalist Government viewed the removal of the community of Driefontein.

People jumped up to attack. But Saul Mkhize protected the constable and sent him out the schoolyard. When he got outside the gates, Constable Nienaber took a gun from his van. His first shot hit a tree and his second shot fatally wounded Saul Mkhize. He then drove away together with his colleague, Constable M. C. Khumalo.



The community of Driefontein bury their leader, Saul Mkhize.

When Constable Nienaber stood before the judge, he told a different story. He said the crowd tried to kill him, and he fired the gun to stop them. He had not tried to kill anyone. The court believed his story and Constable Nienaber was set free.



Constable Nienaber getting into a police vehicle.

The letter from the Ministry of Co-operation and Development to the Chairman of the Driefontein Community Board.

In April 1983, a meeting was held at the community school. Saul Mkhize ran the meeting where people discussed community issues, like the removals, additions to the school building, and drilling a new borehole. A police van driving into the school grounds interrupted the meeting. A young policeman, Constable J. A. Nienaber got out and told Saul Mkhize that the meeting was illegal and that the people should go home. Saul Mkhize challenged the policeman. "This is our land" he said, "and we built this school with our money. We have held many meetings here." Constable Nienaber slapped Saul Mkhize in the face.



Police were forced to defend themselves

The Police Division of Public Relations said in a communiqué Mr Mkhize was fatally wounded when the two policemen were forced to defend themselves against a frenzied mob which attacked them with knobkerries and a pistol stolen from one of the policemen.

Constable Nienaber was seized by the mob, they grabbed his service pistol and attempted to shoot him with it.

He eventually managed to break free and fled to his vehicle. He sprayed teargas into the crowd but, realizing this was having little effect, he snatched a shotgun from the back of the vehicle and fired a warning shot over their heads.

'But this still did not achieve the desired effect, so he fired at the leader of the mob striking him,' the statement said.

Police said the crowd had immediately stopped rioting and dispersed when they saw their leader fall ...

The statement said trouble erupted when the two policemen, Constable JA Nienaber and Constable MC Khumalo informed Mr Mkhize that the meeting was illegal. 'The crowd suddenly became riotous and attacked the two policemen.'

Constable Khumalo managed to flee the attackers, but

What do we learn from these archival sources?

THE MAP

1. Where did the Nationalist Government want to move the Driefontein community? Why?

THE LETTER WRITTEN BY SAUL MKHIZE

2. What can you find out about what Saul Mkhize was like as a person from the letter he writes to the Minister of Co-operation and Development?
3. a. What does Saul Mkhize ask of the Minister?
b. Is this a reasonable request? Give reasons for your answer.

THE CARTOON

4. How is the Minister of Co-operation and Development dressed in the cartoon? Why?
5. What is the reason for removals according to the cartoon?

THE LETTER FROM THE DEPUTY MINISTER

6. Why, according to the government, does the Driefontein community need to move?
7. How does the Deputy Minister try and justify this move?

THE NEWSPAPER REPORT FROM RAND DAILY MAIL

8. How did Constable Nienaber behave towards Saul Mkhize as presented in the article?
9. How and why did Saul Mkhize get shot according to this article?

THE PHOTOGRAPHS

10. What kind of place is Driefontein?
11. How did the people of Driefontein feel about their leader, Saul Mkhize?

LEARNING OUTCOMES

LO1	Historical Enquiry Learners will be able to:
AS	Identify and select sources of information from those provided to answer questions.
AS	Engage with archival sources to judge their usefulness for the task, based on criteria provided.
LO2	Historical Concepts Learners will be able to:
AS	Explain why there are different interpretations of historical events.
LO3	Knowledge Construction and Communication Learners will be able to:
AS	Use evidence to reach a conclusion.

SAHA oral historians visited Driefontein to find oral informants. Here is an extract from one of the interviews that was recorded. Learners can read the interview and use it to practice interviewing and scribing skills (see next section). The original interview was 5 pages. This interview was recorded using a tape recorder and then transcribed.

Topic:	Forced removal of Driefontein
Interviewer:	Tshepo Moloi, from the History Workshop, University of the Witwatersrand
Interviewee:	Mr Modki Maseko, a resident of Driefontein
Date:	12 April 2006
Place:	Driefontein
Language:	isiZulu, later translated into English.

This is how to set out the details of the interview in the transcript.

TM = Tshepo Moloi **MM** = Modki Maseko

TM: Mkhulu (Grandpa) I'd like to thank you very much for giving me this opportunity to come and interview you today about the history of Driefontein. To start off, can you please introduce yourself, mkhulu, and tell me where you were born.

MM: Like I've just said my name is Modki Maseko. I was born here.

TM: Born here – when mkhulu?

MM: I was born here in 1926.

TM: Where does the name Driefontein come from?

MM: That's a white man's name.

TM: And when was it first used?

MM: It came very late. But this is Nkampane ... because it is the land which was bought by men who were a company, who then divided it to sell to people. That's how it became iNkampane...

TM: Now, mkhulu, let's move to the period when news made rounds that Driefontein had to be removed. When were you told that you had to move?

MM: There was talk about the removal of this place. Let me start from the '60s, although I can't remember when in the '60s... There was news coming from Wakkerstroom saying, 'we will have to move from this area to other areas'.

TM: Moved to where?

MM: They wanted to move us to Nondewu, a place in Natal, eLogiya, and to Skaapkraal. Ja those were the places they wanted to move us to.

See how Tshepo addresses Mr Maseko. Why?

The first questions an interviewer asks should be about biographical detail.

See how Tshepo steers the conversation towards the topic he is interested in.

What kind of information is Tshepo trying to get with this question?



Courtesy Gille de Vlieg

A door to a home in Driefontein given a number by a government official in preparation for the forced removal.

What kind of information is Tshepo trying to get with this question?

Why do you think Mr Maseko thinks this is a good question?

This is how you show that there was more information that was not heard.

Sometimes it can take quite a few interchanges before an informant is able to talk about the more painful memories.

Why is this information in brackets?

TM: Mkhulu, for someone like me who doesn't know much about this area, can you tell me how you were told about the proposed removal – how did the community get to know about this?

MM: The previous government would send its officials to tell the Board that the government has decided to remove this area...

TM: Alright, the officials told the Board that this place would be removed.

MM: Yes, you'd be removed. I was there. Board members would go to court in Wakkerstroom to contest the removal. We were adamant ... 'we're not going anywhere'. They send other official from Pietersburg. Eh, I can still remember Mr Hall came here and said, 'you have to leave this place.' They even placed numbers on the doors of our houses. The idea was that each household that had a number would get a place in the new areas, so that no one from outside would be allowed to stay there... We argued, 'we don't want numbers here, if you want to place numbers anywhere do it in government properties and not here. We bought this land'.

TM: Mmm... You removed those numbers?

MM: Yes... And when the government realized that we were resisting, it send buses and soldiers to remove people by force. Hey, it was difficult.

TM: When were the buses and soldiers sent to Driefontein?

MM: Eh, Vusimuzi [Saul] Mkhize died in 1983. It was 1981 or 1982...

TM: When the government first broke the news to you that you have to move from this area, did it say why you had to move?

MM: They said there were minerals underneath this land. And they said there was water... You see there is a dam over there which they said they wanted to expand it to that mountain over there [pointing to a mountain called Msobotsheni]. So we had to move from this area...

TM: Was Mr Mkhize a member of the Board?

MM: No he was not a member of the Board, but he was the leader of this community. Everybody, even the Board was under him. He was leading us all.

TM: How was he chosen to be leader of this community?

MM: ... That's a good question. You see he was working at Swiss House, ... in eGoli. He was one of the top people at his work. He would find and bring us information that underneath this land there were minerals. The boers were lying when they say they wanted to remove us because of the dam... He was an educated man and very knowledgeable. He gave us this information long before we were told that we would be removed. He said all this land from Daggakraal... in all these areas until Piet Retief, whites would have to move because this land belonged to black people. Whites stole this land and divided it up amongst themselves. As you can see all this land now belongs to whites... [Inaudible].

TM: Let's talk about that day, mkhulu. What was happening?

MM: Which day?

TM: The day when the police shot uBabu Mkhize?

MM: Oh!

TM: Can you still remember...?

MM: Yes, I can still remember... The plan to kill him did not start on that day. They were always there were impimpis (sell-outs) who would tell the boers whenever Mkhize would come here to hold meetings. On three occasions they failed to kill him... I think he felt something bad was going to happen. You know he was the kind of man who... had this special gift. If he hadn't had that, he would have been killed before 1983. Okay, he gets off from that car and notified us, Board, that on such and such a day he wants to call a meeting.

TM: Meeting where – at the school?

MM: Yes, there was no other place where we could meet. [MM describes the three occasions the police tried to kill Saul Mkhize]. On the fourth occasion he had called a meeting – I was there – that's the day they shot him... On that day he said he wanted to call the last meeting to educate the youth about the history of this land. He said he wanted to show the youth all the letters explaining in detail how this land was bought by black people a long time ago; we were never under a white man.

TM: Oh! The youth were present at that meeting...

MM: Yes, he had invited the youth. And it came in large numbers... Ja, when the meeting was on course the police arrived, one of them called out: "Is Mkhize here?" The people at the meeting wanted to attack that policeman, but Mkhize reprimanded them and said, 'No, leave him alone, he is here to see me'... We were standing at the verandah of the school. People were many, standing just below us. This white policeman came in. At first he "hit" a tree... To test if the gun was working. In that school there were big trees.

TM: Was he alone?

MM: He was with another black policeman called Khumalo.

TM: Okay, so it was a white policeman and a black policeman.

MM: Yes... Immediately after shooting that tree the people at the meeting chased him...

TM: Chasing who – the white policeman?

MM: Yes.

TM: Was he still carrying his gun?

MM: Yes... There were many people, and they were very angry. Mkhize tried to reprimand them shouting, 'Hey leave him alone'. This policeman turned around and pointed the gun at him and shot him on the chest. He shot him with this bullet that once shot it spreads.

TM: Oh! He shot him with a pellet bullet.

MM: Ja... After shooting him he ran away to the car. Then the people turned and chased the black policeman. That man ran and escaped through the school's fence. The white policeman drove the Land-Rover around the school and picked him up the other side. That's how they escaped...



Male leaders of the Driefontein community.

This is not the whole completed interview so we don't see that Tshepo ends off the interview with gentle reassuring type questions so as not to leave Mr Maseko with his painful memories.

The government came under a lot of pressure following the death of Saul Mkhize. In 1985, the Driefontein people won the right to stay on their land. It was the first time such a case had been won since 1913. They held a very happy celebration, and opened a new clinic. In the schoolyard a tree was planted, with a plaque honouring Saul Mkhize. Saul's brother, Mr Pickson Mkhize, said, 'This was what my brother was fighting for. He always said he was willing to die for our land. Many times since his death we saw that the government was ready to move us by force. We told them we would rather die and be buried with him. Now the government has decided to leave us in peace at Driefontein.'

What do we learn from the oral testimony of Mr Maseko?

THE INTERVIEW

1. What does Mr Maseko call the area of Driefontein and why?
2. How did the people of Driefontein show they were resisting the removal and how did the government respond to this resistance?
3. How does Mr Maseko describe Saul Mkhize?
4. How and why did Saul Mkhize get shot according to Mr Maseko?

NOW, FOR SOME INTERPRETATION...

Learners interpret the information presented through the story and sources, and answer the questions below with reasons.

1. Why do you think the government wanted to move the community of Driefontein?
2. Why do you think the community did not want to move?
3. a. Who in this story showed moral courage?
b. How did they show moral courage?
4. How and why do you think Saul Mkhize got shot?

The Truth and Reconciliation Committee's final report (Volume 3, Chapter 6), finds that:

- The forced removals of communities led to confrontations with the authorities.
- Mr Saul Mkhize, a Driefontein community leader, was killed by police during a meeting held by the Driefontein Council Board of Direction to protest removal from Driefontein.
- The killing of Mr Mkhize constitutes a gross human rights violation for which the police, the Minister of Law and Order, and the former State must accept responsibility.

5. Does the findings of the TRC affect your interpretation in any way? Give reasons for your answer.
6. What other human rights violations are evident in the story of Driefontein?

THE ORAL HISTORY PROJECT

Getting started

Both learners and educators can feel uneasy at the start of an oral history project. There are so many things to think about, plan and do. The start of the oral history project involves: 1) Exploring what your community has to offer, 2) Deciding on topics, 3) Setting up groups, 4) Motivating your group's topic, and 5) Deciding who to interview. Read how some educators and learners felt at the start of their oral history projects...



"At the beginning of this project I was quite scared and very shy. Now I see that it is not too difficult for me. I want to do more interviews." Rosheeda van der Ross, Brentpark Secondary, Kroonstad

"I was new at this school at the beginning of this year and didn't know anyone. This project really helped me a lot to fit in. Because I was the new person I was asked to interview the new teacher to the school. Now, I feel like I fit in and I even became the deputy leader of the group." Rendani Ramavhoya, Capricorn High, Polokwane



"I had been a bit skeptical before, about the idea of introducing oral history research to learners. But I watched my skepticism slowly disappear, when my learners volunteered to research issues even before they were required to. I watched with satisfaction when they eagerly held their discussions and debates about oral history issues, and when they stood in front of the class and presented responsibly giving each other feedback." Ms S Sambumbu, educator at Lukhanyisweni Senior Secondary School, Eastern Cape, and winner of the National Department of Education's Annual Oral History Project Competition, 2006

"This project was really exciting! At first I had my doubts about Grade 10s being able to do it, but then I decided to "take the bull by the horns" and I thought: "What is there to lose?" I went into the classroom and said: "Listen guys, this is going to happen and we are going to make a success of it." It was very hard work and it took a lot of effort, but I got a lot of satisfaction out of this project." Mrs Giesela Strydom, educator at Brentpark Secondary, Kroonstad



This book breaks up the whole oral history project into easy-to-follow tasks that simplify the process for teachers and their learners. The guidelines for the oral history project aim to meet the curriculum requirements and to strengthen the skills and concepts outlined in the history learning outcomes and assessment standards.

So get started...
Have fun
journeying into
the unknown!
Learn lots of
things along the
way.



TASK 1: EXPLORING WHAT YOUR COMMUNITY HAS TO OFFER

The first thing the learners will need to do is explore what kinds of stories about the past are out there in the community, waiting to be heard.

Start this exploration by holding a **class discussion** on what the learners already know about their community – this discussion can be based on the questions on the next page. These questions can then form the basis of the learners' research when they go out into the community. Learners should also be encouraged to visit local libraries and archives. Set a time limit for the learners to explore the community, a week at most. Then give learners some class time to share all the information they have found.



ENCOURAGE THE LEARNERS TO GO OUT INTO THE COMMUNITY



With their ears open...

listening to what other people have to say in answer to their questions. Learners should **keep notes** of all the information they collect together with the names of the people who gave them the information.



With their eyes open...

looking for whatever historical sources they can find. For example: letters, diaries, newspaper articles, certificates, badges, photographs, maps, drawings, etc.



HERE ARE SOME QUESTIONS THAT CAN DRIVE THE RESEARCH

Learners can then take the following questions home, and find out what their parents, grandparents, elders and neighbours know.

INDIVIDUALS THAT STAND OUT FROM THE CROWD...

- Is there a person in your community that is very well known for their talent in: Music, Art, Literature, Sports, Politics, Journalism, etc.?
- Has someone in your community won a national prize for something?

SPECIAL GROUPS OF PEOPLE...

- Is there a family that stands out in your community? Why do they stand out from the rest?
- Is there a church group or a sports team in your community that has an interesting history you would like to find out more about? What is so interesting about them?



Zanele Situ, the first black athlete to win a Paralympic gold medal.

CURIOUS PUBLIC SPACES...

- Is there an old building - church - memorial - stone ruin in the area where you live that catches your attention? Who built it? Who has used it, or claimed it as their own?
- Do you have a museum nearby where you live? What kinds of topics are on exhibition? Describe an exhibit that really interests you?



YOUR SCHOOL...

- How old is your school? When did it start? Who started it? What do you know about your school's history?



YOUR TOWN...

- How old is your town/village? Where did it get its name? Has its name ever been changed? What is special about it for you? Do you know much about its history? What was life like in this place under apartheid?



EVENTS YOUR COMMUNITY TAKEN PART IN...

- Did your town / community ever take part in a national event, like a workers' strike, a school or bus boycott, or a campaign like the anti-pass campaign? Do you know anyone who could tell you more about these?
- Was there a time when your community stood together to support one another against injustice or oppression? When was this? Who could tell you more?



PEOPLE'S EXPERIENCES UNDER APARTHEID...

- What was it like living in your community before 1994? What is it like since 1994?
- Has your community ever been part of a forced removal? What happened?



THE NAMES WE LIVE BY...

- What do the meanings of our own names, place names and street names tell us about our roots and our pasts?
- In what ways are name changes significant in your community?

LIBRARIES AND ARCHIVES ARE A LINK TO THE PAST

The more options you give your learners to explore, the better their oral history projects will turn out!

- Find a library and a museum in or near your community that the learners can visit.
- Find out where the closest archive is to your community and organise a visit for the learners.
- Get access to old newspapers, magazines, written records.
- If your school does not have access to the internet, take them to the nearest library that does, and get someone who knows how to help them.



“OLDER PEOPLE ARE OUR WALKING LIBRARIES”

At Mzinoni Secondary, in Bethal, the Grade 10 History learners met with a respected member of the school's reference group, Mr Isaac Makhamsa Nhlapo, who arrived in their classroom with a large briefcase filled with old documents, legal precedents, newspapers and photos. Mr. Nhlapo talked to these records when he shared his memories of life under apartheid.

Is there an older person in your community that would be willing to come into class to share their memories?



Images from Isaac Nhlapo's photographic library.



Isaac Nhlapo, Mzinoni Secondary's 'walking library'.

**TASK 2: DECIDING ON TOPICS**

The class can now **make a list of possible topics** on which to base their oral history research.

Each topic in the list can be checked for relevance by asking the following questions:

- Will there be at least two people to interview on this topic?
- Were sources, other than oral sources, found for this topic?
- How is this topic relevant for the community?

If answers to the above questions are unsatisfactory for any of the topics on the list, then that topic should be taken off the list.

**TASK 3: SETTING UP GROUPS**

Kgaiso Secondary learners working together on their oral history project.

Groups should be made up of four learners and the groups need to know that they will be working together for about one term – that's how long it will take to complete the project. The learners can form their own groups, trying to cluster themselves around topics that they are interested in.

Discourage learners from choosing their three closest friends to make up a group, because friends may not all be interested in the same topic. Working with classmates that they don't know so well can be a very interesting and worthwhile experience. Give them time to think about their options and choose the best topics for themselves.

Once the groups are formed and two groups have chosen the same topic, it could be very interesting to see how differently the two groups approach the topic.

For example: what kind of information they

collect, how they process the information, and what kinds of conclusions they draw at the end. However, try to discourage more than two groups covering the same topic.

**TASK 4: WRITING A PARAGRAPH**

Why did the group choose this topic?

Once each group has decided on the topic for their oral history project, their first task is to write a paragraph stating why they chose the topic. This piece of writing can be included in the group's writing portfolio and can count towards the overall mark for the project.

Stick a list of all the groups with the group members and topics chosen on a wall in the classroom for all to see.



TASK 5: DECIDING ON WHO TO INTERVIEW

How many informants does the group need to interview? Well, a number of teachers have suggested that two to four carefully chosen interviewees are enough, because doing interviews takes a lot of time and effort.

The groups should try to get at least two different perspectives of their topic. For example:

INTERVIEWS ABOUT A PROMINENT INDIVIDUAL / FAMILY

The group could try to interview people from the following categories:

- The person him / herself / a family member
- A person who likes / doesn't like the individual / family
- A friend / work colleague.

A group of Grade 10 learners from Kgaiso Secondary School in Seshego, Polokwane, chose to investigate the life history of Professor Es'kia Mphahlele for their project. They chose to interview four people who have known the professor during the course of his life: a teacher, an advocate, a colleague, and the professor, himself.

The teacher, advocate and colleague all had a deep respect for Professor Mphahlele and viewed him as a mentor, father and a great inspiration, so they were all coming from a very similar perspective. The group found, however, that the information they got from the teacher and advocate, who had met with Professor Es'kia Mphahlele only a few times, was quite brief and not very useful. The interview with the colleague was much more insightful, as he had worked with Professor Mphahlele over a period of time and had much more to say about him. The best interview, undoubtedly, was the one with Professor Es'kia Mphahlele himself.

"The most interesting thing for me about this project was interviewing Professor Es'kia Mphahlele. He was very open and he talked a lot about his childhood and how he got into teaching. I liked every moment I shared with him. All I can say is that he is a very good and honest man. He doesn't judge a book by its cover and he didn't judge us because we are young." Dimakatso Maleka, Kgaiso Secondary, Seshego, Polokwane

INTERVIEWS ABOUT A SIGNIFICANT EVENT

The group could try to find people from the following categories:

- A person who organized the event
- An onlooker or person who took part in the event
- A person who heard about the event from someone who was there.

A group of learners from Mzinoni Secondary, in Bethal, investigated the event of the disappearance of Nokuthula Simelane by interviewing her mother and her sister. While a group of learners from Bodibeng Secondary, in Kroonstad, investigated the experiences of older women in Maokeng who took part in the Anti-Pass Campaign of 1956.

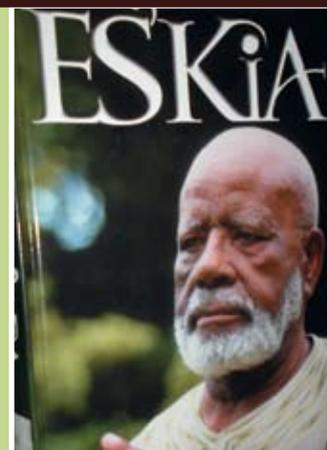
INTERVIEWS ABOUT THE HISTORY OF YOUR TOWN / SCHOOL / CHURCH GROUP / A SPORTS TEAM

The group should try to interview people with different perspectives who were part of that history, perhaps in different decades.



Capricorn High learners researched the history of their school.

For example, groups of learners from Capricorn High, in Polokwane, and Bodibeng Secondary, in Kroonstad, whose topics were the histories of their respective schools, interviewed past principals, educators, learners and administrative staff members in order to get a few different perspectives for their projects.



Professor Es'kia Mphahlele, often called the father of contemporary South African literature.



The group of Kgaiso Secondary learners who conducted an interview with Professor Es'kia Mphahlele to investigate his life.



Gandhi memorial pot, Fordsburg, Johannesburg.

LEARNING OUTCOMES

- | | |
|------------|--|
| LO1 | Historical Enquiry |
| AS | Learners will be able to: |
| AS | Identify and select informants from those provided to answer questions. |
| AS | Engage with sources of information to judge their usefulness for the task, based on criteria provided. |

FIND OUT ABOUT THE PAST

Asking questions

The groups have chosen their informants and now they need to decide what questions they will ask of them. They will need an appropriate set of questions for each of their informants.

STRUCTURING YOUR QUESTIONS

Start with simple questions asking for biographical data, for example:

- Introduce yourself, as this will prompt your informant to tell you his or her own name.
- Tell the informant about your project.
- Check that the informant is willing to be recorded, ask: "Would you mind if we recorded the interview?"
- Start with open questions, ask:
"Please would you tell us about your early life?"
"Where have you lived most of your life?"
"How long have you lived in this place?"
"What kind of work do you do?"

These kinds of questions ease the participants into the interview. The more difficult, sensitive questions should be asked in the middle of the interview.

End off the interview with gentle questions, preferably bringing the informant back to the present time, so as not to leave them stranded in their memories of the past.



Learners should ask:

Open-ended questions, especially "how" and "why" questions which often result in answers that offer explanations, rather than questions that can be answered by 'yes' or 'no'.

Learners should not ask:

Leading questions, like for example, in an interview on the Anti-Pass Campaign of 1956, the interviewer should not ask, "Don't you feel that the police were hostile?" rather ask, "What did you see was the attitude of the police towards the protesters?"

TIP

wording of questions

If the group is not sure of the wording of a question, they should try it out on another person or group. A good way to check the focus of each question is to ask: "What do we want to find out with this question?" Encourage learners to keep their questions simple.

TIP

share the questions

Interviews can be improved by sending the informant a list of the questions or a summary of the topic, as a framework before the interview, so that they have time to think about the people and events he/she may not have thought about in a long time.





MORE ON QUESTIONS ...

How many questions are needed for the interview? There isn't really a set number. Rather have too many questions than too few.



"I wrote down 50 questions, I tried to think of everything I could possibly ask, this meant I would not get stuck and not know what to say when I was staring this famous man in the eyes!" **Tiišetšo Mowa, the leader of the group from Kgaiso Secondary School, who interviewed**



Professor Es'kia Mphahlele

The groups of learners from Capricorn High and Bodibeng Secondary, who investigated the history of their schools, used these questions:

Questions to ask for the history of a school

- When was this school established? Why was this school established?
- How big was the school when it was first established? How many learners? How many teachers? Which of the buildings formed part of the school when it was first established?
- Where did the first students to attend this school come from?
- Tell us about the prominent people who have played a role in the school's history?
- Tell us about when and why different buildings/facilities were added to the school?
- What are some of the things the school has excelled at over the years?
- What are some of the golden moments in the memory of life at this school?
- What are some of the saddest moments in the memory of the life of this school?
- Did any well known people attend this school? If yes, who?
- What does the school badge represent?
- What is the school song about? When was it introduced?
- What is the school's motto? In what ways, do you think, the school lives up to the school motto?
- May we please have access to school records, like the principals' diaries, school magazines, newspaper reports, etc., to add to the sources of information we are gathering?

Here are some of Tiišetšo's 50 questions:

Questions to ask an individual

- When and where were you born?
- How would you describe your childhood?
- What did you want to be when you grew up?
- Where did you attend school?
 - Who was your favourite person when you were a child? Why?
 - What was it like being a school teacher in your day?
 - What were some of the highlights of your career as a journalist?
 - When did you first recognise you had a talent for writing fiction?
 - What are some of the challenges you have faced as a writer?
 - What were you hoping to achieve through your writing?
 - When did you leave South Africa? Why did you leave?
 - What was it like to return to South Africa?
 - When were you made a professor and what impact did this have on your life?



The learners from Mzinoni Secondary in Bethal, who interviewed Mrs Simelane on the disappearance of her daughter, Nokuthula, asked a few very simple questions:

- Tell us about the disappearance of your daughter, Nokuthula...
- Do you have any photographs to show us?
- Do you have any other objects that remind you of your daughter?

TIP

main elements of the topic

To ensure that the learners get all the information they need from an interview they should write down at least 3 of the main elements related to their topic. For example, in the case of Driefontein, the interviewer wanted to find out about:

- 1) The reasons for the forced removal
- 2) The community's response to the forced removal
- 3) How Saul Mkhize died.

LEARNING OUTCOMES

LO1 Historical Enquiry

Learners will be able to:

- AS** Formulate questions within a topic under study. Identify and select informants from those provided to answer questions.

FIND OUT ABOUT THE PAST

Interviewing and scribing

The interviewing process is core to the oral history project, as it is through this process that most of the research is done. Here are some suggestions for:

- Practising interviewing and scribing (note-making);
- Things to think about before interviewing.

PRACTICE INTERVIEWING AND SCRIBING

The last section showed a transcript of an interview between Tshepo Moloi, from the History Workshop, and Mr Modki Maseko, from Driefontein. Read and role play this interview to give your class a sense of the interview process, while also giving the learners the chance to practice scribing the interview?



Role play conducting interviews in the classroom to gain scribing experience and build confidence.



TASK: ROLE PLAY THE DRIEFONTEIN INTERVIEW

The educator and learner/s prepare and then perform the interview in front of the class at quite a slow pace to give the other learners a chance to see how well they listen and write down what is being said. After the role play, learners can check how well they took notes against the transcript.

Learners could consider the following questions:

- How did Tshepo help Mr Maseko to talk about his memories?
- How would you describe the information Mr Maseko gives in this interview?
- Do you think Tshepo is a good interviewer? Give reasons for your answer.

BEFORE INTERVIEWING ...

Every interviewing experience is unique; this is part of the charm of fieldwork. But there are some things the learners can do beforehand to help the process.

How will the interview be recorded?

The groups must decide whether the interview will be recorded using a tape or video recorder (if they have access to this equipment) or whether it will be recorded by note-making. If the group is going to use recording equipment, the equipment must be in working order and the person responsible must know how it works. Here are some of the learners' comments:

"It was difficult for me to use a tape recorder because it was the first time I used that machine. I had to practise using the recorder"

Roliyahla Nelson Mvundle, Bodibeng Secondary, Kroonstad

"Some people are scared of tape recorders and they don't like to be recorded. We had to be prepared to just take notes."

Mninga Menge, Bodibeng Secondary, Kroonstad

"Some of the learners used their cell phones to record their interviews." Mrs Pearsnall, Capricorn High, Polokwane

The use of recording equipment can help with the collection of your research data, but many groups did good projects without this equipment, because they took excellent notes.

TIP

Note-makers share memories

In a group of 4, one learner interviews the informant, 2 learners write down what they hear and the fourth learner observes and listens. After the interview the group rewrites the record of the interview using all 4 learners' memories.



Encourage learners to check that the recorder is in good working order well before it is used in the interview.

If the group has decided to record the interview through note-making, remind the note-makers to make sure they have an adequate supply of paper and pens.



Interview Tips - Learners should:

- Be punctual, polite and smartly dressed in school uniform.
- Start the interview with a statement of the names of all the people present at the interview and the roles they will be playing, the date, and the location.
- Speak slowly and clearly – the informant will echo the tone set.
- Ask the question... wait for the answer. Be comfortable with the silent time informants may need to gather their thoughts. Don't interrupt them.
- Listen carefully to what the informants have to say and make sure your body language tells the informants that you are interested in what is being said.
- Ask informants to repeat themselves or to give examples if necessary.
- Do not be judgmental or press informants for information they do not want to share.
- Tell your informants that all information will be treated as confidential and allow them to use a pseudonym if they want to.
- Make sure you have the informants' permission to use the information they have given you, either verbally, or by signing a consent form.
- Thank your informants for taking the time to share their memories with your group, and assisting with the research for your oral history project.
- Be prepared for tears and take along some toilet paper! This last tip is from the many learners who had the experience of informants crying when they talked about their memories.

Make an appointment for the interview

When the learners set up a time for the interviews, they should explain the topic – tell the informants why this interview is relevant to the topic, how it will be recorded, and how the information will be used.

The learners must also find out what language the informant will be comfortable with for the interview. Make sure the interviewer is also comfortable with this language.

“We were disappointed when the informant postponed our appointment, when we arrived he said, ‘I’m too busy today...’ We had to be man enough to come back the next day!” Liphoko Matshidiso, Bodibeng Secondary, Kroonstad

“One of our informants wanted money for doing the interview! We had to explain it was a school project and we could not pay him.” Sarah Ketsi, Mzinoni Secondary, Bethal



All the group members attended the interviews.



TIP

follow up

Once the appointment has been set, the learners should follow up with the informant to confirm the interview date, time and venue the day before.

Follow-up after the interview

- Return all borrowed items.
- Ask interviewees to check the transcript to make sure that the record accurately captures what they meant to say.
- When interviewees are satisfied with the transcripts, they should sign a consent form allowing you to use the interviews as evidence.



LEARNING OUTCOMES

LO1 Historical Enquiry

Learners will be able to:

- AS AS Formulate questions within a topic under study.
- AS AS Identify and select informants from those provided to answer questions and show respect for the informant.
- AS AS Access relevant information.
- AS AS Interpret, evaluate and analyse the information gathered.

ARTEFACTS & MEMORIES

Inheriting the past

Our heritage – the things we inherit from the past – tells us about our roots: who we are and where we come from. When we ask people about their artefacts we help to awaken their memories of the past.

EXHIBITING ARTEFACTS

When doing oral histories we can use ordinary, everyday objects (also known as artefacts) to stimulate peoples' memories about the past. This is because artefacts, like a document, a dress, or a photograph, can draw-on our emotions and focus our attention.

By putting objects of memories on display – alongside people's stories – in spaces that future generations can visit – we can honour the past. We can display our heritage in different ways such as curating an exhibition, creating a memorial, or displaying keepsakes in the home.

Exhibiting our memories

"Kliptown Our Town – The People's Exhibition" is an example of how residents and friends of Kliptown, near Soweto, came together in 1999 to record their town's past. Photographs of life in the town, and personal objects that members of the community have donated, are exhibited.



Gene Duiker

"Our community's oral history exhibition brings our own history alive, allowing people who have been hidden from history to be heard... Oral history is exciting because it is interactive, it is our shared history and a rare chance to actually talk to history face-to-face."

- Gene Duiker, curator of the Kliptown Our Town – The People's Exhibition.



Siphiwa Ka Ngwenya's poem - "Kliptown Shantytown" is written on board and exhibited as a mobile in the exhibition space along side photographic collages of various aspects of community life.

*Kliptown shantytown
Dreams silenced
By the morning train
Footsteps of running commuters*

*Kliptown shantytown
The sky loses its brains
In torrents it starts to rain
And people use tables as boats*

*Kliptown shantytown
When the day is young
Women wash clothes down the river
And children swim like fish in dirt*

*Kliptown shantytown
Factory machine cease
Workers return home like cattle
From the ploughing fields
To ghetto smoke and kisses of longing*

*Kliptown shantytown
Frogs croak crickets chirp children snore
And nakedness entangles with
passion
Till dawn*

LEARNING OUTCOMES

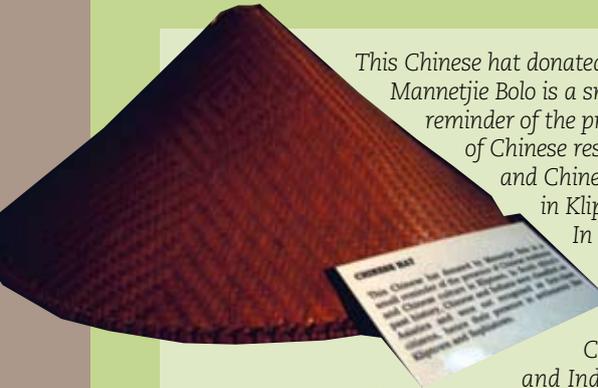
- LO3 Knowledge Construction and Communication**
Learners will be able to:
Communicate knowledge and understanding reliably and accurately and in a variety of ways.
- LO4 Heritage**
Learners will be able to:
Draw links to the conservation of heritage sites and public representation.
Identify ways in which oral history and indigenous knowledge systems contribute to an understanding of our heritage.



When artefacts are displayed in public spaces, they need captions to help visitors to understand why the objects are important.

A Chinese Hat

The caption for the Chinese hat shows the cultural diversity of Kliptown's community in the past.



This Chinese hat donated by Mannetje Bolo is a small reminder of the presence of Chinese residents and Chinese culture in Kliptown.

In South Africa's past history, Chinese and Indians

were classified as Asiatics and were not recognized as first-class citizens, hence their presence in places like Kliptown and Sophiatown. A resident recalls that, "When there was a Chinese celebration or feast, Hong Lee used to give me food which I took to my mother. She used to look at the food and say: 'No, no, no what is this? We are not used to Chinese food. Maybe it is dragon or snake meat'..."



Asiatics and were not recognized as first-class citizens, hence their presence in places like Kliptown and Sophiatown. A resident recalls that, "When there was a Chinese celebration or feast, Hong Lee used to give me food which I took to my mother. She used to look at the food and say: 'No, no, no what is this? We are not used to Chinese food. Maybe it is dragon or snake meat'..."

Aunt Emily Francis' dress

The caption for this ordinary dress celebrates a Kliptown resident's sewing skills and fashion sense.

Donated by Aunt Emily Francis, this beautiful dress was made nearly a century ago, in 1908 by her grandmother Rose Francis. Aunt Emily, a milliner (hat maker) by profession, came to live in Kliptown as a child of seven. She is now 77 years old. She says her grandmother wore the dress only on special occasions and functions. High-quality material and sewing skills went into the making of this garment by Emily's grandmother. It is a rare treasure to add to this museum's collection.



- 1. Box camera
- 2. Bucket toilet
- 3. Fire Bucket
- 4a,b. Back and front of a photograph of a couple from Kliptown
- 5. Tea Set
- 6. Cloche Hat
- 7. Aunt Emily Francis' dress
- 8. Ellen Kuzwayo's biography
- 9. Stretching comb
- 10. Sad iron
- 11. Barber without a shop

The hated 'dompas'

This caption draws on the memory of the Sharpeville Massacre of 1960 to describe the hated passbook.



Africans who lived in the apartheid era lived with the dompas.

In 1960 a large peaceful protest against the enforcement of this hated compulsory identification document resulted in police panic killings of 65 men and women, most shot in the back as they fled bullets fired from Sharpeville police station...



Another caption by a community member expresses the harassment that people experienced because of the dompas...

All Africans over 16 years were forced to carry their dompas at all times and produce it on demand at any time of day or night... Pass raids were a daily feature. They took place at arbitrary times – at bus stops, railway stations, factory gates or in the dead of night during house-to-house searches.





Radima Moosa, Lilian Ngoyi, Helen Joseph and Sophie Williams delivering the petition to government, 9 August 1956.

ARTEFACTS OF MEMORY IN PUBLIC SPACES

“You strike a woman, you strike a rock!”

is a line from the protest sung by the 20 000 women who participated in the anti-pass march to the Union Buildings in Pretoria on 9 August 1956.

Lilian Ngoyi, was one of four women who organized the anti-pass protest against the extension of the pass laws to black women. Lilian Ngoyi was very outspoken about apartheid and helped to form the non-racial Federation of South African Women (FEDSAW) in 1954. Lilian Ngoyi was chosen as the vice-president of FEDSAW and Helen Joseph was chosen as the national secretary. Lilian and Helen became best friends. They both struggled for women’s rights, were both accused of treason, were subjected to house arrest for resisting apartheid, and today they lie buried side-by-side in Avalon Cemetery in Soweto.

Lilian Ngoyi, was the first woman elected to become a member of the African National Congress executive and she is also the first woman to receive the highest award of the liberation movement called, Isitwakandwe. It is in honour of the courageous women, like Lilian Ngoyi, that we celebrate Women’s Day on 9 August each year.

Stored in the archive of Historical Papers, at William Cullen Library at Wits University, are Lilian Ngoyi’s personal letters. Some of these letters tell us about how lonely and hard she found life under house arrest. In the collection you can also see letters written by Mangosuthu Buthelezi and Beyers Naudé, who both tried to help her situation. The archive also stores documents such as Ngoyi’s banning order, transcripts and copies of police surveillance reports. One report tells us that the police had to give her written permission to attend her mother’s funeral.

Today, outside Lilian Ngoyi’s home on Nkungu Street, Mzimhlophe, Soweto, you will find a Sunday Times memorial erected in her honour. The sculpture of a large sewing machine, created by artist Stephen Maqashela, blends into the wall of the house.

LEARNING OUTCOMES

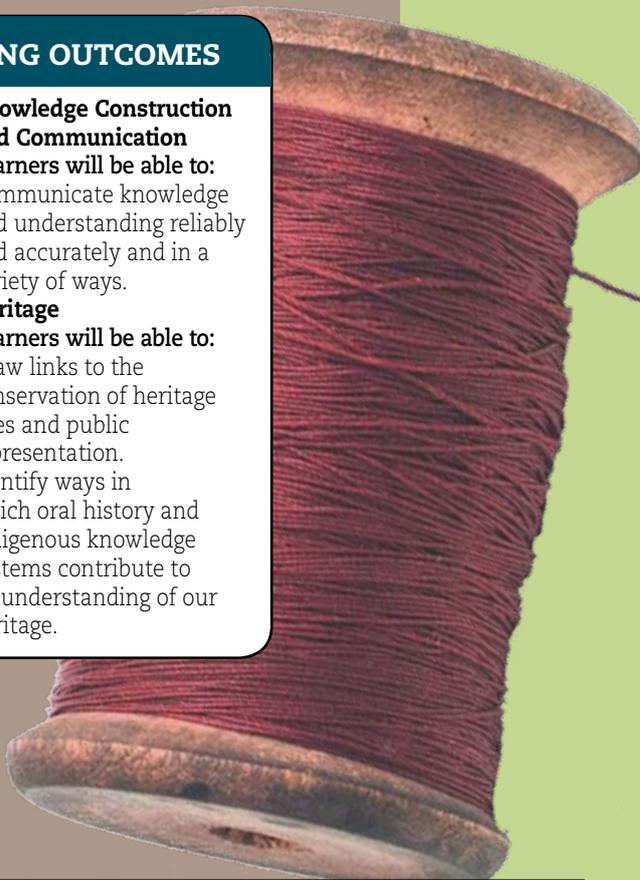
LO3 Knowledge Construction and Communication
Learners will be able to:

AS Communicate knowledge and understanding reliably and accurately and in a variety of ways.

LO4 Heritage
Learners will be able to:

AS Draw links to the conservation of heritage sites and public representation.

AS Identify ways in which oral history and indigenous knowledge systems contribute to an understanding of our heritage.



Community members celebrate the launch of the Lilian Ngoyi Sunday Times memorial at her home in Soweto.

Lilian Masediba Matabane Ngoyi

September 25 1911 — March 12 1980
For most of 18 years until her death, Lilian Ngoyi was banned from public life and confined to her home under the Suppression of Communism Act of 1950. A famous liberation orator until she was silenced, Ngoyi once spent a weekend in jail for holding a party at her home. Ngoyi was one of four who led the march of 20 000 women to the Union Buildings on August 9, 1956 to protest the extension of apartheid’s pass laws to African women. Her friend and comrade in the ANC, Hilda Bernstein, wrote: “For 18 years this brilliant and beautiful woman spent her time in a tiny house, silenced, struggling to earn money by doing sewing.”

ARTEFACTS OF MEMORY IN THE HOME

Some learners at Mzinoni Secondary school, in Bethal were interested in collecting oral histories from people in their community that would speak to the topic of “disappearances” in their town.

The learners knew that Mrs Simelane, who lived near their school, had been grieving the disappearance of her daughter, Nokuthula Simelane, for many, many years. During the interview, the learners asked Mrs Simelane to share some of the artefacts that she treasures so as to keep her memories of her daughter alive.

Historical records tell us more...

In 1983, Nokuthula Simelane, an operative from Umkhonto we Sizwe (MK), the armed wing of the ANC, disappeared just before her graduation ceremony when she was only 22 years old. Her story came before the Truth and Reconciliation Commission, but the policemen responsible for her abduction gave contradictory evidence. What was clear was that she was brutally tortured and killed by the security police. Nokuthula’s family is one of hundreds of families in this country who are still searching for the story of their loved ones. In the 1950s, many African people disappeared from Bethal’s potato farms, where they were used as convict labour. Their only ‘crime’ was to be caught without the right pass. Their stories remain untold, their names often forgotten. Families and communities live in hope that the truth will emerge.

Meeting history face-to-face

The artefacts that we pass on to future generations remind us about the past and give us a sense of our roots. When collecting oral histories, it is useful to ask informants to speak to the artefacts that they hold on to, so as to keep their memories alive.

In memorial

The story of Nokuthula Simelane is to be memorialised in Bethal through the erection of a public sculpture as part of the Sunday Times/SAHA heritage trail.



Mduduzi Phakhuti and Monica Sibeko interview Mrs Simelane in her home in Bethal.



This is a photograph of Nokuthula Simelane taken before she disappeared.



Nokuthula Simelane, disappeared in 1983, shortly before she was expected to graduate from the University of Swaziland. Hence Nokuthula graduated in absentia and her family had to collect her certificate without her.



“It’s difficult not knowing what happened to my child, and not getting the answers at the Truth and Reconciliation Commission...”

Mrs Simelane, Nokuthula’s grieving mother

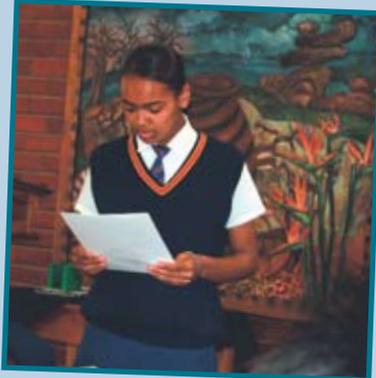


“This is the dress I bought for Nokuthula’s graduation. You can see she was a very slight girl... She never got to wear the dress... It was just the other day when I took the price tag off. I have told my children that when I die they must put this dress in the grave with me...” Mrs Simelane, Bethal

ASSESSMENT

Building the learners' portfolios

In keeping with the curriculum, the assessment of the oral history project and the heritage project forms part of the learners' portfolios. The content of these portfolios should reflect the learners' capacity to develop communication and research skills when conducting their own oral history and heritage projects.



OVERVIEW OF THE PORTFOLIO ASSESSMENT

Skill	Outcome and Assessment Standard
How to plan the project and manage time effectively.	A life skill that is developed across all learning areas.
How to prepare the questions for the interviews.	Outcome 1: Historical enquiry. AS: Identify issues and ask critical questions about issues.
How to conduct the interviews effectively.	Outcome 1: Historical enquiry. AS: Identify issues and ask critical questions about issues; and categorise relevant sources of information (gathered in the interviews) to find answers to questions based on a topic.
How to record and scribe the interviews effectively.	Outcome 3: Knowledge construction and communication. AS: Communicate knowledge and understanding in a variety of ways.
How to place a topic within the wider historical context.	Outcome 2: Historical concepts. AS: Use historical concepts to construct information about a period; and explain the various interpretations and perspectives of historical events (from interviewees and sources) and why people acted as they did.
How to write a report.	Outcome 1: Historical enquiry. AS: Analyse the information and data from sources gathered. Outcome 3: Knowledge construction and communication. AS: Construct an argument based on evidence; use evidence to reach a conclusion and communicate knowledge and understanding in a variety of ways.
How to do an oral presentation.	Outcome 3: Knowledge construction and communication. AS: Communicate knowledge and understanding in a variety of ways.
How to reflect on the learning journey.	
How to do a heritage project.	Outcome 4: Heritage. AS: Give an explanation of what is meant by heritage and public representations, and of the importance of conservation of heritage sites and public representations.



CONTENT OF THE PORTFOLIO

Section 1 of the portfolio includes the **written report**. The learners should be given the rubric containing the assessment criteria at the start of the oral history project. See assessment rubric provided.

Section 2 of the portfolio includes the **appendices** that support the learning processes associated with the oral history project.

Section 2 - Appendix 1: The **sets of questions** that the learners prepared to ask their different interviewees (or informants).

Section 2 - Appendix 2: The **three main ideas** that the learners wanted to get out of the interviews. This anchors the interview process and allows the learners to stay in control of their focus while doing their interviews.

Section 2 - Appendix 3: The **transcriptions or scribed notes** for each of the interviews. See assessment rubric provided.

Section 2 - Appendix 4: Reflecting on my own learning journey. This includes at least three paragraphs:

Paragraph 1 says how a learner felt at the start of the project.

Paragraph 2 says how a learner felt at the end and what they learnt.

Paragraph 3 says what a learners' contribution was to the group effort.

Section 3 of the portfolio includes the **bibliography** of all the sources that were used, including: books, newspapers, website information, a list of artefacts, photographs, and sources that are relevant to the topic, etc.

Section 4 of the portfolio includes the notes made to support a learner's **oral presentation**.

Section 5 of the portfolio includes the **heritage project**.

RUBRIC FOR THE ASSESSMENT OF AN INTERVIEW TRANSCRIPTION OR SCRIBED NOTES

Interview	1	2	3	4	5	6	Comments
a. Questions focus on relevant issues.							
b. Interviewer makes good use of responses given.							
c. Interviewers provide a clear record of the interview.							
GET and FET Assessment Levels: 6 = Outstanding (80-100%); 5 = Meteritorious (60-79%); 4 = Satisfactory (50-59%); 3 = Adequate (40-49%); 2 = Partial (30-39%); 1 = inadequate (0-29%). ¹							

¹ The rubric has drawn on the Mpumalanga Provincial Department's publication titled, "Oral History – A Guide for Educators", compiled by the History Workshop (2004).

ASSESSING

The oral history project

Each learner should submit a written report, based on data collected by the group. Each group should also do an oral presentation to complete their research for the oral history project.

TASK 1: PREPARE A WRITTEN REPORT, APPENDICES AND BIBLIOGRAPHY FOR 100 MARKS



The written report should be about two pages. The suggested format for the report and assessment rubric was developed together with educators involved in the SAHA/Sunday Times School Oral History Project – Giesela Strydom, Brentpark Secondary, Kroonstad

LEARNING OUTCOMES

- LO 1 Historical Enquiry.** Learners will be able to:
- AS** Analyse the information and data from sources gathered.
- LO3 Knowledge construction and communication.** Learners will be able to:
- AS** Construct an argument based on evidence; use evidence to reach a conclusion and communicate knowledge and understanding in a variety of ways.

A SEVEN-POINT SCALE REPORTING RUBRIC

Code 7 Outstanding achievement	Code 6 Meritorious achievement	Code 5 Substantial achievement	Code 4 Adequate achievement	Code 3 Moderate achievement	Code 2 Elementary achievement	Code 1 Not achieved
Mark % 80 - 100	Mark % 70 - 79	Mark % 60 - 69	Mark % 50 - 59	Mark % 40 - 49	Mark % 30 - 39	Mark % 0 - 29

RUBRIC FOR THE ASSESSMENT OF THE WRITTEN REPORT

Report parts	Kinds of information to be included	Marks
Title	Relevant to the topic.	2
Paragraph 1 Introduction	Gives a clear statement of what the topic is about. Explains why the topic is relevant to the group and the community. Shows an understanding of the context of the research topic and gives dates.	5
Paragraph 2	States who was interviewed and why they were chosen.	4
Paragraph 3	Explains how the group members felt before and after the interviews and what was learnt from the interviewing process.	5
Paragraph 4	Explains an issue raised by an interview question and discusses the points of view of informants in relation to this issue.	6
Paragraph 5	Explains another issue raised by an interview question and discusses the point of view of one informant in relation to a written source or an artefact.	6
Paragraph 6	Explains an emotional response from one informant and includes a quote from the transcript to support the explanation.	6
Paragraph 7 Conclusion	States what your group learnt from this project, both from interviews and from other sources, OR, states how the different sources helped the group get a better understanding of the topic.	6
Language	Spelling is accurate. Information is presented in paragraphs. Information is written in full sentences, starting with capital letters and ending with full stops.	5
Time management	Bonus marks for the groups that submit their projects on time.	5
Keeping to the structure	Bonus marks for the groups that are able to apply the structure to the writing of their reports.	5
		Sub total 55 marks
Section 2 - Appendices that support the learning process in the oral history project		
Appendix 1	The sets of questions that the learners prepared to ask their different interviewees (or informants). See assessment rubric provided.	9
Appendix 2	The three main ideas that the learners wanted to get out of the interviews. This anchors the interview process and allows the learners to keep focused while they do the interview.	3
Appendix 3	All the transcripts or scribed notes for ALL of the interviews.	20
Appendix 4	Paragraphs that reflect on the learning journey <i>Paragraph 1</i> says how a learner felt at the start of the project. <i>Paragraph 2</i> says how a learner felt at the end of the project. <i>Paragraph 3</i> says what a learner's contribution was to the group effort.	9
Section 3: Bibliography	Includes all references to sources used e.g. books, newspapers, internet, etc.	4
		Sub total 45 marks
		Total 100 marks



Below is a report originally written by Rosheeda van der Ross, a Grade 10 learner from Brentpark Secondary, in Kroonstad.



Title → Joseph Abdull and the Second world war

Paragraph 1 → My group's assignment was to find out more about brown soldiers during the Second world war which took place from 1939 to 1945. Many people do not know that South African soldiers were involved in this war that happened in Europe.

Paragraph 2 → our group went to Mr Joseph Abdull who is the only living soldier who received a house in Brentpark from the former Smuts government. We also spoke to Mr van der Ross whose father was with Mr Abdull in prison.

Paragraph 3 → our group thought that it would be more difficult than it actually was. We were a bit sceptic because we thought that Mr Abdull was too old to give us any information. The little that he could tell us made a big difference in our lives and gave us enough information for our project. it was useful to add Mr van der Ross's information to what Mr Abdull told us.

Paragraph 4 → on our question to tell us more about his own history. Mr Abdull told us that he was born in Vrededorp in the Transvaal. He became a soldier and during the Second world war in was imprisoned in a war prison in Germany. After we have done a little research and after our interview with Mr van der Ross we found that they called these prisons a Stalag.



After we asked him to tell us more about the war, he told us that those were very difficult times. They just had to work and work and work. Their food was also very unhealthy. Mister van der Ross told us that they had to work in the coal mines in Germany and that they had difficult times there. After our research on the internet we learned that the Germans were moving these Stalags as the enemy came nearer and then the prisoners had hard times like during the winter many lost one foot because of the cold. when we asked if they were locked up in cells he told us that it looked like a big yard and the guards were walking up and down on the outside of this yard with guns. They walked up and down all around the prison. They looked after them and the prisoners could go nowhere.

Paragraph 5 →

Paragraph 6 → we got sad when uncle Abdull told us that so many people were killed in that war. He said, b, they killed many people. You could hear the death, you just heard a blow and then it was over." A few times he said that he was thankful that he is still living.

Paragraph 7 → During our interview i realized that he was very proud of his house which he received. A few times he said that this house in Abdull Street was his house and he received it because he was a soldier.



From this interview i realized that even if people are very old and they can't remember things so clearly we can still learn a lot from them. we are also very proud of uncle Abdull because he can still stand on his two legs and i have a lot of respect for him. This was my first interview that i ever conducted and it was FANTASTIC.

TASK 2: PREPARE AN ORAL PRESENTATION

The assessment of the oral history project should also include an oral presentation for 30 marks.



Mrs Peasnall from Capricorn High, Polokwane

“When you ask the learners to do an oral presentation you find that they become more motivated to do their best, because they don’t want to loose face in front of their peers!”

Mrs Peasnall from Capricorn High, Polokwane

TIP mark your peers!

For each oral presentation you can appoint a panel of peer reviewers. This panel gives the presenter/s a mark. The peer mark can then be compared to the educator’s mark. You can decide to include the peer mark in an average calculation of the presenter’s final mark. This kind of peer assessment also gives you an opportunity to discuss the criteria with the class for what makes a good oral presentation.

CRITERIA FOR THE ASSESSMENT OF THE ORAL PRESENTATION

CONTROL OF CONTENT **10 MARKS**

- Content shows the learner has been able to extract relevant information and data (stays focused on topic and content choices are relevant and interesting).
- Content is well-structured for oral delivery and easy enough to follow (does not read the speech).
- Clear from the speech that the person knows and understands what they are speaking about.
- Speaker shows an interest in the topic and makes the topic interesting for the audience.

MANNER OF PRESENTATION **3 MARKS**

- Speaks clearly (does not mumble).
- Speaks loudly enough for all to hear (does not whisper or shout).
- Speaks at a measured pace (does not rush).
- Speaks in own voice (does not affect a fake accent).

POSTURE AND APPEARANCE **3 MARKS**

- Stands up straight.
- Makes eye contact with the audience.
- Displays confidence.
- Is neatly dressed.

TIME MANAGEMENT **4 MARKS**

- Keeps to the time limit set for the delivery.
- Equally divides the presentation between members of the group.

TOTAL **30 MARKS**

“The learners found out so many things from the community. I even learnt things I did not know before. It really opened our minds.”

Mr Eddie Nkosi, Mzinoni High



Mr Eddie Nkosi, Mzinoni High, Bethal

LEARNING OUTCOMES

- | | |
|------------|---|
| LO3 | Knowledge Construction and Communication.
Learners will be able to: |
| AS | Communicate knowledge and understanding in a variety of ways |

TASK 2: PREPARE AN ORAL PRESENTATION

BUILDING RECONCILIATION THROUGH INTER-SCHOOL DEBATES

The schools selected to participate in the SAHA/Sunday Times oral history project were deliberately chosen because they were located in different geographical areas in each of the towns, so as to ensure a diverse racial mix of learners. The educators from the different schools reached-out to one another, so as to bring their learners together, by organising an inter-school oral history exchange afternoon. In this way the educators have managed to forge relationships between learners who would not ordinarily come into contact with each other in the course of their daily lives.

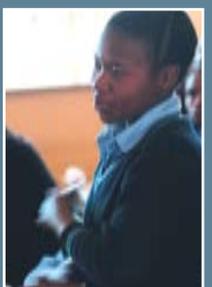
Mrs Strydom (Brentpark Secondary) and Mrs Mashiya (Bodibeng Secondary) brought their students together for their oral presentations – stimulating debate and critical thinking and face-to-face reconciliation.



“It was a privilege for me to do the interviews...”



“Sharing our interviews revealed hidden histories and lead to other questions... so we learnt more things this way.”



Mrs Faith Mashiya, Bodibeng Secondary

“The interviews challenged our opinions.”



“We don’t believe the people you interviewed from Old Cairo wanted to move to Brentpark. We know that it was a forced removal, it’s in our history book!” – Brentpark

“That’s what our informant in Brentpark told us! And if you look at the archive - one newspaper said that Brentpark got an award for being the most beautiful township... so doesn’t that tell you something!”

Mrs Giesela Strydom, Brentpark Secondary

PHILIP BONNER, Professor of History at the University of the Witwatersrand, is very enthusiastic about the potential of this oral history project to stimulate dialogue and bring about reconciliation in and between schools.

“The best that we can do, is to open up discussion amongst young people about our separate but linked pasts. Only then will we gain recognition of each other. We cannot let our children retreat into insulated tribal histories. Reconciliation has to be a face-to-face thing.”



Philip Bonner, Wits Professor of History

ASSESSING

The heritage project

What is heritage?

Heritage is 'that which we inherit'. It is a powerful agent for cultural identity, reconciliation and nation building.

Our heritage is made-up of many parts – things that have been transmitted from the past or handed down by tradition. Our heritage includes:

- **Living heritage** like songs, stories, dance, rock paintings and ceremonies, etc.
- **Heritage resources** and cultural places like old and new buildings, places of worship, parks, etc.
- **Natural places** like forests, wetlands, mountains, archaeological sites, etc.

Our roots are our heritage, providing us with a link to the past to tell us who we are, and where we come from. Different people may give different values to the same place, historical event or people.



Desmond Tutu memorial



Bessie Head memorial



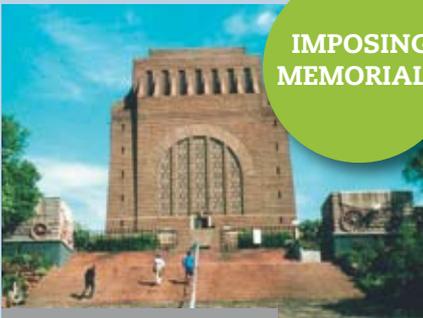
Ingrid Jonker memorial



First trans-Africa flight memorial

What is a memorial?

A memorial is something designed and built as a lasting public tribute to a person, a group of people, or an event, like a statue or monument. It can also be a site, or structure, that is preserved because of its historical, cultural, or aesthetic importance. It can also take the form of a speech, or a special ceremony.



The Voortrekker Monument

IMPOSING MEMORIALS

Many of the official monuments that were built in South Africa before 1994 share similar characteristics that are now perceived as imposing.

The characteristics of imposing memorials are:

- static and represented glorified people and events
- partisan (represented the interests of the state)
- intended to represent history as timeless
- not open to change
- monolithic (large in size).

PEOPLE-FRIENDLY MEMORIALS



Learners at Bodibeng Secondary School built a mosaic in memorial of Mr Reginald Cingo.



The *Sunday Times* has tried to represent history in a different way. Charlotte Bauer, the co-ordinator of the *Sunday Times* memorial building project, says that these memorials are meant to unlock memory, be accessible to the people and compelling at eye-level, rather than monumental, like the imposing statues of war heroes.

“A lot of people were heroes, Bauer explains, but they were always human beings, who experienced vulnerability, humour and indecision. The stories we choose to tell are lifelike rather than heroic, and interesting rather than epic.”



TASK: MEMORIALS

1. List four examples of memorials that were built during apartheid, or under British colonialism. In which ways do these examples display the characteristics of imposing memorials?
2. List four examples of the *Sunday Times* memorials created between 2006 and 2008 in South Africa. What are some of the characteristics of these memorials that make them “people-friendly”?
3. How do you think that the collection of oral histories can inform the building of new memorials?

THE HERITAGE PROJECT

Mrs Peasnell, the history educator at Capricorn High School, in Polokwane, has developed this heritage assignment and is glad to share it with other history educators.



Mrs Peasnell provincial winner of the 2006 Best Educator Grade 12, HG and SG

Learners complete this heritage project for **50 MARKS**.

1. What is heritage?
2. What is public representation?
3. What is an artefact?
4. Give two examples of how our country's past has been publicly represented? Illustrate both of your examples with pictures, postcards or a photograph. Write a caption (label) for each illustration that also includes dates.
5. Give two examples of the ways in which the heritage of your town is publicly represented? For each example say who's heritage is represented and why.
6. Give two examples of the ways in which the heritage of your school is publicly represented? For each example, explain the symbols and values that are represented.
7. Give two examples of everyday artefacts found in a home, and say how they could be used to focus our attention on aspects of the past.
8. What are some of the contested issues and debates linked to memorials, street names and museums in South Africa? Give examples.
9. Is it necessary to create awareness of the importance of representing the past of all South Africans by creating new public memorials? Motivate your answer.
10. Give your opinion on the importance of conserving heritage sites and/or preserving public memorials.
11. Advise local government on how to make teenagers more aware of the importance of heritage and what can be done to better preserve public memorials.
12. **Extended writing**
Memorials of pain have the potential of causing more pain or the memorials can help the survivors heal. Choose a painful memory from South Africa's past and say how you would create a memorial that heals? Your answer should illustrate what you think such a memorial should look like?

LEARNING OUTCOMES

- | | |
|------------|--|
| LO3 | Knowledge Construction and Communication. |
| AS | Learners will be able to:
Communicate knowledge and understanding reliably and accurately and in a variety of ways. |
| LO4 | Heritage. |
| AS | Learners will be able to:
Draw links to the conservation of heritage sites, public representation and memorials. |

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The resources used in this project

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EDUCATOR'S NOTES

Meeting history face-to-face: A guide to oral history, is a book accompanied by a DVD. The book breaks down an oral history project into easy to follow tasks and simplifies the whole process for learners and educators. The book also includes assessment guidelines for both the oral history and heritage components of the South African history curriculum.

The book and the DVD is based on the journey undertaken by learners and teachers in the South African History Archives/*Sunday Times* school oral history and memorial project in 2007. The project involved schools in three towns in South Africa – Bethal, Kroonstad and Polokwane. Learners and teachers used oral history to unearth each of their towns' pasts over a period of six months. Their journey culminated in the selection of a story from each town that has been built into a memorial. These three memorials form part of the *Sunday Times* trail across the country in recognition of our shared heritage.

“I found this book very fruitful – it is an eye-opener to the world of oral history. Now my learners and I can aim to enter the Albert Luthuli competition!”

*Patrick Thambisa, History educator at Rebatlathuto Secondary School,
Fezile-Dabi district, Free State*

“This book has helped me a great deal by giving me the knowledge I need to do oral history research with confidence with my learners.”

*Nombuyiselo Sipamla, Deputy Principal and History educator at Momato
Senior Secondary, Qwaqwa, Free State.*

“The best that we can do, is to open up discussion amongst young people about our separate but linked pasts. Only then will we gain recognition of each other. We cannot let our children retreat into insulated tribal histories. Reconciliation has to be a face-to-face thing.”

Philip Bonner, Professor of History, University of the Witwatersrand, Johannesburg

