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SOME ASPECTS OF CONCEPT ACQUISITION  
IN HISTORY

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## INTRODUCTION

There is concern that school history is often purposeless, taught by chalk and talk and textbook methods, giving thin and unassimilated information. At a time when subjects are under increasing scrutiny and pressure to justify their existence as relevant in the school curriculum, many of the defects inherent in the 'traditional' approach to history have made it difficult to present a forceful and valid argument for its continued inclusion as a school subject. To meet such attacks, history teachers have been forced to consider and justify the purposes of teaching history. This has led to the adoption of new approaches which are designed to get pupils more actively involved in their learning. One such approach was adopted by the Schools Council 13-16 project in Britain. It laid emphasis on the methodology of the subject and identified five ways in which history could prove to be a useful and necessary subject for adolescents to study. These were: as a means of acquiring and developing such cognitive skills as those of analysis, synthesis and judgement; as a source of leisure interests; as a vehicle for analysing the contemporary world and pupils' place in it; as a means for developing understanding of the forces underlying social change and evolution; and, finally, as an avenue to self-knowledge and awareness of what it means to be human.

The rationale behind the project's inception was to ensure that the needs, both personal and social, of adolescents studying history were met. It was felt that if this could be achieved, the relevance of history would be appreciated.

The project utilises an evidence-based enquiry which stresses the use and development of certain skills. What are these skills? Shemilt, in his 'Evaluation of the Schools Council History 13-16 Project' (1980, p. 86) considers them to be: "'enquiry'; 'hypothesis formation'; 'analyses'; 'inference'; 'judgement'; and 'synthesis'." This range of skills is integrally related to the historical concepts of "'evidence'; 'change'; 'continuity'; 'the connectedness of the past and present'", as well as with the idea of history - being an "explanation-seeking" and also a "descriptive discipline".

For many years some history teachers have deliberately encouraged the acquisition of these skills in their pupils. Only in the last two decades, however, has the need for inculcating these skills been more generally realised - and History as a subject been justified (and recognised for its potential) at school level. A variety of approaches have been adopted but inherent to each approach (whether it be the Patch approach, the Era approach, the Line of Development approach or History 13-16) is the need to acquire the skills of the historian in order that historical concepts can be understood.

This thesis has as its primary concern the pupils' understanding of historical concepts. The pupils used in the research were all subject to a content-orientated teaching rationale. If the results achieved by these pupils indicate that they are not acquiring an understanding of the historical concepts being taught, then there is surely a need and a justification for them to be introduced to a skills-based programme. These skills, which can, in some circumstances, be carried over and developed further in their other subjects, can be used to focus pupils' attention on methods employed by historians and to enhance pupils' conceptual competence in these areas.

## CHAPTER ONE

## THE DEVELOPMENT OF CONCEPTS IN PUPILS' LEARNING OF HISTORY

The problem of historical concept development is often glossed over by history teachers intent on imparting a plethora of 'facts' which are to be learnt and then reproduced after an appropriate interval. Provided there appears to be a modicum of understanding occurring in the classroom, the facts are piled on. Any attempt to slow the process of 'learning' by asking questions is more often than not effectively curbed by the words "Not now!...", "We have covered that already", "Read the relevant section in your textbook", "Why don't you understand? I have already covered that three times before." As a result the pupils within a very short space of time retreat within themselves. On being asked whether there are any problems in the understanding of a section, the invariable response will be a deathly silence, the pupils having learnt not to admit to the heinous crime of not fully understanding. As a result, at examination time, 'howlers' are produced which the teacher is unable to understand. These are often indicative of the lack of understanding and comprehension of key historical concepts by the pupils.

Despite G R Elton's pessimistic view that "the young should not be taught history; (as) it ...requires a measure of maturity before one can make sense of it" (G R Elton, 1967, The practice of history, p. 145), a contention that was supported by, and largely confirmed by, the early research of Hallam (1970); Hannam (1968); Coltham (1960) and others, sufficient research has been conducted by Gunning (1978), Shemilt (1980), Dickinson and Lee (1978) and others to contradict this contention. What was accepted, almost unanimously, from research work in the 1960's, is that children appear to get to the "formal operation stage" as expounded by Piaget, at a much later stage in the learning of history than they do in the learning of other subjects. This has serious implications insofar as the effective teaching of history is concerned.

Piaget, in his work during the 1930's, identified four stages through which children's minds develop and grow. These are: the sensori-motor period, extending from birth to the age of two; the pre-operational stage, which lasts from two until the age of seven; the stage of concrete operations, which lasts until the child is eleven. Finally, there is the

stage of formal operations, which occurs from the age of eleven, up until the age of fifteen. Since Piaget's initial work in the 1930's, further research has been conducted in the same field which has resulted in the challenging of the rigid, distinct age stages of a child's development as proposed by Piaget. The view now being expounded is that Piaget's age groupings cannot be regarded as absolutely fixed and unchanging. More important, however, insofar as teaching is concerned, is the view that a child's progress can be hastened through any of the stages by specific teaching techniques. Moreover, the research which has been conducted, especially that of the 1960's and early 1970's, would tend to "suggest that the Piagetian stages do apply to the development of historical understanding, although the ages at which the transition from one stage to another takes place tends to be later than in other subjects." (I Steele, 1976, p. 13). Thus it is that Steele, in his book Developments in history teaching states: "It is likely that many children leave school operating at a concrete operational level" (1976, p. 16). Coltham (1971) explains what is meant by "concrete operational level" when she says "it is helpful to translate 'concrete' into some such phrase as 'available as first-hand experience'." She elaborates upon this by stating "that a child at this stage can, in certain circumstances, distinguish between true and false - truth and falsity being abstract ideas - because he has had first-hand experience of statements of his own and those of others being labelled 'true' or 'false'. But it is important to add that "in certain circumstances" is a necessary qualification; he can have acquired and can use a concept of 'truth' as long as the situation to which it is to be applied is within his experience" (1971, p. 12).

Unfortunately, one of the major problems facing the South African teacher is that the majority of pupils in the junior secondary school situation are working and thinking at the concrete operational level. This problem is exacerbated in the sphere of history teaching, since many of the words used in historical texts tend to be of an abstract nature. As Bernbaum (1972) has pointed out, "Words of a high level of abstraction should be avoided wherever possible." He points out the futility of doing otherwise since the pupils' understanding of abstract terms is limited, even if explanation and definition of these terms is given. Michael Honeybone, in his article 'The development of historical thought in school children' (Teaching History, 1971, Vol 2, No 8, p. 149) elaborates on this and

suggests "that many children fail to follow the explanations offered by historians, or their teachers, and that the reason for this is a conceptual difficulty with the technical language of the historian." Having used the research findings of De Silva (1972) who had replaced a series of concepts with their equivalent in Sinhalese to discover whether children could extricate the meanings from conceptual cues contained within the passages, Honeybone concurs with De Silva that "to succeed in conventional historical work in schools a high verbal I.Q. is required and more important (is) that there is nothing like so much success guaranteed to children of a high non-verbal I.Q." He therefore concludes that we are expecting too much from our pupils in that many are incapable of understanding the language of the historian in its present form. This conclusion would tend to substantiate the findings of Charlton's research, conducted in 1952. Charlton asked a group of children, aged fifteen, to define the meaning of key words, for example, despotism, legislate and martyr, among others, which were to be found in their textbooks, as well as being covered, in many cases, in earlier teaching. Charlton's results showed that "in the case of a majority of the pupils their knowledge of word meanings is a very imperfect one" (1952, p. 51).

The fact that a pupil is familiar with a word in its everyday meaning does not automatically mean that he understands that word when it is used in an historical context. This is clearly illustrated in the work conducted by Coltham (1960) in which children were required to provide definitions of words, i.e. king, ruler, invasion and others. As a result of this work, Coltham was able to conclude that there was a wide range in the levels of understanding amongst those pupils whom she had tested. Many of the words used by Coltham, as well as others, are common in history texts. It would be a mistake to make the assumption that because these words are in common use, the pupil will understand their meanings. Many words will already have been met by the pupil and internalised. Gunning (1978, p. 20) terms them "weasel words" which he defines as having "...two important characteristics. They do not always leap to the eye as difficult, especially if there are other, more obviously hard words near them... Second, when we think about it, our own understanding of them is often a bit vague. We have been content, sometimes in our reading and thinking, to slur over them, content with a hazy, partial understanding."



An example of what Gunning means by "weasel words" can be found in the following hypothetical illustration:

"In 1939 war broke out between the Axis powers and the Allies. At first through Blitzkrieg tactics, the Germans were successful, winning many battles. As a result they extended their control over most of Europe. Finally, however, the Allies won."

In this example the teacher would expect to explain the terms, "Axis powers", "Allies" and the concept of "Blitzkrieg tactics", but may neglect to define the words "winning" and "control". At first glance these words might not appear to be likely to cause difficulties. However, a pupil's understanding and acceptance of this historical statement might contain any or all of the following misunderstandings of the idea of "winning" in this instance:

- (a) The Germans were all defeated.
- (b) The Germans were all killed.
- (c) The Allies were successful in defeating the Germans.

In this instance, a simple statement, embedded in a complex set of statements, has resulted in confusion for the pupil who could opt for either (a) or (b) rather than (c).

The pupil could also be confused and misunderstand the meaning of "control" in this specific instance, depending on what his personal conceptualisation of the word was. If, for example, the pupil was living in a "free" society, the idea of control would be seen in a far less repressive and confining sense than if the pupil lived in a police-state or dictatorial society. Thus, the pupil's view and understanding of a concept will often be linked to his immediate experience of that term.

It would appear from these sources that one of the major difficulties of acquiring concepts in history is linked to the pupils' own language development. In order to counter the difficulties generated by the problem of language development, far greater attention needs to be paid to the efficient use of language in history teaching and teachers should be made aware of this issue.

A further major difficulty in the acquisition of historical concepts lies

in the pupils' understanding of time. Not a great deal of research has been carried out in this area. Work done by Oakden and Stuart (1922), Bradley (1947) and Jehoda (1963) in this area points to the fact that prior to the age of eleven there is little likelihood of children understanding the fundamental significance of historical dates (Steele, 1976, p. 19). This contention has been refuted by the work of Lally and West (1981). Whilst accepting that "no child at 8 years or 13 years has an adult sense of historical time," West, however, claims that "all children in that age group, and indeed earlier, do have some sense of time" (p. 30). West's research "shows conclusively that pupils in the age group (8-13) have a good grasp of sequence in time and of contemporaneity, but at 11 have no idea of duration nor do they associate number-skills with time. By 13 years these should begin to develop" (1981, p. 30). From these studies, it would appear that the age of eleven is the critical time in the child's development as far as the understanding of the concept of time is concerned.

As a result of these findings it seems logical that syllabuses should be reorganised to take into account the limitations pertinent to most pupils' reasoning abilities. As Jehoda (1963) states, "it is only after that age (i.e. 11) for instance that the past becomes differentiated into various historical periods."

Attempts have been made to discover whether childrens' concepts relating to historical time can feasibly be enhanced, and Pistor, working with both a control and an experimental group of nine to eleven year-olds, came to the conclusion that there were no significant group differences. He concluded that "it would seem to suggest that the increase in historical understanding is more a function of mental maturation coupled with the widening of general experience, than of purely formal teaching" (quoted in Hallam, 1970). This conclusion is not, however, borne out by the research conducted by Vikainen in Finland who discovered that the performance of his experimental group was slightly superior to that of his control group. As Steele, in summing up these two apparently contradictory pieces of research, says, "Understanding of historical time is highly likely to be a product of mental maturation, but equally once a particular stage has been reached, it may be possible to accelerate the development of that understanding" (1976, p. 20). Lally and West suggest that

children should "be taught the language of time which will enable them to demonstrate their conceptual understanding. At seven years this will mean understanding that "old" refers to time, not to condition (such as broken or dirty)" (1981, p. 30). They believe that it is essential to teach children the idea of contemporaneity, the process of being able to identify events occurring at the same time or people living at the same time as the events are happening; in order to help children appreciate the development of history. Though little work has been done in this area, Lally and West believe that the concept of duration can be developed in pupils of the ages of 12-13. This entails teaching the pupil to calculate in years as well as the meaning "of 'short' periods of historical time, e.g. a century" (1981, p. 31). A proper understanding of a century's length is a prerequisite for later understanding since it is one of the basic features of measuring time in history.

Lally and West, whilst accepting the usefulness of dates, insist that what children should be taught to use is the dating system rather than the learning of dates per se, since "having a sense of time does not demand a knowledge of dates" (1981, p. 32).

Whilst it might appear that there are almost insurmountable difficulties for children in their acquisition of concepts, recent work has done much to dispel the pessimistic and gloomy predictions of research work done in the 'fifties and 'sixties and that has just been outlined. Bruner (1961) has claimed that the tendency has been to underestimate the learning ability of children. He claims that "any subject can be taught effectively in some intellectual honest form at any stage of development." This view has been taken up and reiterated by Vincent R Rogers (1967) who advocates that the methodology of history can be taught to children. This attitude contrasts strongly with that of Elton (1967, p. 82) who believes "History is nearly all about adults and their behaviour. School children do not know what it is to be like an adult and do not understand adults' behaviour so they cannot understand history." This dismal picture has been, to an extent, erased by the work of Gunning (1978) and the British Schools Council History 13-16 Project (1976). Gunning has provided a practical framework consisting of seven basic skills, which he believes are fundamental if pupils are to understand the concepts embodied in history.

Gunning accepts the assertion that history is intrically connected with

abstract concepts. He believes that by working from a basic level through the seven stages that he advocates, a pupil can be aided in acquiring a fluency and an understanding of concepts. As he says, "What we are trying to do is to get students to develop worthwhile intellectual skills and simultaneously to reinforce their understanding of specific concepts by using them, applying them, writing them and talking about them in many different situations" (1978, p. 34). Basing the teaching of history on the Enquiry Method, he shows how it is possible, through careful, well-directed and properly constructed questioning, to instil the intellectual skills of Translation, Interpretation, Application, Extrapolation, Evaluation, Analysis and Synthesis, each of which deserves brief consideration in this thesis.

He illustrates this by making use of concept words like "rebellion" (p. 35) and extends the pupils' grasp of the term by setting a variety of tasks - all of which probe deeper into the meaning of the concept. He begins by asking pupils to explain, in their own words, what a rebellion is. This is then elaborated upon by asking pupils to write a story about a rebellion. Once this has been done, pupils are asked to supply some examples of rebellions in history. By comparing the examples provided it is possible to sharpen the pupils' understanding of the concept being studied. Gunning describes this skill of "translation" as the ability to put partial definitions into other contexts. "It involves literally translating information from one level of abstraction to another, for instance from the relatively abstract language of a textbook to the probably less abstract 'own words' of a student and also from one medium to another, for example from a graph to words" (1978, p. 35). Hence, translation skills can involve the interpreting of graphs, maps, pictures, museum objects and original sources.

The fact that a pupil uses his own words, even though the language might be inelegant, is an important first stage, since it means that the pupil is becoming au fait with the concept by using it and elaborating on it. The task of translation also involves taking abstractions and transforming them into concrete terms. As we have seen, this type of activity is more likely to have relevance to the understanding of specific concepts for pupils, since many of them will be thinking at a concrete operational level and will be depending on their immediate experience for understanding.

Once the initial skill of translation has been mastered, the pupil can be extended by having to interpret the information he has acquired.

Interpretation can be an effective device in fostering a pupil's understanding of specific concepts. Through the study of original documents, plausible and implausible interpretations can be formulated, discussed, rejected or accepted. By these means the tentative nature of historical knowledge can be discovered at first hand by the pupils themselves. This realisation that the essence of history is largely interpretative rather than solid fact can be important in the formulation and development of a critical awareness among pupils.

Gunning's third stage in aiding concept acquisition is that of "application". By this he means that pupils are asked to use their existing understanding of a concept in new situations. By changing the situation slightly or by providing a new situation in which to apply the concept, within a short time the pupil ought to have grasped an understanding of that concept. This is important for a pupil working at the concrete operational level, because he can then move from the known to the unknown and theoretical. A pupil is more likely to understand concepts taught by this method, i.e. by discovery and guided direction, than if he is forced to learn facts. As Gunning states, application "is a very powerful tool for revealing his (the pupil's) level of understanding, as well as improving that understanding" (1978, p. 61).

Gunning defines "extrapolation", the fourth method of aiding concept acquisition, as "involving the student in constructing quite complicated forecasts about how a given situation might develop" (1978, p. 82). He advocates the use of simulation or historical games to make this skill effective. This provides a powerful teaching aid and also allows pupils to move from merely guessing at a forecast to a situation where they are weighing up all the factors involved. In this way the pupils' thought processes can be stimulated and this could result in their being able to adapt to even more complex material. Gunning does, however, issue a caveat, stating that pupils' minds should not be overburdened by unnecessary details and a complexity of factors. This point is emphasised by Hannan (1974, p. 168) when he states that history "should not be over abstract in form nor should it contain too many variables."

Having mastered the skill of extrapolation, Gunning advocates concentrating on and developing the skill of evaluation. He stresses that the skill of evaluation "involves quite simply, the making and communicating of judgements" (1978, p. 97). The essence of a good evaluation, Gunning believes, is the ability to support evaluation with reasons which should not be emotive, and which should contain all the relevant factors pertaining to the issue being discussed. The ability to evaluate material is indispensable to the historian and in order to do this, some expertise and competence in the evaluating procedure is required. Gunning suggests that a useful means of developing the skill of evaluation is to set pupils tasks involving comparisons. In this way pupils will have the opportunity to become involved in the task of evaluation. Evaluation can be at a concrete level, pupils being asked to assess the effectiveness and usefulness of weapons, buildings or machinery, or at a more abstract level, depending on the pupils' progress.

The final two means that Gunning has proposed as aids to concept acquisition are "analysis" and "synthesis". By this Gunning means the ability to get to the essence and core of any information provided, to dissect it and then finally to "make an orderly and comprehensible synthesis in spoken or written form" (1978, p. 126). Gunning suggests the use of project work as an excellent means of developing analytical skills. In this way the pupil is left to set his own tasks and make his own decisions as to what to include or exclude. Project work also offers pupils the opportunity "to make genuine, major decisions about the form of presentation as well as its ordering" (1978, p. 138). As such it will involve the pupil in the skill of synthesis. Gunning believes it is essential that the pupil, in order to improve his skill in synthesis, be given practice in writing small pieces of prose. Having become proficient in this activity, the pupil can then build towards developing more lengthy pieces of work.

Throughout his work Gunning is careful to emphasise that the historical material being supplied to pupils should not be too advanced for it would be either rejected or assimilated in a meaningless way by the pupil. Gunning's work does much to provide a useful, practical approach to the teaching of history and also raises interesting issues on syllabus content which he believes is too overburdened.

Shemilt, in his evaluation of the Schools Council History 13-16 Project provided evidence to support the view that "pupils' understanding of the methods, logic and perspectives of history can be significantly enhanced" (1980, p. 10). He also comments on the fact that the "project experience had a profound effect upon trial pupils' appreciation of the nature of historical enquiry" but also points out that the "success was specific not general", and whilst "adolescents gained considerable insight into what the historian means by such ideas as 'causation', 'development' and 'change' they could not, as a result of History 13-16 produce more coherent prose" (1980, p. 10). Whilst Shemilt points out that "All children in the relevant age and ability range can radically improve their understanding of such concepts as causation and continuity in history," he also discloses that "only a minority of bright G.C.E. candidates seem able to construe these concepts in historically and philosophically acceptable ways" (1980, p. 11). Despite this, in general, in formal tests focusing on "the apprehension of such concepts as 'change' and 'development', 'causation' and causal explanation, the conceptual superiority of History 13-16 candidates (proved to be) significant, consistent and uniform" (1980, p. 12).

If one subscribes to the generally held view that pupils "develop the capacity to think in the abstract rather later in history than in other areas of the curriculum, and it is likely that many children leave school operating at a concrete operational level" (Steele, 1976, p. 16), the question that needs to be answered is, can a pupil, irrespective of chronological age, be aided in acquiring concepts in history through a methodological approach? Whilst Steele (1976, p. 16) states that "It has not been clearly established that one can accelerate the transition from one level of thought to another", he also concedes that "there is evidence that the teacher can improve the quality of the thought processes." Shemilt takes up, and elaborates, on this point, saying "One of the most important lessons of the History 13-16 is the demonstration of an immense variation in the levels of historical conceptualisation achieved by children of similar abilities and social backgrounds. Indeed, in determining the level of a child's conceptual attainment, the character and quality of the teaching he receives is, if anything, more important than his measured intelligence" (1980, p. 85). Shemilt explains that this observation pertains "solely to the pupil's understanding of the logic,

methods and perspectives of History and not to his ability to write continuous prose nor to the number of variables that he is capable of handling at any given moment" (1980, p. 86). This would tend to confirm Bruner's (1961) belief that a young child is capable of learning historical concepts at an early age through teaching the methodology of history to the child. Needless to say, the contents of such a course would need to be simplified so that children are faced with a form they can understand. In this respect, Gunning's hierarchical development of seven skills, if followed, would provide an excellent basis in the acquisition of concepts. Yet, it is the teacher's responsibility to identify the level of the pupils' thinking. Having ascertained this, he can use it as a foundation for encouraging mental growth. It would appear that methodology can play a significant role in aiding the acquisition of concepts. Stones (1967) "found the ability of adolescents to think in historical terms was significantly improved after they had studied a unit teaching the definitions and inter-relationships of important concepts used in her material" (quoted in Steele, 1976, p. 21). Both Coltham and Gunning recommend vocabulary lessons at the beginning of a new section of work to identify possible "problem" areas. In this way a quick check that the essential terms are being interpreted correctly can be made.

Finally, it should be noted that all the pupils in Shemilt's evaluation of the History 13-16 Project were sixteen years or younger. These results, therefore, should be set against those more pessimistic views of historical understanding which suggested that it was impractical to expect pupils to handle abstract concepts until at least the age of sixteen. In terms of this thesis, it should be noted that white pupils in South African schools are normally fifteen years old, or older, in Standard 7. If Shemilt's arguments are accepted, to look for some clarity of concept, after reasonable textbook clarification and appropriate methodology used by the teacher, should not be an impossible demand.

Even more important than language learning, is the need to escape from the rote-learning that occurs in many South African schools, the headlong rush through the syllabus, with little or no time for discussion, let alone for comprehension of the 'facts'. The futility of attempting to teach history as an abstract subject at whatever chronological or mental age the pupil has reached, should be apparent. It can be a far more



meaningful experience for a pupil, no matter what his age, if the teacher is able to relate the subject to him. The use of discovery methods, visual evidence and meaningful activities can all have an important impact upon the child and aid in his understanding of the subject. In this regard, the syllabus formation and content is of immeasurable importance in providing a framework which can be effectively utilised to aid pupils in their acquisition of historical concepts. It is to this aspect that the next chapter is dedicated.

## CHAPTER TWO

## THE CAPE EDUCATION DEPARTMENT SYLLABUS AND ITS EXAMINATION

During the last decade there has been a growing concern amongst history teachers at the waning popularity of their subject and the general tendency for pupils, when given the choice, to opt for other subjects. This is not merely a South African phenomenon, but has been found to occur elsewhere, especially in Britain. At a time when an increasing number of adults are showing an interest in the discovery of their past, the younger generation are, apparently, foregoing such an interest in preference for other subjects, often of a more practical nature. The reasons given for this decline in popularity are numerous.

History is often regarded by both parents and pupils as being of no practical value. This would appear to be confirmed by the fact that university authorities are more likely to insist on mathematical or scientific competence as a criteria for entry into most courses in tertiary education. In some cases this competence is required even if the student plans to study Arts subjects. Moreover, the subject choices offered in the secondary school often have history as an option to more practical and popular subjects such as accountancy, biology, geography or art. At the other end of the scale, a less-able pupil who finds it impossible to handle the exigencies of the mathematical and biological sciences, may believe it possible to succeed in history, which has the reputation of being pure regurgitation of fact.

If pupils become the passive recipients of a mass of factual information, all too often repetitive, which in turn leads to boredom and disinterest with little real understanding on their part, this might be ascribed to the nature of the syllabuses, and the prescribed methods of examination which are in operation. The syllabuses have for many years been criticised as being overloaded and content-orientated. In order to complete the syllabuses, teachers have been obliged to move hastily and superficially through the material. This forces the adoption of a teacher-centred approach with "talk and chalk", textbook underlining and dictated notes being the norm. Frequently, the textbook is the only source

referred to by the teacher. Pupils tend, as a result, to accept its facts as indisputable. History is thus regarded by the pupils as a factual rather than an investigative subject.

There are two syllabuses which form the basis of secondary school teaching in the Cape Province. The more important is the core syllabus, determined by the Joint Matriculation Board, and followed by all pupils in all the schools maintained by the different education authorities in the country. It is applicable to Standards 8 to 10. It is a "core" syllabus and covers the minimum requirements demanded of the pupils. Technically, each education department is permitted a certain degree of latitude to develop their own particular syllabus, in that they may include material other than that stipulated in the core. However, no material contained in the core may be deleted. In reality, because of the amount of material contained in the core syllabuses, the general tendency has been for the various education departments to use the core syllabus only. The junior secondary phase (Standards 5 to 7) is technically developed independently by each education authority. In practice, however, there is a great deal of common ground in the different syllabuses. For example, the topics covered since 1985, at the Standard 7 level in the Cape and Transvaal white schools are almost identical.

Each syllabus comprises three sections: Aims and General Remarks, the Syllabus itself and a brief final section on how the content should be examined. Since this thesis is concerned primarily with historical concept development in adolescents in the junior secondary stages of high school, it is the junior secondary syllabus which will be concentrated upon. There are indeed greater differences found in the junior secondary syllabuses since the Joint Matriculation Board's common core does not apply to them. The Cape Education Department's junior secondary syllabus will be examined, since six of the nine schools used in the research for this thesis followed this syllabus. The remaining three schools, being private schools, were following their own syllabuses.

The aims listed in both the 1973 junior secondary syllabus and the new syllabus, for the Cape Province, implemented in 1985, are practically identical. The main difference is the inclusion of point 1.2.12. in the new syllabus which states that a study of history should "con-

tribute towards their (the pupils) understanding of history as an academic discipline and the intellectual skills and perspectives in this process, inter alia the dimension of time; the importance of putting events in their historical context; conceptions and terminology and interpretations and perspectives of historical knowledge."

This new item is of importance for the research undertaken in this thesis. For the first time specific historical understandings and their application are explicitly demanded of the pupil. In theory, this should lead to considerable changes in the commonly found methodology, criticised in the Introduction and in the opening paragraphs of this chapter. Some of the implications of this understanding have been assessed in the course of the research work.

The aims of both the old and the new junior secondary syllabus can be reduced to three broad areas of intention. These are, firstly, that pupils should attain an understanding of their contemporary world through their study of political, social and economic events. This study should help to broaden pupils' outlooks and to enhance their perception of current affairs. In particular, an understanding of major foreign events and trends will demonstrate the way in which these affect life in South Africa and pupils will realise that all events can be better understood if their historical background is known and appreciated.

Secondly, a study of history will inculcate into the pupil certain fundamental values such as tolerance, objectivity in his outlook, justice and liberty. Linked with this aim is the intention that a pupil will become conscious of his privileges and duties as a citizen.

Finally, it is intended that a pupil's study of history will provide him with a training in certain intellectual skills. He will be helped to adopt a critical approach to modern conditions and ways of life. He will also acquire an ability to express himself lucidly in speech and writing.

Evidently there appears to be a greater recognition and awareness by the compilers of the new syllabuses that there is a need to escape from the plethora of fact which threatened to overpower and swamp pupils who worked from the syllabus produced in 1973. This is borne out by point 1.3.3. in the new syllabus, under General Remarks, which reads: "The syllabus is designed to integrate the teaching of content, skills and

attitudes in order to contribute towards the growth and maturing of the pupils." The implication of these aims is that more is now required from both the teacher and the pupil. An understanding of the past, together with an ability to explain and interpret the evidence provided, is now required. Not only does the pupil need a variety of skills to achieve this; skills such as the ability to select significant evidence, analyse and synthesise it, interpret, extrapolate and finally expand on it, but pupils are also required to demonstrate an understanding of the evidence provided and required to empathise with past experiences. The pupil, it would seem, is to understand that "historical knowledge is grounded in reason...must understand something of the subject's perspectives logic and methods" (Shemilt, 1980, p. 2).

Unfortunately, there has been little attempt made by the co-ordinators of the syllabus to relate the aims outlined specifically to history and its teaching method. There is no evidence to indicate that the syllabus has been designed to link the teaching of content with skills and attitudes. As Van den Berg and Buckland (1983, p. 10) state: "The aims of the new syllabus are therefore still better understood as a set of justifications for the teaching and learning of history, without any attempt being made to show how any specific aim is to be achieved by the syllabus or by any specific part of it." One is left with the impression that the designers of the syllabus are merely paying 'lip-service' to the modern theorists on history teaching such as Fines (1983), Gunning (1978), Sylvester (1976), Shemilt (1980) and the proponents of specific objectives-planning by teachers such as Bloom (1956) or theorists such as Bruner (1961). The major emphasis still appears to centre on syllabus content.

What is more disturbing are some of the points made as 'General Remarks' in the new syllabus in which the compilers put forward a series of propositions which are divorced from the aims espoused, for example, 1.3.2. states: "The syllabus ensures that the pupils will gain detailed knowledge and understanding of selected events in the history of South Africa and the rest of the world and develop a broad understanding and general knowledge." Yet nowhere are pointers given as to how this broad understanding is to be achieved, or, in fact, to be measured other than through content-orientated assessment. Whilst there is an awareness of the problem of the repetition of certain topics within the syllabus and the disadvantages inherent in this, little of practical assistance has been pro-

vided for teachers to obviate this. Teachers are left to their own resources, merely being informed that they are challenged to develop new perspectives and approaches in order to avoid the disadvantages caused by repetition. Though it could possibly be argued that pupils' concept acquisition could be enhanced by a repetition of the coursework, it is more likely that the pupils will become bored. This boredom can have a detrimental effect upon the pupils' motivation and, therefore, their achievement and understanding of the processes of history.

Van den Berg and Buckland (1983, p. 9) sum up the section on Aims in the old (1973) syllabus by stating: "To put it bluntly, the section of the existing core syllabus entitled 'General Aims and Remarks' might just as well have been omitted for all the impact it has had on history at school level." It can be claimed that they could as easily have been talking about the syllabus implemented in 1985.

The second part of the syllabus is a basic outline of the content to be covered in each year. It is in this area that the major changes and modifications to the syllabus have occurred. The biggest change that has occurred in the junior secondary phase, has been the removal of the biographical approach, which was characteristic of the junior secondary 1973 syllabus, especially for Standards 6 and 7. It is now replaced by a thematic approach. More time has been allowed for a detailed survey of the various themes. In Standard 5, pupils are required to study two themes in depth in the General History section. The remaining five themes are to be studied in broad outline only. This contrasts significantly with the 1973 syllabus which provided a frantic rush through the same seven themes, even suggesting how many periods should be spent on each theme. The South African component of the Standard 5 syllabus essentially covers the same ground as that of the 1973 syllabus but is innovative in that it allows a study of the indigenous people living at the Cape in the eighteenth century. Despite the fact that the syllabus is Eurocentric in view and reflects essentially the white perspectives of history, it is pleasing to note that some provision, albeit small, for the study of indigenous peoples has been included. It would be hoped that pupils' empathy, appreciation and understanding of other peoples and their cultures could be nourished through such a study. This would inevitably depend upon its treatment and methodology employed by the teacher

and possibly the textbook. Similar modifications in treatment and approach could also temper some of the Eurocentric emphasis in other themes in the South African section of the syllabus.

The Standard 6 General History syllabus has as its basis the events up to the end of the eighteenth century that contributed to the formation of the modern world. Special emphasis is given to the Renaissance; the Reformation; the colonising enterprises of the Portuguese, Spanish, Dutch and English; the Industrial Revolution in Britain and the French Revolution and its aftermath up to approximately 1800 A.D. As was the case in the Standard 5 year, the syllabus has been pruned to more manageable lengths in that only two of the five themes offered need be covered in detail, whilst the other three are to be studied in broad outline only. In the South African section of the syllabus, the biographical approach has been dropped entirely and the content has been greatly reduced. Only three themes have to be studied, the Mfecane and its aftermath, the Second British Occupation of the Cape and the Great Trek.

The Standard 7 year is particularly innovative in the new syllabus. Five themes have been selected for study in the General History section. These cover important world events since 1800. A certain amount of choice has been permitted to pupils, in that they have to study three of the five themes. Within the themes themselves there is a choice offered. For example, the case study of Nationalism in the Modern World has as alternatives either the unification of Italy or the development of Israel as a nation state. The same is true of Wars in the Modern World where the teacher can choose aspects of either the First or Second World Wars depending on his preference. Scope is also provided for the study of a number of Third World countries, albeit in broad outline, as well as one independent African country. Here is an opportunity for an innovative teacher to utilise the greater freedom of choice offered by the syllabus to explore other peoples' cultures and their beliefs, to make pupils aware of the variety of differences, and some of the similarities, which exist between people.

Insofar as the South African section of the Standard 7 syllabus is concerned, once again there is a far greater freedom of choice than that provided by the 1973 syllabus. Five topics are offered, of which three only need be covered. While one can applaud the inclusion of the topic

dealing with the social and economic consequences that the discovery of gold or diamonds has had on South Africa, this is, unfortunately, negated by the fact that the remaining four topics all emphasise the constitutional and political development of South Africa. It is interesting to note that the syllabus includes "A concise outline of the constitution of 1983 at central level", which ostensibly falls outside the realms of the Standard 7 syllabus which has as its limits the years 1854 to 1961. One has the impression that this theme has merely been 'tacked on' as an afterthought.

The Standard 7 year is an important one for historical studies at school. It is the last year in which History is compulsory. It is particularly important that the content and its presentation should be stimulating for two reasons. Firstly, it could fulfil the aim of creating a lasting interest in history so that in adulthood the pupil will continue to read history. Secondly, it could encourage more children to choose history as one of their six subjects in the final phase of schooling.

It can be argued that a heavy emphasis on political, constitutional and diplomatic history is not the best diet for a fourteen or fifteen year-old pupil. These topics all too often contain technical terms and concepts which a pupil may only partially understand, yet may still deceive the teacher into believing that they are fully understood by stringing together phrases and sentences memorised from textbooks. A knowledge of a sort is thus demonstrated but not a true understanding. It is only with constant use that the pupil will become au fait with the terms, but this is dependent upon whether time has been taken initially to explain the word or concept to the pupil. As Fines states: "In history the child is dealing with everything at once remove; coping with facts that are not directly observable and with techniques that must be invented by himself in conformity with those exercised by his mentors. In History nothing is truly concrete, nothing can be handled or passed down in any real sense, for even the 'facts' do not become the facts for the operator until he has worked on them in such a way as to recognise them as such" (quoted in Shemilt, 1980, pp. 42-43). The fact that the 1985 syllabus has been pruned dramatically might result in more time being available to the teacher to explain and elaborate on the concepts being dealt with. This is more likely to be the case than when the syllabus is overcrowded and the teacher feels obliged to cover the prescribed work, omitting nothing.



Teachers in the junior secondary phase theoretically have considerable freedom (because examinations are conducted internally) to control the syllabus and formulate the teaching method to be adopted with few external constraints. In practice, however, this does not often occur. The teacher takes as a model the basic format adopted by the external examining board in order to give pupils 'practice' in answering the type and variety of questions that they are likely to encounter when facing the "ultimate test" - the matriculation paper. This practice is, however, not exclusively South African. The I.A.M.M. in the Teaching of History (1965, p. 13) pleads: "The external examination should not be permitted to dominate the syllabus of the whole school." It is sometimes as early as the Standard 7 year that schools begin to devise examination papers with the same format as that which will be encountered in the Standard 10 paper.

The junior secondary course places few limitations on evaluation. All that is stipulated is that the syllabus for each standard should be examined in its prescribed year. There is a general caveat that work should not be repeatedly examined throughout the year. Provision is made for periodic testing during the year and/or a formal examination at year end. In keeping with the aims expressed "Care must be taken to avoid the testing of mere ready knowledge." Evaluation should not be a mere rote memory exercise. The history teacher should not have as his sole educational objective the learning of facts, since such knowledge is usually sterile. The stress should not be so much on facts as on the use of these facts. Pupils should be encouraged to progress beyond the acquisition of knowledge purely for its own sake. This approach is linked with point 1.3.3. in the General Remarks in the new syllabus which states: "The syllabus is designed to integrate the teaching of content, skills and attitudes in order to contribute towards the growth and maturing of the pupils." What should be attempted is for pupils to be taught how to collect, collate and present information and thus begin to learn to think for themselves. As Boyce claims (1968, p. 124) "'Content' should not be thought of as referring to the subject matter only; the processes involved in studying the subject are equally important. In the study of history, content is usually taken to include all the factual details of the subject as defined by the syllabus, but the processes are the skills required to use the data."

There is another aspect of syllabus construction which deserves brief consideration. This is concerned with the stage or stages of development

at which junior secondary phase pupils are likely to have reached. A number of pupils will still be operating at Piaget's concrete operational stage throughout the phase. Others will be moving gradually into formal operations. In the case of the less advanced pupils the implications of the examination requirement, that the pupil should write essays or paragraphs for at least two-thirds of the total mark, should be carefully considered. To such pupils, writing extended prose is as much a test of linguistic competence as it is of historical knowledge. The remaining one-third of the marks are awarded to questions requiring one word answers. It is true that here scope is provided for the teacher to use this type of assessment meaningfully, so as to avoid the testing of mere rote-recall knowledge. Point 3.1.1.2. in the new syllabus states that "a variety of types of short questions shall be used." It is likely, however, that teachers will often tend to confine their questions to the simplest and least demanding of the short question types. Though this might appear to be an overly negative view of the examination processes in operation, by allowing the teacher as much freedom in the selection and method of testing as has been done, whilst providing a model in the form of the final matriculation paper, it would be a foolish and naive teacher indeed who abandoned this structure as a basic guideline. If mere regurgitation of facts is the main requirement to achieve success in public examinations, it is unlikely that any other process will be used for teaching in earlier years. At the time of writing the first Standard 10 papers based on the new syllabus have not been written, so it is not possible to see whether there has been significant reversal in the type of questions demanding "the widely prevalent practice of a one-directional teaching of 'facts' by the teacher and the learning and regurgitation of those same facts by the pupils" (Van den Berg and Buckland, 1983, p. 11).

Three points can be made which could ensure that the study of history is more meaningful than it is at present for South African children.

Firstly, there would appear to be still too little commitment to the stated aim of the syllabus that history should foster and contribute to an understanding and appreciation of other people's heritages and cultures since the syllabus is still predominantly Eurocentric in outlook. This is particularly true of the junior secondary course. It exhibits a group-centred approach based particularly on the role of Afri-

kaner whites and their fortunes. The new syllabus shows only a slight improvement upon the old. Such an emphasis could alienate some pupils and make it generally difficult for children to understand the values of one group if they are not appropriately compared and contrasted with others. Such presentations are not excluded by the syllabus, but their presence in the classroom is often dependent upon the textbook being used.

Secondly, there is also a great need to align the General and South African components of the history course (especially in the junior secondary phase), to prevent the disparity which occurs at present. It is difficult to follow the General Remark 1.3.7. that "It is essential that themes from General and South African History be treated alternately." The Standard 5 syllabus in particular is not chronologically aligned. Bearing in mind that pupils in this year will be at the concrete operational stage, as described by Piaget, it will be exceedingly difficult for the pupil to assimilate, internalize and understand the differences between life in the Middle Ages in Europe and Life in Cape Town in 1707. Though the chronological difference is not as great in either the Standard 6 or 7 syllabus, it nevertheless exists. By aligning both the General and the South African components of the syllabus more meaningfully than is the case at present the confusion engendered by the disparity in time could be eliminated.

Finally, the syllabus should be presented in such a way that pupils can become aware that history is a problematic study and that it is not merely a series of accepted judgements. Although it is concerned with the reduction of uncertainty through historical explanations, there is no one historically 'true' explanation that eliminates all alternatives. South African history is particularly rich in controversy. It can thus provide an extraordinarily useful area for teaching and learning about history as a process. This is unlikely to occur, however, whilst the pattern of inculcating historical knowledge at the expense of any significant attempt to come to grips with an understanding of history as a discipline is enforced through the syllabus and the process of education.

As Marjorie Reeves (1980, p. 48) says, "Syllabus making has to be governed not by 'what they ought to know' but what they can appropriate and therefore enjoy." South African syllabus designers would do well to bear this

in mind, for it is only when this has been achieved that the immediacy and vibrancy of history will be attained by pupils.

### CHAPTER THREE

#### THE RESEARCH DESIGN AND THE TEST

There was a two-fold intention involved in the research:-

1. To discover whether pupils who have covered certain topics are able to assimilate the concepts they contain to a better extent than pupils who have not encountered these topics.
2. To discover whether the pupils' understanding of a concept is directly related to the clarity with which it is presented in the textbook being utilised.

In order to discuss these two statements it is important to have a working definition of what is meant by the word 'concept': Gunning gives a useful definition when he says "Concepts are ideas, usually expressed in words, to describe classes or groups of things, people, feelings, actions or ideas having something in common, e.g. emperors, artillery, princes, envy, retreat or liberalism" (1978, p. 14). As Gunning points out, while many concepts are abstract in nature, there are also those which describe specific concrete objects such as pikes and muskets. It is possible that pupils will have more difficulty in handling abstract concepts such as socialism, fascism and nationalism than concepts of a more concrete nature, such as gun and sword.

A multiple choice test of twenty concepts was devised in order to discover whether some pupils, having been exposed to certain topics, were better able to assimilate and interpret key concepts than those pupils who had not previously encountered the topic. This multiple choice test (see Appendix 1) was applied in nine Eastern Cape and Border schools. It was decided that the research would be carried out using all the Standard 7 classes of the nine schools. This level was chosen because Standard 7 is the final year in which history is a compulsory subject. After this year alternatives are offered to pupils in the senior secondary phase of three years which leads to the matriculation examination. If pupils find difficulty coping with the subject at this early stage, i.e. Standard 7, it would seem likely that, given an option, they would probably choose

one of the many alternatives available.

Seven hundred and fifty-eight Standard 7 pupils of varying abilities and attainment in history completed the test. Since it was one of the stipulations of the Provincial Administration of the Cape of Good Hope that "no pupil, teacher, principal, school or parent may be identified in any way", it has been necessary to identify each of the nine schools alphabetically, A-I inclusively.

In all there were six state schools used in the research, three of them are boys' schools; two are for girls and one is co-educational. Three private schools were also used in the research, a boys', a girls' and a co-educational school. All nine schools selected were English-medium, European schools. The rationale behind the selection was the realisation that possible subtle nuances contained in the test distractors would prove difficult if not impossible to express in an identical manner in another language. Similarly, the test was not implemented in African schools since it is known that pupils are disadvantaged by having to work in their third language. This area, indeed, requires further research but falls beyond the limits of this thesis.

Schools A and B, both large boys' schools, having an enrolment of over six hundred pupils, were similar in that they drew their pupils from comparable socio-economic backgrounds. Both have boarding facilities which allow them to attract a wide range of pupils from varying socio-economic backgrounds. Both schools have well-established 'old-boy' societies and traditions.

School C, whilst smaller in size than either A or B, with only two hundred boys, is similar to school B in that it is situated in a small town. It attracts pupils from middle-class backgrounds. It also has boarding facilities.

Schools D and E, both girls' schools, are of a comparable size, each having approximately 350 pupils. Both are located in small towns, are well established, and have boarding facilities. As such they are able to appeal to a far wider area for their intakes than if they were merely day-schools.

School F is a co-educational school of 850 pupils (450 boys and 400 girls,

approximately). It is located in a large city. It draws its pupils from a middle to lower-middle class background. It is a day-school.

The three private schools labelled G, H and I respectively, are a boys' school of 450 pupils, a girls' school of 250 pupils and a co-educational school of 300 pupils (200 boys and 100 girls). They are all located in a small town. All have boarding facilities and draw their pupils from the more affluent levels of society. This information is summarised in Table 1.

TABLE 1

SCHOOLS USED IN THE TEST

<u>School</u>	<u>Boys</u>	<u>Girls</u>	<u>Co-ed</u>	<u>Size</u>	<u>State</u>	<u>Private</u>	<u>City</u>	<u>Town</u>	<u>Boarding</u>	<u>Day</u>
A	*			600	*		*		*	
B	*			600	*			*	*	
C	*			200	*			*	*	
D		*		350	*			*	*	
E		*		350	*			*	*	
F			*	850	*		*			*
G	*			450		*		*	*	
H		*		250		*		*	*	
I			*	300		*		*	*	

The history departments in all nine schools were also studied since it was felt that the size of the various departments could be a contributory factor to the outcome of the results. Was, for example, the history department in a particular school a tightly-organised specialist unit comprising one or two teachers whose only responsibility was to teach history, or did it consist of a group of teachers involved in many other disciplines? It is reasonable to assume that inexperienced teachers and/or non-historians, would be more likely to be textbook bound in their teaching. It is possible, but not inevitable, that teachers responsible for a number of different subjects, could fit such a description.

Thus, by studying the results produced by the various schools and comparing them to the history department's composition, it is possible that some in-

timation of the pupils' understanding of a concept being directly related to the clarity of its presentation in the textbook, might be forthcoming. Table 2 gives an indication of the departmental organisation in the nine schools studied.

TABLE 2

HISTORY DEPARTMENTAL STAFF

<u>School</u>	<u>Teaching history exclusively</u>	<u>Teaching subjects other than history</u>	<u>Total</u>
A	3	-	3
B	2	3	5
C	1	2	3
D	1	2	3
E	1	2	3
F	2	2	4
G	2	4	6
H	1	1	2
I	1	2	3

It should be noted that in only one school (School A) did the number of full-time history teachers comprise more than half the total complement of teachers responsible for the subject. It is also worth noting that, from the point of view of the limited characteristics explored in this table, that two of the three private schools were no better off than the state schools.

In fact, when these implications of the experimental and control schools' teaching arrangements are considered, it is unlikely that test results would be significantly related to the organisation of the history department in any one school. A preliminary analysis of the test results confirmed this and this aspect of the investigation was taken no further.

The next task of the investigator was to devise a test which would enable pupils to reveal their grasp of a set of concepts related to a commonly taught history topic in Standard 7.



Concepts from the period 1933-1939 of the European section of the syllabus were selected as the area of research, since this period is offered as an option in the Standard 7 Cape Education syllabus. A specifically European area was chosen lest pupils were adversely affected by factors already familiar to them. It was discovered that Schools A, B, C, D and E had covered the relevant section prior to the time of testing, which was undertaken before the middle of the year. The private schools, G, H and I, together with School F (which had opted for the alternative choice offered by the Standard 7 syllabus, i.e. Aspects of the First World War) had not covered this topic. Schools G and H in the Standard 7 year follow the British Schools Council Course 'What is History?', during the initial six months of the year. It is only in the latter half of the year that pupils are given the opportunity of studying twentieth century European history. School I has as its general history component the Reformation and the Early history of America. It does not deal at all with Europe in the twentieth century. As these four schools had not covered the topic, it was possible to use their test results as a form of control.

There are two aspects which might limit the value of the results obtained from these 'control' schools. Firstly, it is not possible to ascertain to what extent the concepts were generally known to the pupils, even if they had not been the subject of specific instruction. Secondly, almost half of the control group were pupils attending private schools. The work of S K Stones (1967) (as quoted in Steele, 1976, p. 21) has shown that the ability to think in abstract terms about history is related to the pupils' level of intelligence, to their verbal fluency, to their personal reading habits, to the reading habits of their family background and to a general interest in history. It could be that the results produced by the control group could reflect some of these factors. This aspect might, however, be balanced by the fact that the rest of the sample of the control group is drawn from a middle to lower-middle class background.

Concept acquisition could have been tested in a variety of ways. Pupils could have been asked to supply, in their own words, a simple definition for the concept being tested. Another way would have been to adopt the method used by Hallam. In Hallam's work (1967), one hundred pupils aged between eleven and sixteen were presented with three historical passages on Mary Tudor, the Norman Conquest and the Civil Wars and Ireland. They

were asked a variety of questions based on the historical passages to discover whether they could use the material in a logical manner and perhaps judge issues on criteria appropriate to each of the historical periods studied.

De Silva's method (1972) (quoted in Steele, 1976, p. 16) used a representative set of passages and sentences, each with a historical concept inserted in them. In each case the key word was replaced by its equivalent in Sinhalese. The children had to work out the meanings from conceptual cues within the passages.

Booth's (1983) approach was to use an objective test involving ten key concepts. Each concept was encoded and embedded in a series of six sentences. From the contextual cues the pupils were left to deduce the correct meaning of the word. For example, Imperialism was encoded as Mudsit and some of the sentence cues read:

1. The nineteenth century was a great age of Mudsit.
2. The search for new markets can lead to mudsit...

The approach adopted in this research thesis was that used by Charlton (1952). It was a multiple choice questionnaire. Since there were practical problems of geographical distances involved in reaching the selected schools, timetable differences from school to school and within the various schools, which made it impossible to administer the questionnaire simultaneously to all members of the population, the researcher was forced to rely on other people to administer the test. It was felt that a multiple choice questionnaire was not only the simplest to devise but would also provide the most objective results possible in the circumstances.

Five of the most frequently used Standard 7 textbooks were used to select some specific and frequently repeated 'concepts'. These were:

1. Active History - Standard 7, J Schoeman, A van Rensburg, S Oosthuizen and E Saks. De Jager-Haum, Pretoria.
2. History Alive - Standard 7, J Hall, J Barnes, S Bhana, P Krishna and E Frangenheim. Shuter and Shooter, Pietermaritzburg, 1985.

3. Timelines 7, H G J Lintvelt, A P Van Niekerk, O C Van Wyk. Maskew Millar Longman, 1985.
4. History 7 - the new syllabus 1985, H A Lambrechts, J J Bester, J Fourie, A C Swanepoel and C R Meintjies. Nasou Ltd., 1985.
5. Hitler and Germany, B J Elliott. Longman, 1966.

The distribution of these texts over the six state schools is shown in Table 3. Because, as has already been explained, the private schools devised their own syllabuses for the junior secondary phase, their textbooks and resource materials were not analysed for the purposes of this Table.

TABLE 3

DISTRIBUTUION OF TEXTS OVER EXPERIMENTAL SCHOOLS

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
1		*				
2						*
3			*	*		
4					*	
5	*					

From this initial analysis, twenty-six concepts were selected as being relevant to an understanding of the period. Four of these concepts were considered to be too specifically related to the period and were rejected. They were Lebensraum, Blitzkrieg, Anschluss, and Great Depression. The concept of a republic was also discarded since it only appeared once in the five books. In the initial selection two similar words were included: referendum was finally rejected in favour of plebiscite since this was more commonly found in the specified sections studied. This left a list of twenty concepts which was considered to be a reasonable number since the test being devised had to be accommodated in a thirty-five minute period. It was felt that a pupil's interest and enthusiasm would be maintained if the test was kept relatively short. At the same time, it was necessary to ensure that a sufficient number of concepts was being

tested to provide adequate data. These 20 concepts (see Table 4) formed the basis of the multiple choice questionnaire (see Appendix 1) around which this thesis is centred.

TABLE 4

CONCEPT WORDS IN THE FINAL TEST AND THEIR OCCURRENCE IN TEXTBOOKS

Concept (as occurring in questionnaire)	Occurrence in textbook					Total number of occurrences
	1	2	3	4	5	
Coup d'état	*		*	*		3
Nationalism	*	*	*	*		4
Ultimatum	*	*	*	*		4
Expansionism		*	*	*		3
Totalitarian State				*	*	2
Constitution	*	*		*	*	4
Plebiscite				*	*	2
Communist	*	*	*	*	*	5
Socialist	*				*	2
Fascist	*	*		*	*	4
Democracy	*	*	*	*		4
Dictator	*	*	*	*	*	5
Propoganda		*	*	*	*	4
Appeasement	*	*	*	*	*	5
Invasion	*		*	*	*	4
Minorities			*		*	2
Military Occupation	*	*	*	*	*	5
Self-determination	*		*	*		3
Annexation	*	*	*	*		4
Re-armament		*	*	*	*	4

As can be seen from Table 4 not all of the concepts appeared in the five textbooks cited but they appeared sufficiently regularly to be included in the test. Four of the concepts appeared in all of the textbooks studied, nine in four of the textbooks, three in three of the textbooks and four of the concepts appeared in only two of the textbooks. For fourteen of the twenty concepts, in other words, it could be claimed that there should have been reasonable exposure to the word and its concept meaning for the vast majority of the pupils.

The test required the pupils to identify an appropriate definition. Turner's questionnaire was used as an initial model. Additional question and answer alternatives were devised and subsequently modified over a period of two months. For example, the initial draft dealing with the concept of self-determination was phrased in this way:

**Self-determination is:**

- (a) making improper use of something or someone for your own advantage;
- (b) examining all the choices one has before acting;
- (c) the art and skill of conducting negotiations to your own advantage;
- (d) the belief that people have the right to rule themselves;
- (e) a system in which, during the nineteenth century, European culture was forced upon uncivilised people.

This was eventually modified, after consultation with other teachers, to read:

**Self-determination is:**

- (a) the habit of using something or someone for one's own selfish advantage;
- (b) examining all the choices in a situation, before taking determined action;
- (c) the art of conducting negotiations to one's own advantage;
- (d) the principle that people have the right to rule themselves according to their own wishes;
- (e) a policy in which European culture was forced upon uncivilised people during the nineteenth century.

Another example of fairly drastic modification was to the concept of a Totalitarian State which is integrally connected with the period in question and as such is highly relevant to an understanding of the period. The initial draft read:

**A Totalitarian State is one:**

- (a) which has an aggressive policy towards its neighbours;
- (b) which is very large;
- (c) where the people have no say in government, there is a single political party and no opposition is tolerated;
- (d) in which all citizens have equal political rights;
- (e) in which the citizens gain a say in government through their representatives.

The final form adopted was as follows:

**A Totalitarian State is one:**

- (a) which has an aggressive policy towards its neighbours;
- (b) which is very large and aims at total world domination;
- (c) where there is only one political party and no opposition is tolerated;
- (d) in which all citizens have totally equal political rights;
- (e) in which citizens gain a say in government through their representatives.

Changes such as these were made to provide more effective distractors in each case. It was important that distractors should, as far as possible, provide plausible alternatives to the key, and should reveal how a pupil's partial understanding of a concept could distort its meaning in its historical context.

Each of the twenty concepts went through a similar process of revision in this manner before those consulted were satisfied. Whilst possibly not perfect, the test was eventually considered adequate for the purpose of assessing a pupil's understanding, through recognition, of the concepts of the period.

Four of the questions went a stage further than merely seeking a pupil's recognition of the concept. These four questions required the pupil to have some understanding of the underlying principles of the concepts in order to identify the concept. The pupils were instructed to:

"Read the following imaginary conversation between FOUR speakers, each of whom has a different view on the part the state should play in the lives of citizens. Use this conversation, and your knowledge of history, to answer questions 8 to 11 inclusive.

Speaker 1: My country was founded upon the principle of freedom and this includes freedom from interference by the State. No government has any right to tell its citizens what to do with their own property.

Speaker 2: Freedom is an excuse for self-indulgence and so it should be curbed and individual rights surrendered for the good of all the people. A citizen reaches his full development only through submission to the state.

Speaker 3: If the people acting through the state owned all the means of production, distribution and exchange they would share out the country's wealth more fairly. At the moment the rich people control the country and there is no real freedom for the majority.

Speaker 4: There is a case for the state controlling some of the main industries but not all of them. It is quite possible to have an economy combining freedom and state control in order to obtain the best of both worlds."

Pupils were asked to identify the speakers most likely to be a Communist, a Socialist and a Fascist. Question 11 asked the pupils to identify the nationality of Speaker 1. The choices provided were American, British, German, Russian and Italian.

The final questionnaire offered five alternatives to each of the twenty questions. The pupils were given the following instructions:

- "1. Read through the explanations carefully.
2. Choose the one which you think fits best historically.
3. DO NOT write out the full explanation.
4. Place a tick in the correct box on your answer sheet."

An example of what was required was provided in the instructions in order to minimise any confusion that might arise. The example was preceded by this introduction:

"We have done one for you below, as an example:

25. A referendum is
  - (a) a system of laws and principles by which a country is governed.
  - (b) a direct vote by voters on some particular political question.

- (c) money paid by one country to another in return for aid.
- (d) the French word for treaty or agreement between two countries.
- (e) a group of voters who elect a member of Parliament.

We believe that (b) provides the best explanation historically, so we have ticked (b).

25	✓
----	---

Each question had only one acceptable answer, which was defined as "fitting best historically" in the instructions for completion of the questionnaire. The word "correct" was avoided when referring to the answers, as it was felt that many of the concepts could not be regarded as having a precisely correct historical definition without the support of a specific context.

Pupils were requested to place a tick in the correct box on a separate answer sheet (see Appendix 2). The instructions to pupils, the example of type of question and the answer sheet itself, were designed so as to avoid the possibility of problems arising from unclear answers. To this end the system of 'ticking' was selected in preference to one of circling letters on the answer sheet, or the writing of specific numerals or letters as examples, where, for example, handwritten "a's" and "d's", or "c's" and "e's" could be confused. Care was taken to ensure that pupils were aware of the length of the questionnaire, and that a particular question did not straddle two pages. The questionnaire was not referred to as a 'test', so as to avoid any negative responses often associated with such a word. Teachers administering the test were requested to allow no more than thirty-five minutes for its completion and not to aid the pupils in any way.

The wording of the instructions were clearly adequate since there were no mistakes or any apparent confusion on the answer sheets returned. The time permitted was also sufficient since every pupil was able to complete the entire questionnaire.

Several difficulties relating to uncontrollable variables were encountered, and administrative hitches also had to be overcome. With regard to the



latter, permission had to be obtained from the Provincial Administration of the Cape of Good Hope before the questionnaire could be distributed (see Appendix 3) and the conditions stipulated by these authorities had to be adhered to by the researcher. The main stipulations were:

1. that no pupil, teacher, principal would be under any obligation to provide the information required or to co-operate in the research in any way;
2. that no pupil, teacher, principal, school or parent would be identifiable in any way. In response to this proviso pupils were requested to supply only their form or class, their sex and the name of their school, which was then encoded, and these have not been referred to directly in this thesis;
3. that no research or data collection could be undertaken in the fourth term.

There were many variables which were beyond the control of the researcher and which may have affected the results of the tests. Of these variables, it is perhaps the differing linguistic competencies and levels of the test pupils which could have had the most effect upon the research. The questionnaire goes beyond the realms of historical teaching, and calls into play the ability of the pupil to comprehend certain words and lexical groups which may stretch his limited knowledge of English, which in the case of some pupils (particularly at the private schools involved) may not even be the home language. This in turn brings us to the possibility that pupils may have been able to hazard a guess at the answers to the question. Because there were five choices available for each question, the pupils would have had only a one in five chance of selecting the correct response to any question merely by guessing.

Another aspect which might have had an effect on the results of the research could have been racial variations among pupils, especially in the private schools (i.e. the control schools). As the questionnaire was anonymous, and did not ask for information on the race of the participants, the true effects of racial differences can never be known. However, since the number involved was less than 3% of the total sample, it might safely

be considered to have had an insignificant effect upon the overall results.

Psychological and sociological research has shown that the socio-economic background of children can have an effect upon their I.Q.'s and classroom performance. The work of Newman, Freeman and Holziner in 1937 (cited in Educational Psychology, 1970, p. 60) on identical twins has shown that twins who received similar educations were generally more alike in I.Q. than twins who differed considerably in this respect. They came to the conclusion that environmental factors have an impact upon performance. It is, therefore, quite possible that this factor had some effect upon the research, as the schools involved draw pupils from a wide cross-section of the community. In addition to this, is the fact that pupils were from both boarding and day schools, and were of varying ages from thirteen to fifteen. Obviously, the issue of socio-economic background is raised along with considerations such as access to newspapers, television and radio, all of which could influence a pupil's general knowledge and understanding of current and historical concepts and vocabulary.

Also worthy of mention is the influence that an individual teacher's style and enthusiasm may have on the ability of a pupil to grasp the concepts questioned. A pupil's interest in the subject matter may be severely dampened by an uninspiring textbook-bound teacher. On the other hand, a teacher who attempts to stimulate the imaginations of his pupils with varied and exciting approaches to the topics, may well succeed in helping the pupils gain an insight and understanding of those topics. Again, the effect of this factor could not be considered in this research due to the fact that the particular teaching methods adopted by the individual teachers were not studied.

## CHAPTER FOUR

## RESULTS FROM THE EXPERIMENTAL AND CONTROL SCHOOLS

As was explained in the previous chapter, the purpose of this study was two-fold. Firstly, it was to discover whether pupils, having been exposed to certain topics are better able to assimilate the concepts they contain than pupils who have not encountered them. Secondly, the intention was to discover whether a pupil's understanding of a concept is directly related to the clarity with which it is presented in the textbook being used.

The sample taken from nine schools in the Border and Eastern Cape area comprised 758 Standard seven pupils. This number was divided into an experimental and a control group. The experimental group was drawn from five state schools. There were 395 pupils in this group. They had all been taught the topic "Events leading to the Second World War". The five schools were coded A, B, C, D and E. The control group of 363 pupils was drawn from four schools, three private and one state school. They had not been taught the specific topic. They were coded F, G, H and I.

Table 5 shows the means and the standard deviation achieved by the pupils in each of the nine schools on the test which they were required to complete.

TABLE 5  
Means scores and Standard Deviation on the test

<u>School</u>	<u>Raw Score (correct answers)</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
A experimental	1115	125	8,92	3,19
B experimental	970	104	9,33	3,17
C experimental	466	43	10,84	4,16
D experimental	530	61	8,69	2,86
E experimental	506	62	8,16	3,05
F control	1168	183	6,38	2,44
G control	791	95	8,33	2,97
H control	319	37	8,62	3,01
I control	247	48	5,15	3,15

It can be seen that there was a tendency for the experimental schools to score more highly than the control schools but that the difference between the means of the two groups was not as large as might have been expected. It is somewhat alarming to note that, in a test on a topic that had already been taught to the pupils, only one experimental school (School C) was able to obtain a mean score of over 50%.

It can also be seen that there is a tendency for the scores from the experimental schools to have a greater Standard deviation than those from the control schools. It can be calculated, in other words, that in School C, two-thirds of the children score between 6 and 15, i.e. mean  $\pm$  one Standard deviation. The upper range is acceptable for a test on concepts basic to a period already studied. The lower end of the range, a score of 6, is, however, a very poor result.

From the results listed in Table 5 a test was made to establish if there was any significant difference between the results produced by the experimental schools and those produced by the control schools. These results are shown in Table 6.

TABLE 6  
Scores from Experimental and Control Schools

	<u>Total Raw Score</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
Experimental Schools	3587	395	9,08	3,32
Control Schools	2525	363	6,96	2,97

$$t = 9,30, \quad P < 1\% = 2,58$$

The results provided a 't' value of 9,30 which shows a highly significant difference between the two groups, with the greater mean score having been achieved by the experimental group. This difference can be interpreted as being most unlikely to have occurred by chance.

Comparisons were also made between the scores achieved by the boys attending the experimental schools and those of the control schools to see if there was any significant difference on the basis of sex. These results are shown in Table 7.

TABLE 7Boys' Scores from Experimental and Control Schools

	<u>Total Raw Score</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
Experimental boys	2551	272	9,38	3,42
Control boys	1521	214	7,11	3,03

$$'t' = 7,72, \quad P < 1\% = 2,58$$

These results produced a 't' value of 7,72 which shows that there is a highly significant difference between the scores obtained by the experimental group of boys and those from the control schools, with the difference being most unlikely to have occurred by chance.

A similar procedure was adopted to see if there was any significant difference between the scores obtained by the girls attending experimental schools and those attending the control schools. The results are shown in Table 8.

TABLE 8Girls' Scores from Experimental and Control Schools

	<u>Total Raw Score</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
Experimental girls	1036	123	8,42	2,97
Control girls	1004	149	6,74	2,88

$$'t' = 4,9, \quad P < 1\% = 2,58$$

A significant difference was clearly reflected by this comparison with a 't' value of 4,9. The difference was in favour of the experimental pupils.

To establish whether there was any significant difference between the results produced by experimental girls and the experimental boys a further 't' test was conducted. These results are shown in Table 9.

TABLE 9

Experimental Boys' and Girls' Scores

	<u>Raw Score</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
Experimental girls	1036	123	8,42	2,97
Experimental boys	2551	272	9,38	3,42

$$'t' = 2,82, \quad P > 1\% = 2,58; < 5\% = 1.96$$

When these results were examined, a 't' value of 2,82 was produced. This is significant at the 0,5% level of probability.

A similar testing procedure was adopted to establish whether there was any significant difference between the results produced by the girls at control schools and the boys at control schools. These results are shown in Table 10.

TABLE 10

Control Boys' and Girls' Scores

	<u>Raw Score</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
Control girls	1004	149	6,74	2,88
Control boys	1521	214	7,11	3,03

$$'t' = 1,18, \quad P > 5\%$$

A 't' value of 1,18 was produced. This is not a significant difference.

From these results and a careful analysis of Table 6 in particular, it can be seen that the results obtained by the experimental pupils, who have been exposed to the topic, and hence some, if not all, of the concepts being tested, are significantly higher than those produced by the control group. The results suggest that pupils having been exposed to a concept are better able to assimilate it than those who have not had such exposure. It should be noted, however, that although the difference is statistically highly significant, the difference is numerically a small one. Exposure has had some, but not an unduly large, effect on concept understanding. These numerically small differences are evident in all the other tests described in this first stage of the analysis.

The experimental boys tended to do significantly better than the control boys. Similarly, the experimental girls tended to do better than the control girls.

When an analysis was made of the results obtained by the experimental boys compared to those obtained by the experimental girls, it was found that there was a significant difference between them, with the boys doing better than the girls. A 't' value of 2,82, which is significant at the 0,5% level, was produced. However, this was not the case insofar as the control boys and control girls were concerned, where a 't' value of 1,18 was produced. This proved to be of no significant difference, although the numerical difference favoured the boys again.

In general, the following could be stated:

1. Experimental pupils tended to do significantly better than their control counterparts.
2. Experimental boys did significantly better than experimental girls.
3. There was no significant difference between the results obtained by control boys and those obtained by control girls.

The supposition that experimental pupils would perform better than control pupils, who had not been exposed historically to the concepts being tested, would seem to be confirmed by point 1.

It should be noted that in the experimental schools the boys did better than the girls. This result is at first glance somewhat surprising. History is a highly verbal subject and it is often found that girls are better in this particular cognitive area than boys. It could be, however, as Booth states (1983, p. 7), "that question form rather than content is of importance (here). In continuous writing tasks (for example, the traditional essay), girls seem to have an advantage over boys; with multiple choice questions boys perform better."

One possible explanation for the boys doing better might be the type of concept being tested. The concepts were of a particularly militaristic nature and might have found more appeal to, and stimulated a greater interest amongst, boys of fourteen or fifteen than to girls of the same age.

As there was no significant difference produced between the results obtained by the control boys and girls, it would appear that neither group was altogether conversant with the concepts being tested.

From these general results a more specific analysis was made on each of the twenty concepts being tested. A complete breakdown of the pupils' answers is given in Tables 11 and 12. These indicate the number of pupils answering each of the five alternatives as well as the percentage for each. The boxed percentage indicates the correct answer. Comparisons were made between the results obtained by the experimental group and those obtained by the control group to ascertain whether there was any significant difference.

**TABLE 11**  
**Standard Seven Experimental Group Answers. N = 395**

Concept	a		b		c		d		e		No response	
	—	%	—	%	—	%	—	%	—	%	—	%
1. Coup D'Etat	97	25	149	<span style="border: 1px solid black;">38</span>	17	4	33	8	98	25	1	0
2. Nationalism	74	19	23	6	48	12	51	13	199	<span style="border: 1px solid black;">50</span>	—	0
3. Ultimatum	35	9	36	9	217	<span style="border: 1px solid black;">55</span>	67	17	38	10	2	0
4. Expansionism	175	44	13	3	180	<span style="border: 1px solid black;">46</span>	23	6	1	0	3	1
5. Totalitarian State	21	5	94	24	110	<span style="border: 1px solid black;">28</span>	108	27	60	16	2	0
6. Constitution	23	6	17	4	265	<span style="border: 1px solid black;">67</span>	66	17	22	6	2	0
7. Plebiscite	112	<span style="border: 1px solid black;">28</span>	68	17	48	12	67	17	97	25	3	1
8. Communist	62	16	192	49	95	<span style="border: 1px solid black;">24</span>	31	8	15	3	—	0
9. Socialist	99	25	58	15	116	30	105	<span style="border: 1px solid black;">27</span>	15	3	2	0
10. Fascist	47	12	81	<span style="border: 1px solid black;">21</span>	91	23	92	23	74	19	10	2
11. Democracy	242	<span style="border: 1px solid black;">62</span>	44	11	29	7	49	12	31	8	—	0
12. Dictator	30	7	177	<span style="border: 1px solid black;">45</span>	70	18	47	12	70	18	1	0
13. Propoganda	111	28	68	17	7	2	4	1	203	<span style="border: 1px solid black;">52</span>	2	0
14. Appeasement	197	<span style="border: 1px solid black;">49</span>	42	11	58	15	37	9	58	15	3	1
15. Invasion	51	13	12	3	69	17	237	<span style="border: 1px solid black;">60</span>	25	7	1	0
16. Minorities	84	21	63	16	11	3	16	4	216	<span style="border: 1px solid black;">55</span>	5	1
17. Military Occupation	125	32	141	<span style="border: 1px solid black;">36</span>	14	3	6	1	106	27	3	1
18. Self-determina- tion	33	8	105	27	101	26	142	<span style="border: 1px solid black;">36</span>	13	3	1	0
19. Annexation	22	6	41	10	265	<span style="border: 1px solid black;">67</span>	25	6	40	11	2	0
20. Re-Armament	19	5	15	4	257	<span style="border: 1px solid black;">65</span>	25	6	79	20	—	0



TABLE 12  
Standard Seven Control Group N = 363

Concept	a		b		c		d		e		No res- ponse	
	—	—	—	—	—	—	—	—	—	—	—	
1. Coup D'Etat	157	43	100	28	31	9	30	8	43	12	2	0
2. Nationalism	93	26	45	12	65	18	54	15	96	26	10	3
3. Ultimatum	60	17	21	6	180	49	33	9	43	12	26	7
4. Expansionism	193	53	7	2	111	31	26	7	6	2	20	5
5. Totalitarian State	19	5	86	23	84	23	112	31	31	9	31	9
6. Constitution	31	9	32	9	184	51	66	18	34	9	16	4
7. Plebiscite	44	12	93	26	41	11	64	18	81	22	40	11
8. Communist	70	19	129	36	111	31	24	7	26	7	3	0
9. Socialist	91	25	54	15	94	26	88	24	19	5	17	5
10. Fascist	40	11	75	21	76	21	82	22	57	16	33	9
11. Democracy	241	66	34	9	19	5	37	10	25	7	7	2
12. Dictator	36	10	114	32	77	21	56	15	70	19	10	3
13. Propoganda	89	25	70	19	8	2	7	2	177	49	12	3
14. Appeasement	109	30	33	9	60	17	47	13	75	21	39	10
15. Invasion	64	18	10	3	81	22	186	51	17	5	5	1
16. Minorities	86	24	47	13	12	3	23	6	178	49	17	5
17. Military occupa- tion	209	58	49	13	13	4	1	0	85	23	6	2
18. Self-determina- tion	37	10	86	24	80	22	134	37	15	4	11	3
19. Annexation	33	9	80	22	130	36	43	12	41	11	36	10
20. Re-Armament	42	12	26	7	136	37	39	11	94	26	26	7

Of the twenty concepts tested, eleven proved to be significantly different, when a  $\chi^2$  test was applied. One concept was significant at the less than 5% level and eight proved to be not significant. For analysis purposes and convenience the twenty concepts were divided into three main groups: those that were highly significant at the 1% level, the one that was significant at the 5% level and those that had no significant difference. It will be noted that in Tables 11 and 12 there was a category allowing for a 'no response' by pupils. This was not included in the calculation of the  $\chi^2$  since the numbers involved were generally too small to have resulted in any significant change in the results produced.

TABLE 13

Concept: Coup d'état : correct answer b

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	97	149	17	33	98	394
Control	157	100	31	30	43	361
	254	249	48	63	141	755

$\chi^2 = 48,15$ ;  $df = 4$  significant at the  $< 1\%$  level.

The control group were misled by distractor (a) "a French word meaning a sudden set back in battle", in that 43% chose it. A possible reason for the control group's selection of distractor (a) might be because they see it as a foreign expression and thus associate it with being "a French word". The experimental group, whilst also being misled by distractor (a) were also misled by distractor (e) "the control of a country by the army". It would appear that the experimental group have a vague idea as to what a coup d'état is but have centred their attention upon the militaristic aspect of a coup and the army's possible involvement in such an action. A coup d'état in fact need not necessarily involve the army at all. Whilst 38% of the experimental group selected the correct answer, (b), only 28% of the control group did likewise. It should be noted that this concept was used in three of the five textbooks (see Table 4).

TABLE 14

Concept : Nationalism : correct answer e

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	74	23	48	51	199	395
Control	93	45	65	54	96	363
	167	68	113	105	295	748

$\chi^2 = 45,67$ ;  $df = 4$  significant at the  $< 1\%$  level.

This concept occurred in four of the five textbooks. In these circumstances it is disturbing that 199 of the experimental pupils identified it correctly, but that an almost equal number (196) failed to do so.

All the distractors received some measure of support from the control group. Only 26% of the pupils in the control group selected the correct answer (e) "a feeling of 'belonging together', shared by people who have such

things as language, culture and history in common". Since there was a wide dispersion of support for all the distractors, it would appear that control pupils in general were not very confident as to the correct answer. The experimental group had a 50% success rate in selecting the correct answer. The fact that both control and experimental groups tended to opt as their second choice for distractor (a) "a belief that all the people should have equal rights in their country", is interesting and indicates the parochial influence that pupils tend to harbour. In the South African context this is the generally perceived notion of nationalism, if it is applied to 'white' South Africans and to blacks in a series of independent homelands.

TABLE 15

Concept : Ultimatum : correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	35	36	217	67	38	393
Control	60	21	180	33	43	337
	95	57	397	100	81	730

$$\chi^2 = 21,66; df = 4 \quad \text{significant at the } < 1\% \text{ level}$$

49% of the control group selected the correct answer (c), whilst 55% of the experimental group were successful in choosing (c). This proved to be a significant difference between the two groups. Again this concept is one which appeared frequently (in four of the five textbooks). In this example it is difficult to identify the possible causes of the pupils' errors. With high exposure, the comparatively poor performance of the experimental group is again disturbing.

TABLE 16

Concept : Expansionism : correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	175	13	180	23	1	392
Control	193	7	111	26	6	343
	368	20	291	49	7	735

$$\chi^2 = 19,61; df = 4 \quad \text{significant at the } < 1\% \text{ level.}$$

Both the control and the experimental group were misled by distractor (a) "the belief that small countries should join together to form an expanded nation". This is probably as a result of the word 'expanded' which both groups could have associated with the word 'expansionism'. Despite the fact that both groups were misled by this distractor, more of the control group tended to opt for it than did the experimental group. Only 31% of the control group chose the correct answer (c) "the policy of a country to enlarge its territory by war", whereas 46% of the experimental group selected it. This word occurred in three of the five textbooks examined. At first glance, it would not seem to be a difficult one, yet less than half of the experimental pupils were able to identify it correctly. The result of this was statistically highly significant.

TABLE 17

Concept : Constitution : correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	23	17	265	66	22	393
Control	31	32	184	66	34	347
	54	49	449	132	56	740

$$\chi^2 = 20,16; \text{ df} = 4 \text{ significant at the } <1\% \text{ level.}$$

Although this concept occurred in four of the five textbooks, it was not particularly specific to the period. It has also recently received wide news coverage in South Africa, hence it could have been encountered by both experimental and control pupils in contexts other than the historical one. The relatively high results for both experimental and control groups, being 67% and 51% respectively, tend to confirm this view. The distractor (d) "the discussion of matters of political importance" attracted 18% and 17% of the control and experimental groups respectively. This is not surprising for, if pupils do not have a thorough understanding of the historical meaning of the term, there would still be possibly an awareness that a constitution was linked in some way to politics and the political sphere. They might have been conscious of the intensity of local debate on current adjustments to the constitution. In these circumstances it is not possible to assess whether textbook and/or teacher coverage, or general knowledge accounted for the comparatively high success rate amongst the experimental pupils. It is perhaps a

pointer to general current knowledge as the possible explanation, that the control pupils obtained one of the better results on this item.

TABLE 18

Concept : Plebiscite : correct answer a

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	112	68	48	67	97	392
Control	44	93	41	64	81	323
	156	161	89	131	178	715

$$\chi^2 = 29,17; \text{ df} = 4 \text{ significant at the } <1\% \text{ level.}$$

Since 'plebiscite' is an uncommon word, it is hardly surprising that it proved to be a major difficulty to the majority of pupils. It should be noted that the word occurred in only two of the five textbooks. The experimental pupils fared slightly better than their control counterparts, with 28% as opposed to 12% selecting the correct answer. The experimental group's answers were fairly evenly distributed between the five options provided. This was also the case with the control group. The control group tended to opt for choice (b) which read: "a derogatory term meaning a person of inferior status or intelligence". This was probably as a result of associating the concept with the colloquial expression 'plebian' which has these implications. An appreciable number of control pupils, 11%, made no attempt to provide any response. This would seem to suggest that these pupils had no idea of the term's meaning, nor were they even prepared to hazard a guess at the correct answer, despite the fact that there was no threat of punishment or degradation if a wrong answer was made.

TABLE 19

Concept : Communist : correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	62	192	95	31	15	395
Control	70	129	111	24	26	360
	132	321	206	54	41	755

$$\chi^2 = 16,34; \text{ df} = 4 \text{ significant at the } <1\% \text{ level}$$

This was the only instance that the control group produced significantly better results than the experimental group. This result gains in significance when it is noted that the word occurred in all five of the textbooks analysed. The question on the concept required more than a recognition of a definition, it required an interpretative analysis on how a communist would view his state. Distractor (b) which emphasised the curbing of individual rights and submission of the citizen to the state tended to mislead both control and experimental pupils. This view would possibly be the more popular view which emphasises the repressive nature of communist society. Hence, it is in all likelihood the general knowledge of what a communist state is reputed to be like as reported by the media that has influenced the pupils in their selection of (b). It can be claimed that this is one of the most disturbing results in the whole test.

TABLE 20

Concept : Appeasement : Correct answer a

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	197	42	58	37	58	392
Control	109	33	60	47	75	324
	306	75	118	84	133	716

$$\chi^2 = 23,55; \text{ df} = 4 \text{ significant at the } <1\% \text{ level}$$

The concept of appeasement was generally answered better by the experimental group. The result of the experimental group was significantly better than that produced by the control group. Nevertheless, although the concept appeared in all five textbooks, almost as many experimental pupils scored incorrectly (195) as chose the correct answer (197).

TABLE 21

Concept : Military Occupation : Correct answer b

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	125	141	14	6	106	392
Control	209	49	13	1	85	357
	334	190	27	7	191	749

$$\chi^2 = 70,11; \text{ df} = 4 \text{ significant at the } <1\% \text{ level}$$

Many of the pupils (58% of the control group and 32% of the experimental group) were misled by distractor (a) "an army officer's career in the armed services". This is not surprising since it appears that the pupil has resorted to using his use of everyday knowledge rather than the historical meaning of the word to explain the concept. Other pupils (27% of the experimental group and 23% of the control group) were misled by distractor (e) which read: "the bringing in of the army to restore law and order in part of a country". Here again, it would appear that pupils have been influenced by the articles that they have read or seen in the mass media relating to current affairs in South Africa. The phrase occurred in all five textbooks; yet only 36% scored correctly.

TABLE 22

Concept : Annexation : Correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	22	41	265	25	40	393
Control	33	80	130	43	41	327
	55	121	395	68	81	720

$$\chi^2 = 60,15; \text{ df} = 4 \text{ significant at the } <1\% \text{ level}$$

TABLE 23

Concept : Re-armament : Correct answer c

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	19	15	257	25	79	395
Control	42	26	136	39	94	337
	61	41	393	64	173	732

$$\chi^2 = 48,96; \text{ df} = 4 \text{ significant at the } <1\% \text{ level}$$

Both 'annexation' and 're-armament' occurred in four of the five textbooks. Both were dealt with significantly better by the experimental group than by the control group. A minority, 22%, of the control group were misled by distractor (b) in the question on annexation. This read: "the decision of a king to give up his throne because he has no heir". It would appear that these pupils have confused the words 'annexation' and 'abdication'. These two test items produced the highest correct scores for the experimental groups - 67% and 65% respectively. The first

of these words is, superficially, not as common as the second, re-arming. General knowledge could not, however, be argued as the reason for the high scores as in the control group (even with a large number of pupils from a favoured background) only 39% and 40% could identify the correct meanings. Here are two possible instances, then, in which recognition might have to be given to the adequacy of the textbooks' coverage.

The concept that fell between the 5% and 1% level of significance was that of 'dictator'.

TABLE 24

Concept : Dictator : Correct answer b

	<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>	<u>Total Response</u>
Experimental	30	177	70	47	70	394
Control	36	114	77	56	70	353
	66	291	147	103	140	747

$$\chi^2 = 13,08; \text{ df} = 4 \text{ is significant at } < .0,2\% \text{ but } > 0,1\%$$

The results of both the control and the experimental group were very similar, with the response being spread between the five options. Whilst 45% of the experimental pupils tended to select the correct answer (b), only 32% of the control pupils selected it. Allowing for the central role of Hitler in the topic being examined, and Germany's acceptance of the political and constitutional implications of that role, and for the fact that the word is used in all the textbooks, it is disturbing that this question was answered so badly by both groups.

The other eight concepts: Totalitarian State, Socialist, Fascist, Democracy, Propoganda, Invasion, Minorities and Self-determination, produced results that were not statistically significant. In general, with the exception of 'democracy' and 'self-determination', the experimental pupils tended to do marginally better in selecting the correct answer for these eight concepts than their control counterparts. In the case of 'fascist' a total of 21% of the control and the experimental pupils selected the correct option.

It is worthwhile noting that three of the concepts (Totalitarian State, Socialist, Minorities) occurred in only two of the five textbooks. In



these cases it could be argued that both experimental and control groups were, in many instances, tackling new material and so non-significant results could be expected. On the other hand, four of the words occurred in four of the five textbooks. We have here another example of the poor concept acquisition by the experimental pupils.

As was expected, the ability to acquire and demonstrate an understanding of the concepts being tested was generally significantly higher amongst the experimental pupils. With few exceptions the experimental pupils tended to achieve better results than their control group counterparts. What did provide both groups with difficulty, however, were the four questions requiring some interpretative thought. The selection that pupils tended to make was spread equally across the options offered. This would tend to confirm the view that the pupils were not particularly familiar with the concepts being tested, or that they had learned 'dictionary definitions' without being able to interpret them.

The apparently common concept 'Invasion' was surprisingly badly answered by both experimental and control groups. It is even more surprising since the concept is a common one, not being specific to the period being studied. Only 60% of the experimental group selected the correct answer, compared to 51% of the control group. The answers opted for by both control and experimental pupils tended to be diverse. Invasion is a typical example of what Gunning terms "weasel words."

A sixth option for all questions existed in that pupils could make no attempt to answer the questions offered. Whilst the number of experimental pupils opting for this was almost negligible, the same was not true for control pupils. In 50% of the questions 5% or more of the control pupils made 'no response'. This would seem to suggest that the control pupils are not as familiar with the concepts being tested as their experimental counterparts, nor are they prepared to hazard a guess at selecting the correct answer.

## CHAPTER FIVE

## RESULTS WITH REFERENCE TO TEXTBOOK HANDLING OF CONCEPTS

To support, or alternatively refute, the contention that a pupil's understanding of a concept is directly related to the clarity with which it is presented in the textbook being used, it was necessary to conduct a study into the occurrence of the twenty concepts tested in the five textbooks used. Each textbook was examined, not only in the specific topic but in the previous themes that the pupils would have encountered. Any mention of the concept was noted as was the context in which it was found. In the first part of this chapter each concept and its type of use in the textbook will be examined as individual cases. Towards the end of the chapter, the results will be summarised in a table.

The concept, coup d'état, occurred in three of the textbooks but in only two of them was it defined. In History 7 - the new syllabus 1985 (Book 4 in table 3) it was defined in an explanatory note (p. 11, in a section much earlier than the one tested) as being "A sudden overthrow of the government of a country, usually by force." In Active History (Book 1 in table 3) the definition was contained in a glossary and read: "A rebellion to overthrow a government." 51% of those pupils using Active History selected the correct answer. This compared with 19% of those using History 7 - the new syllabus 1985. The question needs to be asked, had the pupils using the latter book forgotten a definition which occurred early in the academic year? Timelines (Book 3), studied by pupils of both schools C and D, produced very dissimilar results of 67% and 23% respectively. The example of coup d'état contained in Timelines provided no explanation as to its meaning and read (p. 26) "In 1908 the young Turks movement carried out a coup d'état in Turkey." As the textbook used in the two schools was identical, the discrepancies in results might be accounted for by differences in the teachers' presentation. School G, which does not study the topic, nevertheless had a 59% success rate in selecting the correct answer. The discrepancy between the various results might be explained by the fact that the concept of a coup d'état, being of a militaristic nature, might find more appeal with boys than with girls. In this example the results from boys' schools were significantly

higher than those from the girls' schools. It is also possible that pupils are using their general knowledge gleaned from sources beyond the history textbook to provide explanations to the question.

Of all the concepts selected, Nationalism received the most detailed and comprehensive coverage. All the textbooks, with the exception of Elliott's Hitler and Germany (Book 5 in table 3) attempted to provide a definition of nationalism. Timelines (Book 3, p. 3) stated: "Nationalism developed into a major factor in Western politics. It served as the motivation for people who spoke the same language and shared the same culture and history to achieve political unity and form a nation." A significant number of pupils using this text (57% in school C and 60% in school D) were able to comprehend this concept. 82% of those using Active History (Book 1), with its definition: "Nationalism - the urge or desire of a people or nation to have complete political, economic and cultural independence", were able to grasp the concept. This contrasts with the 40% of pupils who were successful in comprehending the concept whilst using History 7 - the new syllabus 1985 (Book 4) which provided the following definition (p. 3): "Intense love of and pride in a country shown by its people; desire by a nationality (a large group of people with the same language, origins, etc.) to form an independent country." A very extended definition was given in History Alive (p. 1, Book 2):

"Nationalism is a 'feeling' which exists among people of more or less the same race and language. They are aware that they are different to foreigners. It involves feelings of patriotism to one's nation. Extreme nationalists believe that their nation is better than others and they sometimes seek opportunities to prove it. Extreme nationalism has been a cause of war between nations. In modern history, nationalists have been opposed to being ruled by or under the influence of foreigners. They have wished to be ruled by people of their own nation."

Perhaps it was as a result of this lack of succinctness that only 30% of those using this text were successful in choosing the correct answer. Generally, however, the results of those who had studied the topic were significantly higher than those who had not.

The concept of ultimatum was found in four of the five textbooks. In the

case of Timelines (Book 3) and History Alive (Book 2) no attempt was made to define the concept. One was left to surmise the meaning from the context. The example found in Timelines (p. 8) read "By creating border incidents, he succeeded in forcing Austria to send a final ultimatum ordering Piedmont-Sardinia to disband its army. Cavour ignored this ultimatum and Austria attacked Piedmont-Sardinia." In History Alive there were six occasions in which the word ultimatum occurs, all in the following vein (p. 59): "Germany sent an ultimatum to Russia to demobilise or face a declaration of war." In other words, this concept is used without any definition. The remaining two textbooks define ultimatum as "a threat of serious action - often war - if the terms of a statement are not accepted." (Active History, p. 136, Book 1) and History 7 - the new syllabus 1985 (Book 4): "a final statement of conditions, the rejection of which leads to war."

Since this term (ultimatum) is not specific to the period in question, it is possible that pupils have come across the concept in different contexts. This would appear to be borne out by the fact that the control schools have done equally as well in singling out the correct answer as have the experimental schools.

In the case of constitution, the control schools did as well as the experimental ones. It is interesting to note that the school using History Alive (Book 2), which gave a definition of constitution (p. 8) as being "a written document stating how the country would be governed", did worse than the other control schools.

Despite the fact that Timelines (Book 3) did not define expansionism, it nevertheless had it as sub-headings. This possibly could have resulted in some type of explanation being provided by the respective teachers. This could, in turn, explain the relatively high results obtained by those pupils using this textbook (69% and 47% respectively), in contrast to the others. History 7 - the new syllabus 1985 (Book 4) provided a definition of the term (p. 17): "Expansionism: policy of expanding a country's territory." There were indeed a further eight separate instances included in this text where the concept of expansionism was mentioned. However, in each of these later cases the concept was used without any definition. Only 40% of those using this textbook could single out the correct answer. This compares with 46% and 41% correct answers offered by pupils whose

textbooks did not include the word expansionism. School F pupils, whilst not covering the specific topic, would have encountered the concept in the topic - "The First World War", yet could only achieve a success rate of 34%, which is similar to the results produced by the other control schools.

Despite the fact that Totalitarian State was defined in History 7 - the new syllabus 1985 (Book 4) as being "Dictatorial, where one leader and one party are in control" (p. 27), pupils using this textbook did no better than those whose textbooks did not cover the concept. This is equally true of school A, using Hitler and Germany (Book 5), although in this case no definition was provided, merely the following: "Both democracies and totalitarian states feared the spread of communism from Russia."

More significant, however, is the 74% success rate achieved by school C whose textbook, Timelines, contained no mention of Totalitarian State. These pupils, apparently, have acquired an understanding of the concept despite the fact that it was not specifically mentioned in their textbooks. There is a possibility that the teacher could have emphasised this concept, since it is an integral feature of Europe in the 1930's. This teacher-role could be a plausible explanation, since school D, using the identical textbook, did very poorly (17%) when answering on the same concept.

The word plebiscite only appeared in two of the five textbooks. In neither case was an attempt made to explain its meaning. History 7 - the new syllabus 1985 (Book 4, p. 28) read: "In 1935 a plebiscite was held to determine whether the Saar should become part of France or be returned to Germany." The text relating to plebiscite in Hitler and Germany (Book 5, p. 89), read: "On 8th March he (Von Schuschnigg) ordered a plebiscite to be held to decide whether Austria should remain independent or unite with Germany. This meant that every Austrian would vote and the result might destroy Hitler's argument that most Austrians wanted an Anschluss (Union with Germany)." Even though more detail is provided in this latter example, the precise meaning of plebiscite still remains vague. Since plebiscite is not in common usage at present (the word referendum being more in vogue) and since it appeared so infrequently in the textbooks studied, the generally poor response is understandable.

As stated previously, the pupils, in tackling questions eight - eleven, involving the concepts of Communism, Socialism, Fascism and Democracy, were required to provide more than mere recognition of the term. Pupils were required to interpret the data provided in order to deduce which speaker was a communist, a socialist and a fascist. The word communist was frequently used in all five textbooks but, with the exception of Hitler and Germany (Book 5), no attempt was made to provide an explanation of the term. For example, Timelines (Book 3, p. 40) read: "In 1936 Germany and Japan concluded the Anti-Comintern pact. The purpose of this pact was to oppose Communism." History 7 - the new syllabus 1985 (Book 4, p. 30) stated in similar vein: "Japan looked on Russia and Communism as a threat to its existence." The other two textbooks contained analogous examples. When studying the results of this question it is obvious that pupils have failed to grasp the fundamental meaning of the term. Even in the instance where a more than adequate definition was provided in Germany and Hitler (Book 5, p. 167) where communism was defined as "The system under which all citizens share a common ownership of all property. This means that all factories, shops, banks, transport, etc. are nationalized. Communism also teaches that all citizens should share equally in the wealth of the country. Individual freedom is subordinated to party rule", only 26% of the pupils using this text were able to select the correct answer. Control schools, even though they had not dealt with the topic, tended to produce better results on this concept. This possibly could be as a result of an awareness and contact with external influences such as radio, television and newspapers. Since the better results were all from private schools, there is a possibility that this is as a result of the freedom of expression and discussion which forms such an integral part of the private school ethos.

The answers to the concepts of Socialism, Fascism and Democracy tended to be very similar, irrespective of whether such concepts were contained in the textbooks or not. The generally low scores on questions eight, nine and ten would seem to indicate that pupils were not capable of discerning the meaning of these concepts. In contrast, question eleven on Democracy provided generally high scores. It did not seem to matter whether the pupils' texts contained the idea of democracy or not. Indeed, the highest score (81%) came from a private school that did not deal specifically with the concept and the second highest score (71%) came from a school using a textbook in which the concept never appeared.

The concept of dictatorship was generally handled adequately by all pupils excepting those pupils using History Alive (Book 2) who were from a control school but the topic did not form part of this school's syllabus. The pupils in the other control schools, however, were as adept in handling the concept as those in the experimental schools. Though the concept appeared in all five of the textbooks it was only in Active History (p. 19) that any attempt is made to provide a definition of its meaning: "Dictatorship: absolute or despotic control or power; a person or persons who will not allow anybody to oppose them or do anything which is not in keeping with their ideas."

Since propoganda is not a word specific to the topic under discussion, the results generally tend to be of a uniform nature. This would seem to indicate that pupils, even when their textbooks do not make specific mention of the word, are still capable of using their everyday knowledge to select the correct answer.

Timelines 7, History 7 - the new syllabus 1985 and Active History all provide definitions of appeasement. The results of those pupils using these texts are significantly higher than those achieved by pupils using History Alive and Hitler and Germany where the concept is not clearly defined. History Alive (Book 2, p. 83) states that "Appeasement is the name of the policy which Britain and France adopted towards Nazi Germany during the 1930's." It makes no further attempt to elaborate upon this. Control school pupils tended to record results similar to those achieved by the pupils using History Alive and Hitler and Germany.

There was no significant difference in the results achieved by the control and experimental schools on the concepts of invasion and minorities. The possibility exists that the pupils are using their everyday knowledge of current affairs to select the correct answer.

Military occupation was included in all five textbooks studied. The number of occasions that the concept was used in each textbook, up to and including the topic, Europe 1933-1939, varied from two in the case of Active History to fourteen in the case of History 7 - the new syllabus 1985. School F would have only dealt with the term once, since they studied the topics up to World War One in depth and not the events leading to the Second World War. This instance from History Alive (Book 2) read: "During

the war of the French Revolution, France was threatened with defeat and occupation by foreign armies." This might explain the reason for their result being in the same range as those of the other control schools. There was a marked disparity between the results of the control and the experimental groups; the experimental group scoring significantly better than their control counterparts.

Self-determination is contained in three of the textbooks. Definitions of the meaning of self-determination were provided by both Active History (Book 1) and History 7 - the new syllabus 1985 (Book 4). Results furnished by both control and experimental pupils studying other texts were so similar as to be almost inseparable. In this instance the clarity of the explanation in the textbooks' rendition of the concepts seems to have had little effect in aiding the pupils' understanding of the concept.

Pupils using both Timelines (Book 3) and Active History (Book 1) produced good results when selecting the correct answer for annexation. Active History provided a definition in its glossary which reads: "Annexation - to take possession of i.e. add a country to your own and rule it." This could account for the good result (79%) achieved by those pupils using it. Timelines (Book 3), while not providing a definition, might have been able to promote an understanding of the term through the contextual cues in which the examples are embedded. For example, on page 26, it states: "As it was the ideal of Serbia to unite all South Slavic peoples into one state, they protested against this annexation by Austria-Hungary", and on page 30: "In the Far East, Japan and Australia annexed and occupied the German colonies." There is also the possibility that since the word appears in two subtitles in the period under review that attention and an explanation might have been provided to its meaning by the teachers involved.

There was a wide diversity of results provided for the concept of re-armament. Though the concept was mentioned in four of the textbooks studied, no attempt was made to define its meaning. Because of the diversity of results existing between control and experimental groups and the lack of explanation provided on the term, it could be that pupils are bringing what knowledge they have of the concept from alternative sources other than that of the textbook.



Table 25 attempts to summarise the main findings in this chapter. It shows the percentage of correct answers for each concept from each school. It also shows whether the concept was or was not included in the particular text used by that school. When the concept is used, its presence is indicated by an asterisk.

TABLE 25

The link between correct response and textbook usage  
(percentage correct responses)

Concept	School		B	F	C/D	E	A	G	H	I
	Textbook		1	2	3	4	5			
1. Coup D'Etat			51*	16	67/23*	19*	34	59	20	17
2. Nationalism			82*	30*	57/60*	40*	22	21	33	24
3. Ultimatum			66*	55*	65/53*	42*	50	47	62	57
4. Expansionism			46	34*	69/47*	40*	41	34	31	20
5. Totalitarian State			21	22	74/17	18*	28*	29	22	36
6. Constitution			78*	44*	51/44	69*	74*	65	64	58
7. Plebiscite			48	10	26/7	18*	29*	13	34	9
8. Communist			17*	19*	35/26*	22*	26*	40	60	36
9. Socialist			17*	27	35/33	31	26*	19	26	31
10. Fascist			16*	22*	28/19	27*	21*	22	33	21
11. Democracy			60*	62*	51/52*	60*	71	81	65	66
12. Dictator			41*	17*	65/56*	37*	40*	54	46	38
13. Propoganda			49	45*	53/49*	50*	55*	54	64	56
14. Appeasement			56*	33*	60/59*	55*	35*	34	38	31
15. Invasion			51*	45*	68/61*	63*	62*	57	71	54
16. Minorities			51	43	65/53*	61	53*	65	64	54
17. Military Occupation			31*	12*	26/34*	31*	47*	17	19	9
18. Self-determination			25*	38	56/34*	32*	45	36	48	33
19. Annexation			79*	34*	74/74*	53*	61	52	27	49
20. Re-armament			53	32*	58/85*	55*	72*	43	82	33

Textbook titles:

1. Active History - Standard 7
2. History Alive - Standard 7
3. Timelines 7
4. History 7 - the new syllabus 1985
5. Hitler and Germany

The hypothesis was suggested that a pupil's understanding of a concept is directly related to the clarity with which it is presented in the textbook. As a result of this analysis this would seem to be a largely erroneous one. Two examples can be given. The first concerns the item 'nationalism'. Two schools used textbooks which provided conventional dictionary definitions. In one of these 82% of the pupils scored the item correctly. In the second, only 40% could score correctly. Three schools used books which provided dictionary definitions which were accompanied by examples. These schools scored 30%, 57% and 60% correct answers. One school used a book which did not use the term at all: 22% of the pupils answered correctly.

The second example is of the concept 'ultimatum'. Two books used the word without definition. The pupils in the three schools using them scored 53%, 55% and 65% correct responses. Two books confined themselves to a dictionary definition. Of the two schools using them; one school scored 42% but the other, 66% correct responses. One book (with one school using it) did not use the word. The school scored 50% correct responses.

It is clear that no consistent pattern could emerge from such figures. The explanation for a particular school's success (or lack of it) might, therefore, lie in the handling of the concept by the teacher.

In cases where the term is of a more general nature it seems possible for the pupil to use what knowledge he has acquired from sources beyond the textbook in order to understand and internalise the concept. Many of the examples already quoted merely contain narrative and make little attempt to explain the concepts that they contain. An important source in concept acquisition is the role played by the teacher. The authors of textbooks assume that teachers will use the textbook as only one part of the lesson's input, hence any oversimplification and omissions necessitated by space and economy will be corrected and balanced in the classroom itself. In many cases, however, this proves to be a spurious hope, for a number of reasons. Often the history teacher is not a specialist. If the teacher is limited to his historical knowledge, the textbook all too often will become the main support and the pivotal point and come to dictate the lesson's structure. In these circumstances the pupils possibly will acquire a mass of information without necessarily any real understanding.

It can equally well be argued, however, that a textbook which deals fully and imaginatively with new concepts will not only aid the pupils' understanding but provide valuable stimulus material for their teachers. To what extent do the textbooks already analysed meet this ideal? One final analysis was made in an attempt to answer this question.

For each of the twenty items in the test, the five textbooks' handling of the concepts was examined. This included sections prior to the unit under investigation to check if a clear exposition had been available to the pupils at any stage in their Standard 7 year. The handling of the concept was placed into one of five categories: use without definition; a conventional dictionary definition only; a dictionary definition with one or more examples; use of a word in general context without a definition being explicitly provided; and finally a situation in which the word was not used at all. The results are shown in Table 26.

TABLE 26

Book	<u>Definition Type</u>				
	<u>A</u> Use but no Definition	<u>B</u> Dictionary Definition only	<u>C</u> Dictionary Definition with Exam- ples	<u>D</u> Contextual Situation only	<u>E</u> Word not Used
1. <u>Active History</u>	2	7	2	3	6
2. <u>History Alive</u>	4	1	3	5	7
3. <u>Timelines</u>	11	1	1	2	5
4. <u>History 7 - the new syllabus 1985</u>	8	6	1	3	2
5. <u>Hitler and Germany</u>	8	-	2	3	7
Number of times used	33	15	9	16	27

It could be argued that texts which rely heavily upon use without definition are poor texts. A frequent use of a dictionary definition approach is clearly better than nothing. The difficulty lies, however, in the fact that dictionary definitions are often highly abstract so as to cover a wide range of specific uses of the word. Too much abstraction could be inappropriate for pupils in the junior secondary phase, many of whom are still in, or only gradually emerging from, Piaget's concrete operations stage.

In these circumstances, a dictionary definition with examples could aid a pupil in making the transition to formal operations. Frequent use of a technique which asks the pupil to derive definitions from a broad context could provide useful exercises for the teacher to give the pupils, but such a technique is heavily dependent upon the teacher's understanding of pupils' cognitive development and considerable methodological skill.

The information summarised in Table 26 presents some disturbing characteristics. It should be noted that there were five texts analysed, each for the use of 20 words, giving in total 100 entries in the table. In these circumstances, the figures in the bottom row can also be interpreted as percentages.

Little can be said of the 27% of the words which were not used in a particular textbook, except perhaps to note the surprising absence of some, which, it could be argued, are crucial to the understanding of the period being studied. Some examples are: Socialist; nationalism and totalitarian.

In 16% of the cases, words were used in a contextual situation only, with the teacher and/or the pupils having to derive the meaning. In only 9% of the cases was a full definition with examples used as the means by which a concept was handled. It could be argued that this is the best and fullest way of helping a pupil with a new concept. It is disappointing that so few examples of this approach were found.

In 15% of the cases, a word was explained only in an abstract definition. Much depends here upon the teacher elaborating on the word or phrase. No texts suggested to the teacher that such a methodology should be employed.

The highest percentage (33%) in the table concerns concepts introduced with no definition or explanation at all. It is here that the strongest criticism must be made. This applies particularly to Texts 3, 4 and 5.

If the handling of the concepts is examined within each textbook, then Text 1 must be rated the best. Only two words are used without definition and twelve have been presented with some care. Texts four and five rate, on this criterion, comparatively poorly. Text three is, without doubt, the worst.

## CONCLUSION

G R Elton (quoted in Ballard, 1970, p. 223) has said that we sometimes teach History to children as though we were training them to become professional historians. While Elton argues that History can be taught successfully only at Vith form level, when students are mature enough to cope with historical concepts and develop research skills, the new methodologies of History teaching have demonstrated that children can, within limits, develop the concepts and use some of the skills of practising historians at a much earlier age.

The 'new' approaches to the teaching of History have resulted in a call for the introduction of a wide range of resources in the classroom. Changing attitudes and a variety of methods have meant that the traditional practice of relying solely on textbooks is no longer tenable (R Ben Jones, 1973, p. 226). Aims and objectives inherent in the 'New History' require that pupils be led to an understanding of historical concepts through the acquisition and development of historical, intellectual and social skills.

A major factor in the successful departure from traditional history teaching in Britain has been the proliferation of resource material. The resources which teachers have available and can utilise to supplement their history teaching include books, a wide range of audio-visual material, models, games, simulations and original documents.

Crucial to the whole concept of the 'New History' is the reversal of roles of the teacher and pupil. Since it is pupil-centred, the needs of the pupil are of cardinal importance in the selection of appropriate resource material.

In the research for this dissertation, it was discovered that in the junior secondary phase of schooling there was no attempt to stream the pupils in the nine schools used. This meant that the classes tended to be of a mixed ability composition. Mixed ability classes, by definition, imply that the teacher will have pupils functioning at widely different intellectual levels; that pupils will be, in Piagetian terms, at differing operational levels and that their individual needs, from the academic

to the social sphere, will vary considerably. Teaching methods for mixed ability classes necessarily demand the recognition of these complex and diverse differences, as well as an understanding of what is occurring in the minds of individual children. When one considers a subject like History, where the development of skills and an understanding of concepts is vital, it becomes clear that the teaching of a mixed ability class will involve individualised teaching due to the differing developmental rate of each child. Resources selected by the teacher must, therefore, attempt to cater for, satisfy and stimulate all the pupils, irrespective of what level they are operating at. Carefully selected resources can be an invaluable asset in aiding concept acquisition and developing historical understanding amongst pupils.

Using enquiry and discovery methods in classroom practice will enable teachers to employ a wide and diverse range of resources. Teachers will need to ascertain whether the particular source materials being used are suitable for their pupils. However, if the teacher remains sensitive to the capabilities of his pupils, any difficulties that they encounter when using the resources should be exposed. There is, in fact, nothing pedagogically wrong with selecting resources that will prove challenging in order to extend pupils, provided that the materials selected are not beyond the comprehension of the pupils. The ideal would be to create an active learning situation in the classroom with each pupil involved in an enquiry into the sources provided. The pupil, by being involved in a direct experience with primary and secondary sources, and with some guidance by the teacher, can gain an understanding of the nature of historical enquiry and research.

One of the central problems facing pupils is the question of language. This is borne out by the test results in this thesis. History is a difficult subject being "a highly literary one demanding a fair command of English prose" (Shemilt, 1980, p. 42). Shemilt claims that History teachers "tend to under estimate the difficulty of their subject." This is partly because of the fact that the "skills, knowledge and experience that serve as resources for the adult historian are not available to apprentices in the classroom" and partly "because the objects of understanding differ: the adult addresses himself to the substance of History; the adolescent to the language and meanings used by adult historians" (Shemilt, 1980, p. 42). Though the subject lacks an extensive 'technical'

language, it is just this fact which can create difficulties. Since many of the words used in History texts and teaching are, at least partly, known by pupils, ambiguity and confusion can arise over meanings associated with the simplest of words because the pupils are relying on their everyday language for explanations. The everyday meanings which the historian and teacher might take so readily for granted, that he will make no attempt to elaborate upon or discuss them at all, will not have the same associations for his pupils. This was apparent from the test results, where on words like 'Nationalism', 'Expansionism', 'Invasion', 'Annexation' and 'Military Occupation', pupils were drawing upon everyday meanings in order to explain the concepts and not attempting to explain each concept in its historical sense. Even in the case of pupils who had studied the period prior to the test, they nevertheless often relied on their commonsense knowledge. The connotations of these seemingly ordinary words can evoke a whole host of different images and impressions for pupils who lack the necessary experience and comprehensive knowledge of the period under study. The unusual reliance that history places on ordinary language leaves pupils "unusually dependent upon the language that they bring with them" (A D Edwards, 1978, p. 59). As Edwards (1978, p. 63) points out: "Historical narrative is so reliant on ordinary language that it can often create the illusion of coherence and intelligibility because so much about the intentions of the actors and the 'meaning' of their actions is simply taken for granted."

Unfortunately the pupil is frequently left floundering, since there is a potential chasm between the meanings of the past and those of the present. If pupils are not given the opportunity and time to explore the material at hand, nor given questions which force them to do so, the convenient and ready-made assumptions about the inferiority and absurdity of the people and events being studied will often remain undisturbed. Pupils need to be given access to information that provides them with a realistic opportunity of gaining an understanding. They also need the occasion to explore the facts provided, preferably for at least part of the time with their peers. This process of pupil-teacher and pupil-text interaction can facilitate significant advances in the understanding of historical concepts.

Adolescent pupils, it has been contended (Shemilt, 1980; Gunning, 1978) in general do have abilities which make it possible for them to do some

History. What is required, however, is the need to provide them with sufficient detail in order for them to rebuild the salient features of the particular situation being studied. Frequently, it is as a result of the lack of detail that pupils are forced to resort to combining the few historical facts that they possess to their much larger store of historical commonsense in order to produce an answer or explanation. The more integrally the pupil is involved in the period being studied, the more likely it is that he will recognise the inferences which the teacher naturally assumes that he is aware of. It is essential that the teacher be alert to any possible confusion that could result from his mistaken assumption that the pupil is operating on the same referents as he himself is.

An example of this type of situation could occur over a relatively simple word like 'factory'. A pupil encountering the term for the first time in its nineteenth century context could not be expected to appreciate and understand the particular connotations that this term might have had for people living in that century. It is even less likely that he would understand its 17th and 18th Century usage when it referred to agents or 'factors' buying and selling commercial products and centred on a 'factory' as a trading post. Unless the teacher is prepared to elaborate and explain the particular term within these contexts it is highly probable that the pupil will be misled into using and visualising that particular term in its present 20th Century context.

The teacher must, therefore, be vigilant about these types of concepts when the specific historical context can alter their meanings. It is, moreover, not always the new concepts encountered that can create problems, nor is it always the long and unfamiliar words. It is more likely to be the ordinary, common words which prove to be the most difficult, since it is these types of words and concepts that have alternative associations and referents for the pupils encountering them.

Another major difficulty which History teachers should be aware of and one on which John Fines elaborates, is that "in history the child is dealing with everything at one remove, coping with facts that are not directly observable and with techniques that must be invented by himself in conformity with those exercised by his mentors" (quoted in Shemilt, 1980, p. 43). The fact that much of the basic material that a



pupil has to cope with in History is embedded in generalisations and is of an abstract nature, can pose problems for pupils operating at the concrete operational stage as espoused by Piaget. This probability needs stressing since pupils who have a tolerably retentive memory are quite capable of remembering a large amount of historical data without ever being able to internalise that knowledge.

As will be appreciated, the role of the teacher is of vital importance in aiding pupils in their understanding and acquisition of concepts. This area warrants further investigation since it falls beyond the scope of this thesis in that the individual teacher's role in the classroom was not assessed.

The quality of the textbooks being produced also requires further analysis bearing in mind that they could provide the main pivotal support for the inexperienced teacher. The fact that the particular textbooks studied in this thesis seemed to have had very little effect upon the pupils' acquisition and understanding of the twenty concepts tested needs stressing in the light of this. In general, the overall tendency of the textbooks was to provide use of the concept but not to necessarily aid pupils in their understanding of it. All too often the concepts are used with little reference to their meanings. Whilst it was pleasing to note that one of the textbooks studied (Active History) included a glossary which could be used advantageously in aiding pupils' concept acquisition, it is not by itself sufficient.

A very disturbing aspect was the poor test performance of pupils who had ostensibly covered the topic. Whilst a poor response could be expected from the control schools who had not covered the topic, it was disappointing to note that the scores of the experimental schools, while statistically significantly better than those of the control schools, were, nevertheless, numerically close to those of the control schools. The fact that only one of the nine schools obtained a mean score of over 50% is surely a cause for concern.

The fact that the boys tended to produce better scores than their girl counterparts was unusual and deserves a further mention. There is possibly a need for an investigation into this result with a view to examining assessment techniques which have tended to place emphasis upon essay questions. Extended essay assignments appear to favour girls. If, as it

appears, boys are better at multiple choice type questions, possibly a more integrated approach, melding the two aspects, could be adopted.

A multiple choice questionnaire, besides being a means of assessment, can also become a valuable diagnostic tool in the classroom. By examining the distractor chosen by the pupil it is often possible to establish the kind of thinking that the pupil has been involved in. Any misconceptions that have arisen can be quickly dispelled at this stage.

Dickinson and Lee (1984, p. 151) have stated that "Children can and do think effectively in history. Frequently it is not the quality of pupils' thinking that sets the limit on worthwhile school history, but a failure on the part of some teachers to recognise the complexity of what they are attempting." They reiterate that the way to cope with this is not to resort to using simpler texts and undertaking a series of mindless and purposeless exercises but rather recognising what pupils can do and giving them an opportunity to develop their historical understanding by providing tasks that challenge and stimulate their imaginations. Above all, the teacher should be aware of the problems facing the pupil in his charge and "to ground his teaching upon the historical ideas that his pupils already possess and for him to frame instructional objectives around the specific misconceptions they evince about, for example, the use of source materials or the meaning of causal statements" (Shemilt, 1978, p. 20).

Here are twenty words that you could come across as you learn history.  
Each word has been given five possible explanations.

1. Read through the explanations carefully.
2. Choose the one which you think fits best historically.
3. DO NOT write out the full explanation.
4. Place a tick in the correct box on your answer sheet.

We have done one for you below, as an example:-

25. A referendum is

- a) a system of laws and principles by which a country is governed
- b) a direct vote by voters on some particular political question
- c) money paid by one country to another in return for aid
- d) the French word for a treaty or agreement between two countries
- e) a group of voters who elect a member of Parliament.

We believe that b) provides the best explanation historically, so we have ticked b).

	a)	b)	c)	d)	e)
25		✓			

NOW TURN OVER AND BEGIN.

1. A Coup d'état is
  - a) a French word meaning a sudden setback in battle
  - b) a sudden and usually violent change of government
  - c) one of the privileges which Louis XVI of France enjoyed before the French Revolution
  - d) an unexpected change of government after a general election
  - e) the control of a country by the army.
  
2. Nationalism is
  - a) a belief that all the people should have equal rights in their country
  - b) a belief that one's own country has the right policies
  - c) a belief that separate small nations should join to form larger, stronger nations
  - d) the policy of political parties which believe in racial separation or segregation
  - e) a feeling of 'belonging together', shared by people who have such things as language, culture and history in common.
  
3. An ultimatum is
  - a) a treaty signed by two countries after a war
  - b) a letter written by a king announcing his decision to give up his throne
  - c) the final demand made by one country before it declares war on another country
  - d) very extreme plans made by a country to protect itself against its enemies
  - e) a declaration of war between two countries.
  
4. Expansionism is
  - a) the belief that small nations should join together to form an expanded stronger nation
  - b) the belief that one's own country has the right policies
  - c) the policy of a country to enlarge its territory by war
  - d) a system in which people who are oppressed in their own countries can start a new life in another country
  - e) a belief that African and Asian peoples should be protected by advanced European countries.
  
5. A totalitarian state is one
  - a) which has an aggressive policy towards its neighbours
  - b) which is very large and aims at total world domination
  - c) where there is only one political party and no opposition is tolerated
  - d) in which all citizens have totally equal political rights
  - e) in which citizens gain a say in government through their representatives.
  
6. A constitution is
  - a) the strength or health of a person or a nation
  - b) the name given to the rules that govern the Catholic Church
  - c) a system of laws and principles by which a country is governed
  - d) the discussion of matters of political importance
  - e) the art and skill of conducting negotiations between countries.
  
7. A plebiscite is
  - a) a direct vote by all voters, on some particular political question or issue
  - b) a derogatory term meaning a person of inferior status or intelligence
  - c) the way a dictator increases his authority by propaganda
  - d) a public announcement of policy by a dictator
  - e) a person with full power to act on another's behalf.

Read the following imaginary conversation between FOUR speakers, each of whom has a different view on the part the state should play in the lives of citizens. Use this conversation, and your knowledge of history, to answer questions 8 to 11 inclusive.

Speaker 1: My country was founded upon the principle of freedom and this includes freedom from interference by the State. No government has any right to tell its citizens what to do with their own property.

Speaker 2: Freedom is an excuse for self-indulgence and so it should be curbed and individual rights surrendered for the good of all the people. A citizen reaches his full development only through submission to the state.

Speaker 3: If the people acting through the state owned all the means of production, distribution and exchange they would share out the country's wealth more fairly. At the moment the rich people control the country and there is no real freedom for the majority.

Speaker 4: There is a case for the state controlling some of the main industries but not all of them. It is quite possible to have an economy combining freedom and state control in order to obtain the best of both worlds.

8. The speaker most likely to be a Communist is
- Speaker 1
  - Speaker 2
  - Speaker 3
  - Speaker 4
  - None of the above.
9. The speaker most likely to be a Socialist is
- Speaker 1
  - Speaker 2
  - Speaker 3
  - Speaker 4
  - None of the above.
10. The speaker most likely to be a Fascist is
- Speaker 1
  - Speaker 2
  - Speaker 3
  - Speaker 4
  - None of the above.
11. Which nationality is speaker 1 most likely to be:
- American
  - British
  - German
  - Russian
  - Italian.
12. A dictator is
- someone who supports the idea of a powerful king and queen
  - a ruler who governs with unlimited or unrestricted power
  - someone who has the ability to read and write
  - someone who is an authority on a particular subject
  - a ruler who governs with the aid of an advisory council.

13. Propaganda is

- a) a state of lawlessness and confusion caused by radical students
- b) a form of government consisting of military officers
- c) a system by which engine-parts are standardised
- d) a check-list required by aircraft manufacturers
- e) information which is given by a government to justify its actions.

14. Appeasement is

- a) a belief that peace should be preserved at all costs
- b) a belief that a government should interfere as little as possible in the economy
- c) a belief that there should be equal justice for all in a country
- d) a belief that voting rights should be gradually given to more and more people in a country
- e) a belief that politics should be based on fairness and respect for all citizens.

15. An invasion is

- a) the capture and governing of a country by foreign armies
- b) a policy of conquering and ruling other countries for trade and defence
- c) a military manoeuvre in battle which results in victory and conquest for the invaders
- d) an organised attack on the territory of one country by the armed forces of another country
- e) the control exercised over a country by a conquering army.

16. Minorities

- a) are young men and women who have not gained their majority
- b) are people whose political views are against change and development
- c) are contrivances floating on the sea used to destroy ships in war
- d) are miners who are involved in digging underground for gold and other minerals
- e) are people who form a small distinct group within a larger population.

17. A military occupation is

- a) an army officer's career in the armed services
- b) the act of taking possession of an area of territory in a foreign land
- c) the brutal conquest and enslavement of a foreign country
- d) a notable or heroic deed in history, celebrated for many years
- e) the bringing in of the army to restore law and order in a part of a country.

18. Self-determination is

- a) the habit of using something or someone for one's own selfish advantage
- b) examining all the choices in a situation, before taking determined action
- c) the art of conducting negotiations to one's own advantage
- d) the principle that people have the right to rule themselves according to their own wishes
- e) a policy in which European culture was forced upon uncivilized people, during the 19th century.

NOW TURN OVER

19. Annexation is

- a) the willingness to allow an impartial judge to settle a quarrel in a fair way
- b) the decision of a king to give up his throne because he has no heir
- c) the action by a government of acquiring new land and ruling it as part of the state
- d) a willingness to defend one's country's government from conquest
- e) a determined support for a policy of national expansion by military means.

20. Rearmament is

- a) a system in which many powerful nations control a less powerful continent such as Africa or South America
- b) a programme used by body-builders to develop their biceps and fore-arms
- c) the building up again of national armed forces - army, navy and air force
- d) a belief that overseas possessions should be returned to their original owners
- e) the policy of the strengthening of a country's navy, air force and army by recruitment of more personnel.

THIS IS THE END OF THIS TASK

A N S W E R   S H E E T

SCHOOL: \_\_\_\_\_

STANDARD: (e.g. 7b,7c,7a) \_\_\_\_\_

SEX: (Male or Female) \_\_\_\_\_

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question number	a)	b)	c)	d)	e)
1					
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CHECK THAT YOU HAVE FILLED IN THE NAME OF YOUR SCHOOL, YOUR STANDARD AND YOUR SEX AT THE TOP OF THIS ANSWER SHEET BEFORE YOU HAND IT IN.



PROVINSIALE ADMINISTRASIE  
VAN DIE KAAP DIE GOEIE HOOP

DEPARTEMENT VAN ONDERWYS

PROVINSIALE GEBOU, WAALSTRAAT,  
POSBUS 13; KAAPSTAD, 8000



PROVINCIAL ADMINISTRATION  
OF THE CAPE OF GOOD HOPE

DEPARTMENT OF EDUCATION

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NAVRAE  
ENQUIRIES Dr G. de Villiers  
VERWYSING  
REFERENCE L.15/73/7  
DATUM  
DATE 12 May 1986

Dear Mr Macrae

ACQUISITION OF SKILLS AND HISTORICAL CONCEPTS IN ADOLESCENTS:  
M.ED. THESIS

1. Your letter dated 22 April 1986 refers.
2. Your application is granted, subject to the following conditions:
  - 2.1 No pupil/teacher/principal is under any obligation to provide the information required, or to co-operate in the research in any way.
  - 2.2 No pupil, teacher, principal, school or parent may be identifiable in any way.
  - 2.3 All arrangements in connection with your project must be undertaken by yourself.
  - 2.4 No research or data collection may be undertaken during the fourth term.
  - 2.5 The conditions 2.1 to 2.4 above must be quoted in full when you approach the principals of the schools involved.
  - 2.6 A copy of your application to the principals of the schools you intend to approach must be forwarded to the Head: Research Section, Cape Education Department, P.O. Box 13, Cape Town 8000, at your earliest convenience. This copy is required for Departmental record purposes.
  - 2.7 The questionnaires may not be completed during school hours (see par. 4.3 of the enclosed circular No 6 of 26 January 1984).
  - 2.8 A synopsis (<sup>+</sup> 3 pages) of the contents, findings and recommendations resulting from your project must be sent to the Department. (See address par. 2.9).


2.9 A copy of your dissertation must be submitted to EACH of the following:

- a) The Education Library and
- b) The Research Section

of the Cape Education Department, P.O. Box 13, Cape Town 8000.

3. The Department wishes you success in your studies.

Yours faithfully



for DIRECTOR: EDUCATION

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