

EDITORIAL

Yesterday&Today (Y&T) publishes articles that promote and improve the teaching and learning of History as an academic discipline as well as a school subject. Since its inception in 1981, it has evolved from a journal which focused on the needs of school-based teachers (1981) to a journal inviting submissions applicable to all levels of education – in South Africa and beyond.

This issue of *Yesterday&Today* contains a *mélange* of contributions of which some commemorate the 25 years of the SASHT's existence, and yet again hosted by UNISA who also happened to be the host of the very first SASHT conference. As usual some highlights of the September 2011 conference are shared. Jimmy Verner provides a short, but honest and critical overview of the informal and formal activities of the conference. This is followed by Rob Siebörger's personal impressions of the conference, of which the most significant remark probably is the fact that the SASHT is significantly progressing towards being more representative of the South African History Educator's working force. A commemoration of some of the milestones in the history of the SASHT and Y&T was shared by the retired Prof Martin Trümpelmann. The keynote address, presented by Prof Noor Nieftagodien of the University of the Witwatersrand nicely blended in with the conference theme on the youth and history. He focused on the history of youth and their current condition, internationally and nationally and to provide a small corrective to the overwhelming negativity surrounding the youth.

Two of the articles included in this issue deal with ICT and the teaching and learning of History in the classroom. Susan Bester's article provides step-by-step guidelines to collect and organise the multimedia components for the development of an educational DVD and multimedia clips. She focuses on one Grade 10 topic, namely the *French Revolution*. The hands-on article of Varushka Jardine introduces the South African History Online's Education Programme to the readers. The aim of the programme is to rejuvenate the learners' interest in history. A lively and interactive hands-on article is that of Nokuzola Bikwana on *History as evidential study in teaching of the Holocaust*.

The visibility of women in history teaching content remains contentious. Anna Chiponda and Johann Wassermann report the outcomes of a comparative literature review of the portrayal of women in school History textbooks. They

conclude that women in textbooks are underrepresented, misrepresented and marginalised and that this sends powerful messages to the youth about the status of men and women in history and contemporary society.

Four precious hands-on articles are offered of which two reflects life stories on the experience of the world and the self in the making of history by Mary Moeketsi and Betty Govinden provide. Some ideas on how to utilise these contributions in class are shared. Another value of these author's articles are that it provide an example of oral memories as possible teaching and learning support materials.

Lastly a review by Thersia Rossouw on a recently published book by Vivlia is included. More reviews on Grade 10-12 History textbooks should follow in 2012. With 2012 then around the corner, the *Yesterday&Today* look forward receiving accreditation to be able to further strengthening its quality.