Contents

Preface
Acknowledgements
Notes on terminology and source materials
Introduction
Historical Literature on Textbook Analysis
Comparing South Africa and Japan
Mass Education, Memory and History Textbooks
The Status of the Textbook in South African and Japanese Schools 31
Methodological Considerations
Limitations to Coverage of Modern History
Selecting and Classifying Textbooks
The Selection of Historical Events and Themes
Structure of the Book
Chapter One: Education Policy-making in South Africa and Japan
ca. 1945 to 1995
Introduction
Recent Public Debates on History Education in South Africa and Japan 4
South Africa: Afrikanerising Educational Bureaucracy and History
Education
Verwoerd's Premiership: Separate Development and Afrikaner
Nationalism
Education under Pressure
Botha's Reform and the Deepening Crisis of Education
The Transition Period: Struggle for a New Education System 5
Japanese Education
Reverse Course



Ienaga Textbook Trial	70
High Growth Era and the Economic Rationale of Education	72
Resurgent Nationalism and Internationalising Textbook Issues	74
Prime Minister Nakasone and Rinkyôshin (the Ad Hoc Council on	
Education)	77
The Nineties: The End of the 1955 System and 'Apology' Statement	79
Summary: Bi-national Comparison	80
Chapter Two: An Analysis of South African Standard 6 History	
Textbooks	83
Introduction	83
A Note about Textbook Format	83
1. The Relationship between the Khoikhoi People and the Early Dutch	
Settlers c. 1652 to 1662	84
Historical Background	84
Textbook Approaches	85
Summary	90
2. Cultural and Racial Characterisation of the Khoikhoi, the Bushmen,	
and Europeans	90
Historical Background	90
Textbook Approaches	93
Summary	100
3. Slavery at the Cape	101
Historical Background	101
Textbook Approaches	103
Summary	108
4. The Origins of the Zulu State-formation in the Nineteenth Century	
and the Changing Images of Piet Retief and his 'Treaty' with the	
Zulu Kingdom	109
Historical Background	109
Textbook Approaches	113
Summary	125
Themes Emerging from South African History Textbooks	126
Character Thomas An An I ' CI MINISTER I LAYER	
Chapter Three: An Analysis of Japanese Middle-school History	
Textbooks	129
Introduction	129
A Note about Textbook Format	130
1. The Nanboku-chô Conflict	130
Historical Background	130

Contents		7

Textbook Approaches		
Summary		
2. The Description and the Assessment of 'Sakoku' (National		
Seclusion) and the Genroku Culture		
Historical Background		
Textbook Approaches		
Summary		
3. The Ainu Response to Japanese Colonisation		
Historical Background		
Textbook Approaches		
Summary		
4. The Portrayals of Female Factory Workers and Industrial Ac	tion ir	n
the Late Nineteenth Century		
Historical Background		
Textbook Approaches		
Summary		
Issues Emerging from Japanese History Textbooks		
Chapter Four: Conclusions		
Select Bibliography		
Notes		
Primary sources		
1. Syllabus and Curriculum Documents		
a) South African Syllabus Documents		
b) Japanese Curriculum Documents		
2. Textbooks		
a) South African History Textbooks		
b) Japanese History Textbooks		
3. South African Government Circulars and Documents		
4. Mombushô Circulars and Documents		
a) Reports		
b) Mombushô Textbook Screening Standards Documents .		
c) Mombushô Textbook Screening Standards Implementation	n	
Subsidiary Regulations Documents		
5. Newspapers		
a) South African Newspapers		
b) Japanese Newspapers		
c) International Newspapers (online)		
6. Radio Programmes		
· · · · · · · · · · · · · · · · · · ·		

Contents

Social demy Courage	201
Secondary Sources	
1. Theses	201
2. Books, Journal Articles, Chapters in Books, and Conference	
Papers	201
Glossary	215
South African terms	215
Japanese terms	216
Index	219