
Contents

Preface	9
Acknowledgements	11
Notes on terminology and source materials	13
Introduction	17
Historical Literature on Textbook Analysis	18
Comparing South Africa and Japan	23
Mass Education, Memory and History Textbooks	28
The Status of the Textbook in South African and Japanese Schools	31
Methodological Considerations	34
Limitations to Coverage of Modern History	35
Selecting and Classifying Textbooks	37
The Selection of Historical Events and Themes	38
Structure of the Book	40
Chapter One: Education Policy-making in South Africa and Japan ca. 1945 to 1995	43
Introduction	43
Recent Public Debates on History Education in South Africa and Japan	44
South Africa: Afrikanerising Educational Bureaucracy and History Education	45
Verwoerd's Premiership: Separate Development and Afrikaner Nationalism	51
Education under Pressure	54
Botha's Reform and the Deepening Crisis of Education	55
The Transition Period: Struggle for a New Education System	59
Japanese Education	61
Reverse Course	64

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 Rinkyōshin (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
 Chapter Three: An Analysis of Japanese Middle-school History	
Textbooks	129
Introduction	129
A Note about Textbook Format	130
1. The Nanboku-chō Conflict	130
Historical Background	130

Textbook Approaches	134
Summary	143
2. The Description and the Assessment of ‘ <i>Sakoku</i> ’ (National Seclusion) and the Genroku Culture	144
Historical Background	144
Textbook Approaches	147
Summary	161
3. The Ainu Response to Japanese Colonisation	161
Historical Background	161
Textbook Approaches	164
Summary	170
4. The Portrayals of Female Factory Workers and Industrial Action in the Late Nineteenth Century	171
Historical Background	171
Textbook Approaches	174
Summary	182
Issues Emerging from Japanese History Textbooks	183
 Chapter Four: Conclusions	185
 Select Bibliography	191
Notes	191
Primary sources	192
1. Syllabus and Curriculum Documents	192
a) South African Syllabus Documents	192
b) Japanese Curriculum Documents	194
2. Textbooks	194
a) South African History Textbooks	194
b) Japanese History Textbooks	196
3. South African Government Circulars and Documents	198
4. Mombushō Circulars and Documents	198
a) Reports	198
b) Mombushō Textbook Screening Standards Documents	199
c) Mombushō Textbook Screening Standards Implementation Subsidiary Regulations Documents	200
5. Newspapers	200
a) South African Newspapers	200
b) Japanese Newspapers	200
c) International Newspapers (online)	200
6. Radio Programmes	201

Secondary Sources	201
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