



ICOMOS-South Africa, as an affiliate of ICOMOS International, is concerned with furthering the conservation, protection and rehabilitation of heritage resources in South Africa as well as liaison and co-operation between individuals and organizations working in the field both nationally and internationally.

SPECIAL EDITION

ICOMOS members worldwide celebrate International Monuments and Sites Day on 18 April. The theme for 2013 is *The Heritage of Education*.

ICOMOS Contact Details:

Office:

c/o Cape Town Heritage Trust
PO Box 16092, Vlaeberg, 8018, South Africa
Tel: + 27 21 421-0287
Fax: +27 21 421-0285
Email: ctht@heritage.org.za

President:

Pascall Taruvinga
pastar143@yahoo.com
Cell: 079 219 8952

Newsletter Editorial Committee:

Helene Vollgraaff
helene.vollgraaff@gmail.com
Cell: 072 243 5228

ICOMOS-SA website:

<http://icomos-sa.org>

Although it is possible to find several definitions of education, all of them refer to a form of learning knowledge, skills and habits in which of a group of people are transferred from one generation to the next through teaching, training or research. Education also means the transmission of beliefs and values and can therefore be considered as one of the main means for constructing the future.

ICOMOS celebrates the heritage of education across the world and over millennia. It is argued that evolution of culture and human beings as a species depended on this transmitting knowledge to the next generation

The ICOMOS website notes that several heritage properties linked to education have reached international recognition and are inscribed on the UNESCO World

Heritage List: the sites of the Bauhaus (Germany), the University and historic precinct of Alcalá de Henares (Spain), the university campuses in Caracas (Venezuela) and Mexico City. At the same time, several historic towns and centres inscribed on the List house buildings and complexes related to education. In other cases, buildings, ensembles or places are protected at national or local levels.

In South Africa, we also have a long history of education. One can argue that indigenous education heritage does not receive the recognition it deserves.

The Historic Schools Project on the other hand, is an important heritage project that South Africa can be proud of. Laura Robinson and Ivan Flint report on this important project that focuses on these schools that are defined as presently under-resourced South African secondary schools which have formerly played a significant role in the formation of our present day nation.

Source: www.icomos.org/en/

Historic Schools Project: Towards Centres of Cultural and Educational Excellence

Laura Robinson and Ivan Flint

Background to the project

The Historic Schools Restoration Project (the 'HSRP') in the words of the Executive Director, Archbishop Njongo Ndungane, is '... an initiative of the Department of Arts and Culture in conjunction with stakeholders in the religious and non-governmental fraternity to rekindle the life of many educational institutions – big and small, with or without a religious background – that have any trace of historical significance in the history of the country.' It is inspired by the bicentennial of the prophet Ntsikana who was instrumental in promoting literacy among the AmaXhosa.

The HSRP is therefore striving for the creation of sustainable schools of excellence at educational sites of historical significance. These will lead the way for real comprehensive educational transformation in our country.

The Vision of the project is:

'To nurture future African leaders of caliber and integrity who are able to meet the critical needs of community and country, in a values-based, transformational environment.'

And the Mission is:

"To revitalize the rich heritage of the historical schools and transform them into sustainable and aspirational African

institutions of educational and cultural excellence.'

The first phase of the project

There are over fifty historic schools in the country. To ensure the viability of the project and delivery on the proposed objectives it was necessary to limit the initial phase of the project to a manageable number of schools. Nine rural or semi-rural schools have been chosen, eight of which were founded during the 19th century. These schools were ranked among the leading black schools in the country. It is envisaged that success in these schools will result in their becoming exemplars for what other rural schools can achieve. The focus is on historic schools that offer tuition from Grade 8 through to Grade 12.

The alumni of these schools include South Africa's first democratically-elected president, Nelson Mandela, the first two presidents of Botswana, Sir Seretse Khama and Sir Ketumile Masire, as well as Dr Eduardo Mondlane of Mozambique. Other alumni include Govan Mbeki, Ellen Kuzwayo, Joshua Nkomo, Wendy Luhabe, Nkosazana Dlamini-Zuma, Judge Pius Langa, Baleka Mbete, Ruth Mompati and Chief Mangosuthu Buthelezi. Also included are prominent leaders in



View of Healdtown, Eastern Cape, taken across the gorge from the road leading from Fort Beaufort. President Nelson Mandela attended Healdtown.

business, academia, the arts, faith communities and organisations of civil society.

Many of the historic schools are of great heritage value and most of the original buildings of these schools – almost all in need of complete restoration – date back to the 19th century and constitute a rich heritage that waits to be reclaimed.

Identification of historic schools

The nine “pilot” schools include Adams College, Healdtown Comprehensive School, Inanda Seminary, Lemana High School, St Matthew's High School, Tiger Kloof Educational Institution, Ohlange High School, Inkamana High School and Vryheid Comprehensive School.

In the initial stages extensive work was undertaken on two critical aspects of the project; one being the assessment and needs of the educational curricula and the current status quo of education at the various schools (which this article will not address), and the other being the extensive analysis of the physical (including heritage and environmental) qualities of the school campuses.

Site visits to the nine schools showed that the physical infrastructure at most of the schools was in a very poor condition. At two of the schools (Healdtown and St Matthews) there is a virtual collapse of services with the provision of water, electricity and sewage being huge challenges for these rural Eastern Cape Schools. So whilst the rich educational, social and architectural heritage of these schools remains high, in reality a number were almost dysfunctional.

Before even considering the heritage aspects of the schools it was agreed that a full analysis of each of the school campuses was of prime importance. This would include obtaining basic information relating to land-ownership, site diagrams and identification, services and infrastructure. Where required, a survey was commissioned to establish the site boundaries and position the buildings and landscape features on the site.

It was frightening to learn how little baseline information was available on a number of the schools and in effect, the team started from scratch in building up a record of basic information relevant to

each school property. The exceptions to this included Inanda Seminary (KwaZulu-Natal), Tiger Kloof (North West), and to some extent, Inkamana High School and Adams College (both KwaZulu-Natal).

All the pilot schools are situated on sites of scenic beauty and in some instances, environmental significance. The sense of place experienced on the campuses (as well as the general isolation from settled areas), is one of the important factors that have no doubt contributed to the heritage that these schools have to offer. It should be noted that both Adams College and Inanda Seminary, when first built, were situated in a rural area and not, as is the case now, surrounded by settlements.

Although not all the historic schools remain rooted in a particular religious ethos, it is obvious that the establishment of the schools by various missionary groups, and the presence of a religious community nearby, continues to play an important role in the school life and practice – and quality - of education.

Heritage Studies

To date, resources have permitted the commissioning of two heritage studies – for Healdtown (Eastern Cape) and Lemana Secondary School (Limpopo). The reports included recording of the school campus, in terms of both the built environment and the cultural landscape, a heritage assessment that has been informed by an analysis of the architecture, research on history relating to the development of the school and its social significance and oral



Boys' Hostel at Lemana School in Limpopo.

The Historical Schools Restoration Project is a remarkable opportunity to revitalize a number of historically significant schools that have suffered due to the Bantu Education policies imposed upon them. A start has been made and it is hoped that more work will

history gathered through interviews. The reports conclude with a set of guidelines and an issues report.

What has been achieved up until now?

It is encouraging to note that work has started on the two Eastern Cape Schools, Healdtown and St Matthews, where much needed basic infrastructure is being upgraded and in some cases installed. This in turn will lead to the progressive restoration and rehabilitation of a number of the heritage buildings on the school campuses. The Limpopo Department of Education is in the process of commissioning work to be done to Lemana Secondary School.

In conclusion

roll out in the future. Apart from the lead taken by national government the involvement and support of the respective Provincial Governments is a key factor in making the project sustainable.

The schools represent a most significant part of our history and heritage, both historically and up to the present day. The project is ambitious and challenges are experienced in terms of the sheer amount of resources that are needed to build up some of the schools and make them into functional institutions of learning once again. It has been an exceptional privilege to work with the HSRP and Archbishop Ndungane in particular in helping to achieve this goal for the future of education and heritage in our country.

ICOMOS Day celebration in South Africa: Celebrating Educational Heritage

ICOMOS-SA Councillor, Sabine Marschall launched a pilot programme in KwaZulu-Natal to create awareness amongst schools about their heritage. The project has been initiated in cooperation with The KwaZulu-Natal Department of Education's

Provincial History Coordinator. Fact sheets have been distributed to all subject advisors within the province.

The fact sheets include the following information:

- The International Council of Monuments and Sites (ICOMOS) is world's largest and most important cultural heritage conservation agency; it is a non-governmental organization affiliated with UNESCO. (see <http://www.icomos.org/en/about-icomos/mission-and-vision/mission-and-vision>)
- ICOMOS has thousands of members all over the world and 95 countries have a national committee, including South Africa (ICOMOS SA). Anyone interested in cultural heritage can become a member of ICOMOS. Annual subscription for ICOMOS SA is R450. (see <http://icomos-sa.org/2011/04/07/welcome/>)
- The organization is run by elected board members who serve in a purely honorary capacity. Board members usually have some professional interest and expertise in cultural heritage and their task is to promote the work of ICOMOS and serve the cause of heritage conservation within their countries and communities.
- Prof Sabine Marschall teaches in the Cultural and Heritage Tourism Programme at the University of KwaZulu-Natal and is a co-opted member of the national council of ICOMOS SA (the only council member based in KZN).
- ICOMOS SA has a small budget (entirely drawn from membership subscriptions), which is used for projects aimed at heritage conservation.
- On 18 April each year, ICOMOS celebrates ICOMOS Day to draw attention to the importance of protecting cultural heritage. See <http://www.icomos.org/en/what-we-do/focus/18-april-international-day-for-monuments-and-sites/ideas-for-celebrating>
- Each year, there is a different theme and for 2013 the theme is 'Educational heritage', i.e. the heritage of schools, colleges, universities and all kinds of educational institutions. ICOMOS encourages people all over the world to participate in celebrating the heritage of their educational institutions.
- The proposed initiative encourages educators and learners in KZN to participate by celebrating the heritage of their respective school. No other province in SA is involved in this initiative due to lack of capacity on the part of ICOMOS SA, but ICOMOS SA fully endorses the campaign and has made a small budget available to cover essential expenses such as printing of posters.
- ICOMOS requests that any national committee that participates in ICOMOS Day should inform the International Secretariat in Paris and update them on progress. It

is likely that participating KZN schools will be featured at international level or on the ICOMOS website. It is certain that participating schools will be featured at national level and on the ICOMOS SA website.

- Participating in ICOMOS DAY is completely voluntary. It is not part of the official school curriculum and participation is not for marks or money. The celebrations take place at the school itself, organized by teachers or school governing bodies, and should not involve major costs. Prof Marschall can provide logistical support and advice to teachers; produce posters, brochures or guidelines; draw attention to the participating schools through the media; document and promote the school's efforts; as well as try to obtain sponsorship from the private sector.
- Celebrating ICOMOS DAY could become an annual event and this year's initiative can be considered a modest start that we can build upon next year. The aim is to find at least 5-10 participating schools throughout KZN.
- Competitions can be organized and adjudicated by teachers or an elected school committee. The winner will be honoured in whichever way the school sees fit. We can help with producing nice certificates, endorsed by ICOMOS SA and the KZN Department of Education. Prizes may be given, if we are successful in procuring those from the private sector, but this cannot be promised at this stage.
- Reasons for participating include a passion for history/heritage; an opportunity to foster a relationship with the university (e.g. students as role model for learners); drawing positive publicity to the school (at local, national and possibly international level); the fun of organizing a vibrant community event at the school with lots of dancing, singing, poetry, presentations, competitions award ceremonies, etc.; the chance of winning a competition; the opportunity to link a practical activity with academic content;
- Celebrating ICOMOS Day can link in with participation in the National Department of Basic Education's annual Nkosi Albert Luthuli Oral History Competition in September. The theme of ICOMOS Day is identical with one of the themes of the Oral History Competition (History of my school), but it also touches on other themes, e.g. Unsung Heroes, as learners might focus on unsung heroes who once attended their school. Preparation for the Oral History Competition has been structured into the curriculum and ICOMOS Day could be a trial run for learners, helping them improve their effort and increasing their chances of doing well in the national competition.
- For any further information, contact Sabine Marschall at marschalls@ukzn.ac.za

ICOMOS-SA Editorial Committee:

Dr Helene Vollgraaff & Dr Janette Deacon

Deadline for next edition: 15 May 2013

Helene.vollgraaff@gmail.com