

The record and memorabilia in school archives management in Pietermaritzburg schools, KwaZulu-Natal, South Africa

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Abstract

School heritage consists of documents, artefacts and other items such as art work and textiles. Managing these collections in schools is problematic as this heritage is not prioritised and schools are under-resourced. Against this background, this study is concerned with the management of archives and museum collections in selected public and private schools in Pietermaritzburg (PMB), KwaZulu-Natal (KZN), South Africa. The findings revealed a plethora of issues. Retirees, mostly volunteer mothers, are experienced and self-trained stewards. The surveyed schools are managing both the artefacts and documents and these cannot be divorced from each other as they both tell a story about particular events pertaining to the school's history. The use of timelines is an innovative idea to appeal to users, as this is eye-catching and part of advocacy, which is interactive within a specific community. A significant trend that emerged is the neglect of archives, which resonates with scholarship on records and archives management in both private and public spaces.

Key words: archives, artefact, record, archival program, memorabilia, KwaZulu-Natal

1. Introduction

Archives are a record of human existence over time and are preserved for the benefit of posterity as they provide evidence of our heritage and cultural identity. The International Council on Archives noted that archives are the documentary by-product of human activity retained for their long-term value (International Council on Archives [ICA] 2016; see also Gilliland 2014; Franks 2013; Millar 2010). Loo, Eberhard and Bettington (2008) reiterate that they tell our stories, document our identity and have ongoing use for scientific and technical enquiry. Archival records can serve as vital evidence of the many activities, relationships, transactions, decisions, goals, challenges and achievements that occur in a school on a daily basis (Buchanan 2014/2015). In summary, archives are a reflection and a result of what happens in society (Glaudemans, Jonker & Smit 2017). Accordingly, schools as institutions keep a record of their daily activities for a variety of reasons. It could be because of the need to trace back their history and traditions, for administrative purposes in support of accountability and

transparency and for public relations with the school's community of parents, students, staff and alumni. Records in custody include yearbooks, school lunch menus, flyers promoting dances or student elections, photographs, letters, corporal punishment books, issues of the school newspaper and scrapbooks. According to Funston-Mills and McKinnie (1988), these archival records help to trace the school's origin, structure, function and history.

Juxtaposed to these records are museum collections, which call for curatorship of both the record and the object. Such annexes of ephemera reveal an inherent relationship between the objects and the institution's documentation and it becomes difficult to separate the two. Pioneer archival theorist Jenkinson demonstrated that such annexes are limited only by space and volume (Jenkinson 1980:238). Gleaves and O'Neill (2003) acknowledge that conjoining the archives and museum and the administrative record with tangible evidence of students' lives leads to the creation of a living archive. Examples of such memorabilia include trophies, rowing oars, paintings, cattle grids, furniture and other artefacts; textiles, gifts, plaques and memorials; old technology like the school's first laboratory equipment, computers, cellphones, etc., all with sentimental value. Archivists refer to these items variously as artefacts, specimens and three-dimensional objects held in archives (Jeffrey 2005; see also Dictionary Working Group of the Society of American Archivists 2017). The provenance and connection of such memorabilia to the school is thus consequential and Piggott (1997) suggests that artefacts might add meaning to archival documents. Commenting on Salman Rushdie's archives in the Emory Libraries in Atlanta (Georgia), Ketelaar (2017) contends that it is by preserving objects that we can render how creators used information or records in the first place. Cooke (1991) correctly observed that while purists may argue that memorabilia has no place in archives, for most school archivists it is a fact of life. Objects provide evidence of a school's heritage at one point in time in its school's history. For example, school uniforms worn from the establishment of the school to the present reflect the school's development and their contextualization in archives capture those moments as experienced by the pupils during that time. Darms (2009) correctly notes that the network of relationships between collections and creators that is ongoing helps in explaining the provenance of the item.

It is discernible that items in school archives do not conform to an orthodox definition of a 'record' as noted by Eberhard (2013). For the purpose of this paper, school archives consist of documents, artefacts and ephemera such as art

work and textiles, which form the foundation for understanding an individual's school history and broader educational memory (Buchanan 2012). In this light, this paper is concerned with examining the management of archives and museum collections in schools within Pietermaritzburg, Kwazulu-Natal, South Africa, with an empirical study carried out between November 2016 and November 2018. The paper begins by outlining the site of the study, identifying the problem statement, reviewing the scholarship, outlining the research methodology, reporting and discussing findings, and then considering conclusions and recommendations.

2. Site of study

The research was conducted in Pietermaritzburg, KwaZulu-Natal province of South Africa and the focus was on selected schools, public and private, to ascertain whether there was adequate care for the schools' heritage in documentary and artefactual form. The city of Pietermaritzburg (PMB) is the provincial capital of KwaZulu-Natal (KZN), is governed by the Msunduzi Municipality and is home to over 600 000 people of diverse cultures (Pietermaritzburg Msunduzi Municipality 2018). An analysis of the 2011 census estimated that approximately 81% of the population living in the municipality identify as being black African, 10% as Indian or Asian, 6% as white, and 3% as coloured (Frith 2011). Since the eighteenth century, Zulus, Afrikaners, Indians and the British all contributed to this rich cultural mix and the province became a site of struggle for political, social and economic domination. Today, the city is still called by its *Voortrekker* (pioneer Boer pastoralists who migrated from the Cape Colony during the Great Trek) name, by whom it was founded in 1838 before being taken over by British administration in 1843. KwaZulu-Natal is home to over 6184 schools, and about 9% (581) of these schools, private or independent and public, are in Pietermaritzburg (KZN Department of Education 2011; see also Pietermaritzburg Chamber of Business: nd) which houses many of South Africa's most prestigious private schools. The data on provincial statistics on the racial and ethnic composition of the surveyed schools could not be obtained. Although the Education Department collects statistics about the race of learners and teachers, its own education statistics at a glance (Department of Education Annual Report 2016/17) do not disaggregate information on a racial basis (KZN Department of Education Annual Report 2017/18). That said, both public and private or independent schools were the focus of this study and the data were primarily drawn from private schools. This choice was deliberate as the assumption was that these were well-resourced schools and had archives compared to most public schools that were disadvantaged due to inequalities

during the apartheid era and beyond. It should be acknowledged from the onset that there are extremes of wealth and poverty that exist in KwaZulu-Natal, but the fact remains that these schools have made an important contribution to the improvement of education in the province (KZN Department of Education 2006). Independent schools provide education and training to learners in the same way as public schools, but are not governed by the same legislation as public schools.

Some brief context around the background of the students and administrators in these independent or private schools will suffice. Archives that reflect the broad narrative of South African history are held in the care of a wide range of organisations, institutions and individuals, within the country and beyond its borders (Archival Platform 2015). The surveyed archives thus need to be reviewed from this broad perspective as far as school archives are concerned. Indeed, as noted by Morrow (1998), South Africa is thus a product of an embrangled history of Eurocentric colonialism and its stepchild, apartheid, and bitter struggles against these harsh forms of oppression. A defining feature of both colonialism and apartheid was the identification and maintenance of separate groups in the population. Apartheid thus had separate schooling systems for different cultural groups. Christie (1995) notes that a characteristic feature of apartheid education was its strict segregation on grounds of racial classification. In this colonial setting, education was thus part of social engineering, and the need to maintain racial hegemony against the black population was paramount. In a nutshell, the form that education took on mirrored the specific matrix of colonial power giving settler elites privileged access to schools (Robert 2001). Divisions in schools and in the education systems were thus not only racial, but also geographic and economic (Mda 2000).

Robert (2001:48-49) further notes that the schools were complicit in constructing male dominance and hegemonic masculinity within the colonial order. They operated as a network for a settler gentry to dominate the colonial, commercial and agricultural order. Boys from these schools, particularly as time went on, kept in contact with one another and helped one another. They became magistrates, judges, lawyers, businessmen, politicians, ministers of state, colonial and later provincial administrators. As noted by Kallaway (1984), these elite groups acted as intermediaries between the colonial state and white colonists. In addition, some became school masters, principals, directors, superintendents or administrators at these surveyed schools in Natal and then KZN province and were thus vanguards of colonial domination. The schools played a major role in masculinizing the colony's structures of power (Kallaway

1984). A few names of these include Charles Templeman Loman (1879-1934), Solomon Levinsohn (1919-1984), Reginald Alfred Banks (1890-1980).

In 1996, Parliament passed the South African Schools Act (No. 84 of 1996) to promote a uniform system that would redress past injustices based on racial discrimination. Section 45 of the South Africa Schools Act, provides that any person has the right to set up and run an independent school, provided it is registered (South African Schools Act 1996). Through the Act, two categories of schools ('public' and 'independent') were recognized, replacing an array of classifications. In reality, various categories of schooling would persist, with extreme differences in the standards of public education. At one extreme, well-established, previously white, public schools, which had cultivated their reputation for quality in part through the relatively high fees paid by parents, continued to be racially desegregated, public Model C schools (Vayed & Waetjen 2015:336). The model system traces back to 1990 when the then Minister of Education, Piet Clase, initiated the drive towards racial integration in schools and these became known as 'Clase models' (Christie 1995). Clase introduced three types of desegregating white schools initiated in the early 1990s namely Model A, B and C schools and a subsequent model (Model D) was later introduced by his replacement, Piet Marais (Hunter 2019:92). Model A, B and C schools were the focus of this study. Model A schools or Status Quo are private schools with a small state subsidy. Model A schools maintained the old system of white government-funded education and the money received from the state covered teachers' salaries and the running costs of the schools (Chisholm & Kgobe 2003). Model B schools were state-funded schools where parents decided on admissions policies and the government subsidy had to cover teachers' salaries and the school's running costs (Chisholm & Kgobe 2003). Lastly, Model C schools were state aided whereby the state paid only the salaries of permanent teachers, leaving the schools' governing bodies responsible for the running costs of the school. Fees thus paid for electricity, renovations, equipment, and so on. They received the same amount of money from the state as Status Quo schools. These schools set their own fees and enrolment requirements, but they had to keep a majority of white pupils (Chisholm & Kgobe 2003). The South African Schools Act was amended in 2005 to establish a quintile system to replace the model system. Under this new system, schools are categorized into five groups (quintiles) based on the relative wealth of their surrounding communities. Schools in the poorest communities are classified as Quintile 1 and schools serving the wealthiest communities are classified as Quintile 5. Quintile 1, 2 and 3 schools are not allowed to charge fees and are often referred to as no-fee schools (South African Schools Act 1996; see also South Africa Department of

Education 2006). It should be pointed out that while the differential allocation of resources through the quintile system affects operating costs, archives are not a priority in the surveyed schools as far as funding is concerned. The majority of the surveyed schools are thus leveraging the alumni to fund their archives.

Middle-class black, white, coloured and Asian students inform the racial composition of the surveyed schools as the focus was largely on these well-resourced schools. It is this context that informs the demographic nature of the schools surveyed for this study, as these are mainly private, independent, elite and public schools. As stated earlier, the overall aim was to assess whether these schools documented the activities of their institutions from establishment to the present. The cadetship program, which produced military memorabilia especially earmarked for boys' schools in the KZN province, is one aspect that these school archives document. Conscription in the army to serve in both world wars was a common feature at some of these schools and memorabilia in existence are evidence of this involvement and part of the school heritage that they pride in.

Nonetheless, schools, whether public or private need to take pride in their documentary and artefactual heritage and this would only be possible if there is prudent stewardship with regard to managing and delivering all aspects of collections care, information and access. Against this background, the need for schools to have a curator to manage the school's heritage is of paramount importance. Pearce-Moses (2005a) defines a curator as an individual responsible for overseeing a collection or an exhibition. For the purpose of this paper, the term curator refers to a professional person responsible for the stewardship of objects and archives.

3. Problem statement

Schools, like any other organisation, create records and stakeholders that include trustees, governors, heads of schools, administrators, marketers, academic staff, information technology personnel, students, parents, alumni, interns, chaplains, researchers, service and social responsibility associates, sports organisers, coaches, referees, tournament directors and inter-school portfolio holders (Reynolds 2017). The records vary in format and include:

- printed or hand-written documents like headmasters'/headmistresses' log books and inspection reports
- born-digital or digitised records

- videos, CD-ROMs, DVDs, removable disks, magnetic tapes or other early media
- magazines and bound or unbound books
- website, online and cloud content
- trophies, paintings, furniture and other artefacts such as cattle grids and a hand-held brass school bell
- uniforms, memorabilia, gifts, plaques and memorials
- old technology, for example the school's first laboratory equipment, computers, cellphones, and more. (Reynolds 2017).

However, schools do not prioritise the management of this heritage, resulting in the lack of a dedicated budget, undefined placement of the archives within the school's administrative hierarchy, overwhelming work for volunteers and lack of expertise. Reynolds (2017) notes that significant milestones in the story of a school as well as its staff, students and wider community should be preserved in its corporate memory and be readily accessible at the click of a mouse. Unfortunately, this is rarely the case and Reynolds (2017) further observes that:

Records are the school's Cinderella, old physical files are unwittingly sent to the scrap heap, servers are purged with the ever-increasing demands for digital storage and machines that we once kow-towed to are cast aside with abandon, rendering older media formats useless (Reynolds 2017).

In a similar vein, sharing her experiences as a caretaker of school heritage at the 2017 Forum for School Museums and Archives (FSMA) conference, Andrew (2017) notes that: My first day on the job was rather daunting! I was taken to a room that was a complete mess – filled with boxes of documents, old files, paintings, curtains, a ship's wheel and all sorts of paraphernalia. As a solo professional, Passehl (2012) observes that you are an archival lone arranger faced with challenges of limited resources and allies and tasked with doing good in inauspicious situations.

Against this background, this study sought to establish whether an archives program existed in selected public and private schools in PMB as far as the management of archives and artefacts was concerned. An archival program has many components and in the context of this study, this refers to a specific ongoing plan or operation to manage archival holdings or archival collection and to identify archival material and arrange its transfer to an appropriate archival repository (Acland 1993). Accordingly, an archives program is taken to include policies, storage and handling of archives and artefacts, access, education and

training of archivists, and formats and condition of media on which records and archives are captured. In order to find the management of archives and museum collections the following questions guided the study:

- 1) Have school archives been identified, classified and catalogued?
- 2) What mechanisms, policies and procedures for records and archives management relating to school archives are in existence?
- 3) Is there physical security and storage of school archives with regard to ensuring their long-term preservation?
- 4) Are there preservation needs assessments for school archives?
- 5) Are there any information communication technologies (ICTS) and digitisation processes to enhance preservation and access to school archives?

4. Review of related literature

Buchanan (2014/2015) is correct in pointing out that school archives have received minimal attention in the professional literature of school management and archives. This is equally true for archives of faith-based traditions or religious archives (Garaba 2015). The corpus of the literature is scant, with very few empirical studies in mainstream scholarship. To compound the problem, the low priority accorded to archives in general is well documented worldwide, and the genre of school archives is no exception. Studies by a number of researchers internationally outline challenges which schools are faced with in the management of their collections. Cooke (1991) highlights the inherent complexities prevalent in managing both archival and non-archival material in the form of objects for school archivists in Australia. Riley (1997) carried out an empirical study of four independent schools in Australia and strongly recommended the need for school archives to be recognised as a vital cog in the administration of a school, hence the need for their integration into the school's management structures. For Riley (1997), this integration would have an impact on a school's acquisition policy and practice.

Fernekes and Rosenberg (2008) provide suggestions on how to build an archives program for high schools in the United States. Buchanan (2014/2015) briefly traces the historical development of school archives in the United States of America (USA), Canada, Australia, New Zealand and a few selected European countries, highlighting challenges in their establishment and the research opportunities provided by centennial events. Coates (2016) reminisces on what is involved in being a school archivist for 18 years and sheds light on his

experiences in an under-resourced environment. He further acknowledges that school archiving is a growing industry and this confirms the relative scarcity of literature. Coates's (2016) pioneering work on school archives is a worthwhile addition to this genre of archives and professional literature. Both Andrew (2017) and Reynolds (2017) provide theoretical and practical knowledge based on experiences on some of the challenges confronting school archivists in South Africa.

In addition, concerted efforts to raise awareness about the plight of school archives are evidenced by the existence of forums and associations and some have even provided training, guidelines and publications on the management of school archives. A few examples of such associations include the School Archivists' Group (SAG) formed in 1998 in the United Kingdom, the School Archives Special Interest Group (SIG) established in 1975 in Australia, the Archives and Records Association of New Zealand (ARANZ)'s Schools Interest Group (SIG), the Association of Independent School Archivists in Canada established in 2010 and the Forum for School Museums and Archives (FSMA) founded in 2010 in South Africa.

Allied to the foregoing, in an endeavor to establish vibrant online communities of practice, the South African Department of Basic Education through the Thutong Portal has provided guidelines to assist school governing bodies in the management of their records, with the exception of financial records (Thutong: South Africa Education Portal: nd). Similarly, in the United Kingdom, the Information and Records Management Society (IRMS) has developed an information management toolkit to assist schools to manage their information in line with current legislative frameworks (Information and Records Management Society 2016). The IRMS toolkit complements the rather dated Society of Archivists booklet of 1995 designed to assist staff involved in the management of public school records (Society of Archivists 1995). Another important resource is the USA School Archivist website designed to provide checklists to follow, books to read and places to connect with the archives community (School Archivist: nd). The site is rich with material and links on how to start an archives and on why the School Archivist web resource was created. The School Archivist (nd) notes that:

This resource was created to assist school archivists, primarily those of K-12 or 9-12 schools, either public or private. These newly-created archivists are often history teachers, secretaries, or interested volunteers, but not trained archivists and are unsure of where to go for more information.

This pertinent remark speaks volumes of the challenges confronting school archivists, hence the need for such platforms to help out with exchange and sharing of specialist knowledge. This provides a snapshot of the scholarship in existence on school archives and it can be discerned that the literature is not copious, and that there is a lack of a definitive text on the subject. In a nutshell, much of this is published online in the form of guidelines.

5. Research methodology

In order to find answers to the earlier stated research questions, the study triangulated data collection by using both quantitative and qualitative approaches. Unstructured interviews and self-administered questionnaires, with the latter predominant, were the means of data collection with purposively selected informants. The study was confined to the metropolis of Pietermaritzburg and only 22 schools, both public and private, were identified and purposefully selected due to proximity. With the assumption that these schools would have archives and artefacts, the researcher chose these schools which, in his opinion, would likely have the required information. Thus, only schools meeting this set list of characteristics were selected, disregarding those that did not, and these were the population parameters of the study. Kumar (2014) notes that with purposive sampling, the researcher only chooses those people who in his/her opinion are likely to have the required information and also that this approach is extremely useful when one wants to develop something about which little is known, as is the case with school archives in Pietermaritzburg. This selection informed the socio-demographics of the chosen population as only well-resourced schools, both private and public were targeted as they all had similar or identical traits or characteristics. To legitimize the study, permission to conduct the research was sought from and granted by the KwaZulu-Natal Department of Education (KZNDoe) and the research and interviews were thus limited to these selected schools (See Appendix 3).

Most of the schools were predominantly private because as well-resourced schools the assumption was that they would have a facility for archives and artefacts. In-depth, that is, face-to-face and telephonic interviews were conducted with curators and history teachers in the identified schools. Site visits to selected schools were also done and observation was used to check for the existence of a dedicated facility for storage of collections. To make the research visible, the researcher attended the FSMA Annual General Meeting held on 12 February 2017 in Durban in which this research was publicly announced,

questionnaires distributed and networks established. In addition, the visibility and networking were further enhanced by the researcher's presence at the FSMA 2017 National Conference held in Johannesburg from 24 to 26 February 2017 and the FSMA heritage month gathering in Pietermaritzburg on 5 September 2017, and the FSMA 2019 National Conference held at Michael House in Pietermaritzburg from 1 March 2018 to 3 March 2019 where questionnaires were followed up. Attendance at these forums was part of the data-gathering process. Interviews were conducted at school sites between 15 November 2017 and 30 November 2017. However, the letter granting permission for this research from the KZNDoE made provision for the research to extend to 25 May 2018 and seek extension when needed. Out of the 22 schools, there was one withdrawal, as the authorization letter from the KZNDoE made provision for that with this clause (KZN Department of Education 2017):

Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.

The questionnaire was pre-tested at one elite and well-resourced school in Durban and the data gathered for this school provided the researcher with an insight into the archival and museum programs of private schools. Apart from providing the information the researcher intended to gather, the pre-testing also enabled the researcher to ascertain that the questions were straightforward and would not confuse respondents. Two schools responded via email that they did not have archives which whittled down the population of the study of 22 to 19 schools, including the withdrawal. Twelve schools returned the questionnaire, which represented a response rate of 63%.

6. Research limitations

The study's focus was on PMB, which on its own constituted a limitation considering the sample size, and the implications are that findings cannot be generalized to the rest of KZN. However, the findings do provide a snapshot of the situation on the ground with regard to the stewardship of school archives and museums and the preliminary information gathered could provide a springboard for a larger study.

7. Summary of the major findings

The findings of the study are presented according to the research questions. For ethical reasons, the names of the schools that participated cannot be disclosed as assurance was given prior to the research that responses will be kept confidential and only used for the purpose of this research in compliance with privacy legislative and regulatory requirements.

7.1 *Have school archives been identified, classified and catalogued?*

Curators need to know the size of the material under their custody for them to be able to apply sound preservation and conservation measures to the items under their stewardship. The size of collections is crucial in space planning for archives. Figure 1 shows that collections in most of the surveyed institutions are below 100 cubic feet or 2.83 cubic metres, which is significantly low.

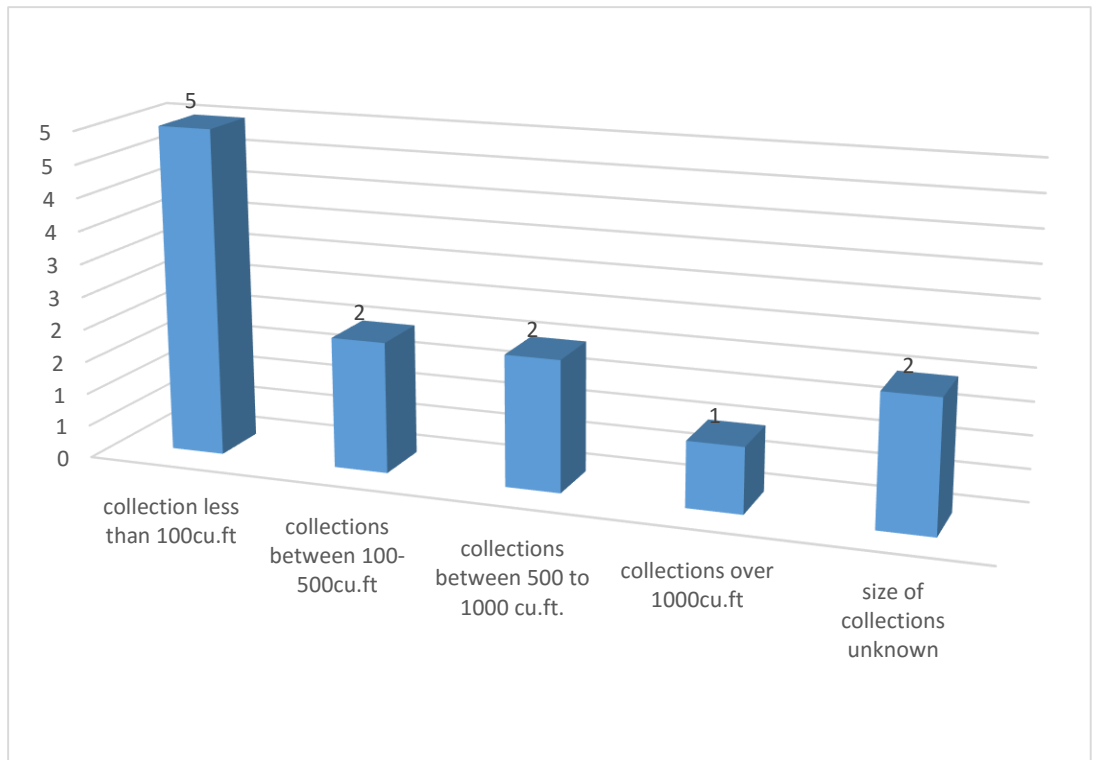


Figure 1: Size of collections

The recording media reported by respondents is shown in Table 1, and paper and photographs are predominant as all respondents confirmed the type of records they had in custody.

Table 1: Type of records in school repositories

	N	Percent	Percent of Cases
Paper	12	17.1%	100.0%
Photographs	12	17.1%	100.0%
Magnetic tapes	3	4.3%	25.0%
Electronic records	7	10.0%	58.3%
Video tapes	6	8.6%	50.0%
Microforms	2	2.9%	16.7%
Maps	5	7.1%	41.7%
Audio tapes	5	7.1%	41.7%
Drawings	8	11.4%	66.7%
Slides	6	8.6%	50.0%
Other	4	5.7%	33.3%
Total	70	100.0%	583.3%

NB: Please note that this was a multiple response answer and therefore totals do not add up to 100.

Consideration of the surveyed schools' commencement of archival management practices and date when a room was built or set aside for archives shows some interesting findings set out in Table 2.

Table 2: Repository construction and archives management commencement

Name	Year of construction of room with archives	Archives started
School 1	1940	1998
School 2	1962	1977
School 3	-	1988
School 4	1911	1970
School 5	2016	1990
School 6	1919	2010
School 7	-	-
School 8	-	-
School 9	1960	2016
School 10	1912	2016
School 11	1967	2012
School 12	1960	2010

The year for the repository construction for most of these schools, save for renovations and relocations, was the founding of the school. The accumulation of records since then to the present needs to be viewed in this light. The neglect and lack of continuity in archival practice is thus evident as those entrusted with the stewardship of these records complain of backlogs of unprocessed material and justifiably feel overwhelmed by its disorganization. One school did not know whether or not they have an archives and revealed the challenges faced by school archives by noting that:

We have tried to get more information regarding our archive system and have failed. It is a circle of 'I don't know', or 'could be'.

In addition, the neglect or lack of an archival programme is summed up by one respondent who noted that:

Our biggest challenge we have had apart from the budget which apparently everyone has, is that operating an archive within the school is very difficult because the core business of the school is not archiving, but education.

All 12 surveyed schools did not have a purpose or custom-built facility to house archives as the repository has been repurposed and one school had a dedicated

building for the school's memorabilia in terms of artefacts. One school is in the process of building a proper facility to house both archival and museum collections and noted that:

The latest progress and probably most exciting is that we are in the process of having our own museum and archives and that is huge and for us. Moving forward we will have a dedicated custom-built building to house our school history.

The process of taking legal and physical custody of a group of archives or other material and formally documenting their receipt is known as accessioning. This is the first step in recording the contents of a collection and to gain intellectual control of a new acquisition. This documentation of the transfer, donation, bequest or 'purchase' is usually done using a database or an accession register. Of the 12 surveyed schools, seven confirmed they had an accession register compared to five who did not. For the seven, the information mostly captured in the register pertained to date of accession, provenance of collections and brief description of contents. On the maintenance of a register of accessions for archives of the school one respondent noted that, 'We are hoping to put this in place soon. As stated before, this is a process that is still in its infancy'.

With regard to the identification of school archives and artefacts, three schools had this information posted on their websites:

School 1: We have a museum room in the ... and the heritage room which was beautifully done up 12 years ago with cups, shields and memorabilia, plus blazers and caps and other parts of uniforms mounted and displayed. Lots of photographs and posters can be found in there and in the administration building showcasing the history and tradition of the school.

School 2: We have a rich heritage which needs to be preserved. We have an active pupils' association and we are in the process of establishing a formal archive, with a view to having a museum to display something of this proud heritage.

School 3: Our mission is to collect, preserve and organise items of value and significance to the school's history. We provide and maintain a secure repository for the Museum collection. We

maintain a focus of interest for the school's family, past and present and visitors. We do source and authenticate information for displays and other purposes, for example genealogical requests. Our current projects involve recording oral histories and identifying heritage sites on campus.

Interviews with school teachers, archivists or those in charge of school archives and information extracted from brochures confirmed the importance of their school heritage and nature of material in custody. Their collections tell the story of their schools as these open a window on the past, showing school life through the centuries. Comments in the interviews from some respondents showed that collections in custody were of varied nature:

School 4: We have textiles like uniforms, caps, flags and paintings.

School 5: We have old blazers, ties, mascots, play costumes, old equipment and sporting equipment.

School 6: We have cabinets containing sorted documents, photographs, magazines, uniforms, books, artefacts...

School 7: We have military memorabilia, medals, flags and de-activated weapons.

The varied nature of fonds shows that collection management borrows from both archives and museums fields. Jeffrey (2005) expands on the above list to include trophies, plaques, and awards; plates, glasses, silver, and other tableware, and more. This raises conceptual issues about provenance as any attempt to separate the three-dimensional objects from the records describing them would to de-contextualize meaning. The International Council on Archives [ICA] (1999) defines provenance as the relationship between records and the organizations or individuals that created, accumulated and/or maintained and used them in the conduct of personal or corporate activity (ICA 1999). Provenance in the context of school archives thus serves a twofold function. Firstly, it is concerned with understanding the objects and connecting them to historically significant events, people and places. Secondly, as the general norm in archival practice, with understanding the context of each record and to determine the evidential and informational value of each record (Loo, Eberhard & Bettington 2008).

The nomenclature for those in charge of archives and museums is varied and ranges from archivist to curatorial assistant, museum archivist, museologist to designated school teacher, and this is not a full-time job for the majority. Six

schools reported that the responsibility for their archives was assigned to archivists and three schools reported that this was the responsibility of a designated school teacher, with one stating that this was the museum archivist's task, one stating nobody was in charge and one stating another person was in charge. This other person was in fact the marketing officer at the school who also ran the school's tuck-shop. With regard to competency in terms of qualifications, only three out of the 12 were certified.

Some school teachers helping with archival work at some of these schools are teaching history. One respondent who is in charge of archives reported as follows, 'I teach at the school but it is not my designated task. It is something I do when time allows'.

On whether school archives had been arranged and described one respondent reported that, 'I am currently trying to arrange the archive. It is still in a disarray'.

With regard to classification, two respondents reported as follows:

Respondent 1: I make an inventory of what I see in the storeroom and what makes up the school curriculum, for example, staff, classes, various functions and sport which is a large section, all alphabetical and using dates when necessary.

Respondent 2: It is very rudimentary with photographs and files in no specific order.

Finding aids lead researchers to the information they are seeking from or about archives. Four schools preferred inventories, two electronic catalogues, one card catalogue, two indexes, one descriptive lists and two other forms which involved manually searching the archives. Guides, usually published, help archival institutions to be more visible and assist users as these give a summary of the items contained in the repository or provide a list of finding aids to help users. Acland (1993) notes that it is a finding aid providing a summary or broad-level descriptive information about archives. None of the surveyed institutions had these in custody.

7.2 What mechanisms, policies and procedures for records and archives management relating to school archives are in existence?

Retention scheduling helps the archivist determining records with enduring value based on administrative, legal, financial, or research needs. A retention schedule thus provides practical and consistent guidance for managing records through their life cycle (Shepherd & Yeo 2003:163). Only one out of the 12 surveyed schools had this plan. Schools do not have a general policy position on school archives, as confirmed by 10 respondents. Interviewees reported as follows:

Interviewee 1: Your questionnaire certainly gave us a lot to think about! Our 'Museum' is a shared venue with our conference room and at present the archive is a stack of boxes in a store room which I am slowly but surely working through.

Interviewee 2: We are looking forward to the creation of a heritage committee to meet quarterly and help us implement policy decisions for our school heritage.

On being asked to state whether their schools had an acquisition policy for their archives, only two confirmed they had one, compared to 10 without. Interviews with curators confirmed this and three schools highlighted the fact that they had programs in which they were collecting oral reminiscences of staff and former students to complement what they had in custody. One interviewee reported that:

We have done a few – ... we also need to sketch a few more. We have staff who are leaving after so many years, there is a gentleman in the kitchen who is leaving after fifty years. We have interviewed past headmasters and we are also looking at how we can use oral history for our old boys' weekends and getting the guys to tell their stories lest they are lost. Old boys are emotionally invested in the archives of the school.

With regard to obstacles faced on school archives one respondent noted the following, 'Limited space, limited space for displays, no dedicated space for access as archives were in a shared boardroom'.

A timeline is a visual representation of a sequence of events, especially historical events (Collins English Dictionary: nd). It is a 'natural', intuitive way to present

and understand the past as it provides a powerful framework for presenting history (Lubar 2013). Accordingly, school archives are employing timelines in order to make the history of the school exciting and appealing to pupils, parents, visitors and alumni. Educators use timelines as a useful strategy for a variety of educational purposes. They can be used to record events from a story or a history lesson in a sequential format. The mention of voortrekkers as earlier noted in itself is part of Boer historiography which some of these schools have pride in. Their history reflects this heritage and the deactivated weapons, for example, were military memorabilia acquired through the military experiences of one school's Old Boys. The school had cadets from 1872 to 1984 and the experience gained by all the boys led many of them to active military experience. On their deaths, families thought it appropriate and convenient to send the memorabilia to the school. All those who died in military action are remembered on their Roll of Honour and the school holds an annual Remembrance Service on 11 November to remember them. Therefore, the military memorabilia are an important part of the schools' archives.

In some schools, these timelines combine world events with school history to invoke interest. For some of these schools, timelines are still a work in progress while some are fully developed. Moline (1995) notes that both educators and parents can use timelines to help students organize information in a chronological sequence so that they can better understand growth, change, recurring events, cause and effect, and key events of historical, social, and scientific significance. Four schools reported having a timeline which graphically captures the history of the school from inception to the present and of these four, two reported having this online or virtual but non-interactive, while for two this was physical. With regard to incorporating archives into the school curriculum, five out of 12 had that provision and a few respondents noted the following:

Respondent 1: Grade 8 learners are taught the history of the school and visit the museum during lesson time. The museum is a vital tool to teach new pupils the history of the school and it is also enjoyed by past pupils when visiting the school for their reunions. We also have a walking heritage tour where pupils are shown around the school.

Respondent 2: The history syllabus for grade 8 learners will be further streamlined to encompass the new heritage centre opening in 2019.

Respondent 3: All new boys are provided with factual information on the school's history and first-year boys visit the museum; academic staff use archival material in lessons as they fit.

Respondent 4: Grades 6 and 8 learners do a short section on history of the school.

Respondent 5: Yes, during quiz and by granting access to museum.

Students are among the most important client groups, particularly for school and local community archives (Pederson 2008). Educators need to provide students with that lived experience and visuals are quite effective in this regard. School projects that document community life using a combination of photography, oral/video history enable students, past and present, to connect with their school as this has that nostalgic effect. This is part of advocacy and community-building which are an integral aspect of raising awareness about archives. This pedagogical approach engages active young minds through object-based learning. Museum artefacts, specimens and art works are used to evoke, provoke, and challenge students' engagement with their subject, to stimulate 'active' and 'experiential' learning (Chatterjee, Hannan & Thomson 2016).

7.3 Is there physical security of school archives with regard to ensuring their long-term preservation?

Schools need help with the management of their archives and two respondents remarked as follows:

Respondent 1: I have never retired as I have so many requests from schools to help them develop their archives that I have been very busy. School A is my third school and they all have the same problems, mainly lack of money, so that an archive comes right at the bottom of their annual budget. My visits to schools appealing to me for help are all the same. I am led to the smallest, least used room in the entire school, often the basement amongst all the pipes, crammed to the ceiling with about 100 years' worth of photographs, magazines, minutes, registers, admission books, etc. which they want me to sort. My requests for filing cabinets

and hanging files result in a frantic hunt for second-hand stock. Stationery is another problem, and another problem is to find a bigger available room hopefully with some shelving. So you see I function on the very basic of supplies.

Respondent 2: What they do (schools) is they call me and take me to a room full of boxes, no air conditioning and they tell me to fix the documentation and I have been doing this for years.

Resources in terms of finance are a problem and three respondents noted that:

Respondent 1: I keep on requesting the school to employ an archivist; however, there is no money and no budget.

Respondent 2: We are a large government school that does not have the resources to put archives high on our priority list.

Respondent 3: Funding is a huge challenge for us as archives and museums are not a line function of the school.

The issue of funding for archives is a global problem. Archives have rarely been a priority in private or public spaces. The archives and supporting infrastructure in the majority of the surveyed schools, whether Model A, B, C, private or public, are under-funded. As earlier noted in this paper, one respondent from a well-resourced school aptly noted that the core business of a school is education and not archiving. To overcome this funding challenge, some of these schools have established strong ties with the alumni, which is part of the friends of the archives community drive. This has brought immense benefits to the archives, as financial support has been forthcoming with such links. As correctly noted by Pederson (2008), many educational institutions, for example, have strong, well-organised alumni groups. Assisting with funding for the digitization at one school as noted by one respondent in this paper is evidence of these strong alumni ties.

In terms of security, physical presence of personnel was cited by seven schools as the major deterrent to theft. Security of collections remains fundamental in their management. When justifying why their repository had no cloakroom one respondent noted that, 'Most interested parties are here to see items from their time here and not for research purposes'.

A search room or reading room is a secure space designed for patrons to work with a repository's holdings (Pearce-Moses 2005b). Nine schools did not have such a facility compared to three who had one. One respondent reported that, 'People have never really visited our "Archive". It is not really available to outsiders as it is still not really organized'.

7.4 Are there preservation needs assessment for records relating to school archives?

Microfilming, digitization, encapsulation, lamination and de-acidification are some of the preservation strategies that can be employed in an archival institution. Six of the schools surveyed preferred digitization, none preferred microfilming, two opted for de-acidification with one showed preference for encapsulation. Only one curator was trained in preservation techniques compared to 11 who were not. Schools used commercial companies for conservation work for their collections and sought advice from individuals with such specialized expertise for assistance on basic conservation needs. One school also outsourced its storage needs to commercial companies. Standards for records storage, preservation and access were reported by two schools. Reference was thus made to the South African Museums' minimum standards and the South African Museums' code of ethics at national level and the International Council of Museums' code of ethics and International Commonwealth Association of Museums at international level.

Having a disaster preparedness and recovery plan for archives is a prerequisite for collections and two schools had a disaster plan compared to 10 who did not. Two schools confirmed the existence of a heating, ventilation and air-cooling system. Fumigation of records storage areas was carried out by two schools. Eight schools confirmed they had fire extinguishers close to their storage areas compared to four without. Only one school did restoration of items when these had deteriorated compared to 11 who did not. Professional membership plays a fundamental role in promoting best practice. Six schools are affiliated to FSMA, three schools are registered with SAMA, three do not belong to any professional association, two are registered with SASA and some have multiple membership with professional associations like the Commonwealth Association of Museums (CAM) and the International Council of Museums (ICOM) as shown in figure 2.

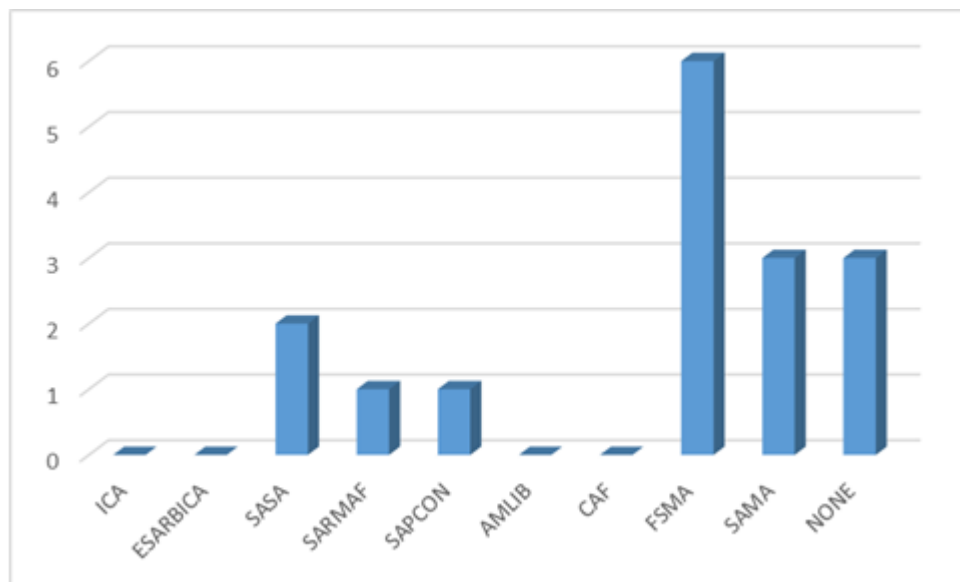


Figure 2: Professional membership

7.5 Are there any ICTs and digitization processes to enhance preservation and access to school archives?

Digitization is the process of transforming analogue archival material, such as paper-based textual records, photographs, cassette or reel-to-reel sound or video recordings, into binary electronic (digital) form to support preservation, storage and access (Millar 2010). Six (50%) of the surveyed schools had digitized their collections compared to six (50%) who had not. On digitization, interviewed respondents noted as follows:

Respondent 1: One of the biggest developments we made is we embarked on a very big digitization project. We digitized all our photo collections, documents, manuscripts, school history, year books and obviously it was a very costly exercise... it started initially as a preservation exercise and then moved on in becoming quite important in terms of access when it comes to research as a lot of people contact us about Old Boys and research projects. We have an online archive available to our selected Old Boys community and to anyone, of course, actually. There is also a selection of photographs and digital copies of yearbooks online

and so people can have limited access to what we have in the archive.

Respondent 2: The initial digitization project of the school was paid for by an old boy as digitization is a costly exercise. We are digitizing a collection of volumes of the newspaper cuttings relating to the school. We have also budgeted for the digitization of the alumni club minutes.

Respondent 3: We are going the digital route; all our school magazines have been digitized. Our first admission book dating back to the late 19th century has been digitized. This was quite challenging as it was difficult to decipher the handwriting, but we eventually managed. A lot of photographs have been scanned and are stored on the school server.

Respondent 4: It takes me up to four years, working one morning a week, to restore order and to make school archives more accessible. But I do not do digitization. Anyway, this cannot happen until the archives are put into order.

On whether the digitization was outsourced or not, six confirmed that this was. For the six who confirmed it was outsourced, the company assisting them with it was Africa Media Online. On whether they had a digitization policy, 10 did not have one compared to two who had. None of the 12 schools have agreed standards or guidelines for the long-term preservation of digital records pertaining to school archives. Three schools made use of passwords to enable users to consult archives online, compared to nine who did not. On perceived threats to the loss of digital materials in their schools, the lack of policy was cited by three schools, physical degradation by two schools, technological obsolescence by one school and lack of resources by one school.

Developments in social media and online delivery show how archives can be exhibited and displayed. Social media has the potential to raise awareness about archives and its services (Tobias 2015). One school had a Facebook page on school museums and archives. All of the surveyed schools had an active website and were also using email to respond to inquiries.

8. Discussion of major findings

This section reports and discusses highlights of the findings relating to the five questions of this research, namely: (1) identification, classification and cataloguing of school archives; (2) existence of mechanisms, policies and procedures for records and archives management relating to school archives; (3) existence of physical security of school archives to ensure their long-term preservation; (4) whether there are preservation needs assessment for records relating to school archives; (5) and whether there are ICTs and digitisation processes to enhance preservation and access to school archives.

Firstly, school archives have been identified, as the majority of the schools surveyed have a museum and archives all rolled into one due to the paraphernalia of the material in custody, hence the use of the term school museum and archive. Gale (2016) correctly points out that the physical artefacts are as much part of the archive as the formal records and often the most evocative. A brochure from one school was quite explicit on this with the archive component's focus on documentary heritage and the museum component's focus on artefacts as evidence of the school's traditions and history. Regarding standards to catalogue them, curators need to ensure that complete metadata is captured within the overall framework of their collection management processes. The General International Standard Archival Description [ISAD (G)] (2000) provides guidance on how archivists should proceed with archival description for consistency purposes. As for memorabilia, the guidelines and standards provided by the International Council of Museums (ICOM) helps with promoting best practice with regard to their management. Darms (2009) correctly suggests standards should be derived from both archives' and museums' fields, with the objective of reflecting the contextual milieu in which the record and object were both created. Brown (2018) underscores the need for discoverability to inform cataloguing by capturing additional metadata to show how networked the collection is within the archive. As correctly pointed out by Chaterera (2017), the life, meaning and use of the object become reliant on its record(s) considering that an artefact record contains information about an object's condition, history, identity, use and value.

Classification involves placing records in logical groupings to facilitate retrieval. The process of classification helps describe, organize and control information and Schellenberg (1956) stresses that the principles of classification go to the roots of the problem of arranging records. This classification allows the intellectual control of records, which Millar (1997) identifies as constituting one

of the four elements of the records continuum model – archives management actions relate to the arrangement and description of archives. According to Pearce-Moses (2005c) and the IRMT (1999), classification involves the organization of materials into categories according to a scheme that identifies, distinguishes, and relates the categories. The IRMT (1999) further mentions that classification organizes records into categories, based on the functions and activities the records represent, so that decisions about their organization, storage, transfer and disposal may be made on a category-wide basis, not file by file or item by item. In other words, records classification provides a way of having intellectual control over the records of an agency. The classification provides a means of knowing what records exist and where they are kept, as noted by the National Archives of Australia (National Archives of Australia 2003). It creates order in understanding what an organization does and how it does it. Therefore, the essence behind classification is to facilitate the location of records when needed and this classification is essentially based on the principle of provenance and it shows the records' logical relationships with each other.

However, the absence of retention schedules for most of the surveyed schools is indicative of the lack of a proactive and systematic approach to ensure that a healthy record and artefact arrives at the repository. This made it difficult to determine whether the status quo provided effective support of school business aims and accountability. The surveyed school archivists and curators are mainly concerned with 'inactive' material, but this perception needs to change to enable a healthy record to arrive in the repository.

Professional standards are not always followed because schools are not employing professional staff and they are not supervised and may not be aware of professional standards for accessioning, classifying and cataloguing material. One way of addressing this is through regular workshops one day prior to the annual FSMA conference on these important professional tasks. Alternatively, the University of South Africa (UNISA) provides short learning programmes which are open to all those working with records and archives. Retirees, mostly volunteer 'mums', were a common presence in surveyed schools and they worked independently. It was difficult to determine to whom they reported as this was not clear at all. Many people work as voluntary, part-time and honorary archivists, caring for the archives of schools and other organisations (Loo, Eberhard & Bettington 2008). Eberhard (2008) notes that many archives augment their resources by using volunteers to carry out routine (but engaging) processing work, such as the arrangement and description of photographs, or

indexing large registers. De Villiers, Laurent and Stueven (2017) observe that the use of volunteers is a common trend in Australia considering that the archival sector is chronically under-resourced and needs to remain viable. This practice can also be extended worldwide. Howse (2013) observes that full-time, sufficiently paid jobs are in the minority in independent schools in Australia. She further notes that many schools are only willing to employ underpaid, inexperienced staff to be responsible for any 'recordkeeping' (Howse 2013). In the case of the surveyed schools, most retirees only came in once a week to do archival work.

Secondly, with respect to mechanisms, policies and procedures for records and archives management, schools do not have policies to manage their collections. [Space to house and display collections was mentioned as the biggest challenge and the use of timelines to display school history is an eye-catching strategy to get around this problem. Timelines are popular because they provide a straightforward, apparently natural narrative in a chronological fashion that makes for a simple easy-to-follow visitor flow (Lubar 2013). The connection to moments in history provided by timelines is the reason they are so popular in the surveyed schools. However, virtual timelines lack the visceral appeal of physical timelines and this explains why physical timelines are popular in the surveyed schools (Lubar 2013). In addition, timelines save exhibition space as the school history is distilled to reflect a story and it also serves as a finding aid for a "quick search" (Andrew 2017).

School archives can serve as a valuable resource in teaching programs, which is a common trend in some of the surveyed schools. Local research topics describe what the early school records reveal about race and ethnicity, occupation, residence, sex, and family size of the school's community at the turn of the century. Others identify the school's well-known graduates and describe his or her oral history project in which prominent graduates are identified, interviewed, and their conversations taped, edited and transcribed, which is a valuable learning experience for students. Materials in the archives could be reproduced for kits or used to produce a school history. Archival materials are also useful for displays, especially at anniversaries and graduation ceremonies. These are only a few examples of potential resource-based learning experiences which could be integrated into the curricula (Funston-Mills & McKinnie 1988).

Thirdly, in terms of physical security of school archives to ensure their long-term preservation, schools are confronted by a plethora of challenges with regard to the stewardship of their collections. These range from infrastructure,

resources, security and expertise. This study affirms findings from earlier studies that the archival sector in private and public institutions is underdeveloped (Mnjama 2005; Ngulube & Tafor 2006; Ajiboye et al 2016). Fourthly, with regard to preservation needs assessment, schools do not have a disaster preparedness and recovery plan to help them out in the event of an emergency and collections are not housed in purpose-built facilities. The professional association Forum for School Museums and Archives (FSMA), to which most of the schools under survey are affiliated echoes the drive towards the stewardship of both the record and memorabilia. As a consequence, documents, photographs and objects like uniforms, sports equipment, furniture, etc. all serve to showcase the nature of the subjects of collection and the curatorship needs to be viewed from this perspective.

It makes sense that the FSMA is the professional association to which most school teachers who work in archives, including volunteers and archivists/curators, are affiliated. The FSMA was established in 2010 for schools that have a museum and archive or wish to start one. It is aimed at individuals, whether professionals, teachers, school staff or volunteers who are responsible for the historical records of their school, and participation is encouraged via workshops, presentations and conferences. The FSMA is a network of South African schools concerned with the promotion and conservation of their individual heritage collections (Forum for School Museums and Archives 2010).

The South African Museum Association (SAMA) and the Commonwealth Association of Museums (CAM) also influence school archives. The South African Preservation and Conservation Group (SAPCON) deals with speciality skills in preservation and conservation matters. This makes sense in view of the fact that such affiliation grants access to expert conservation advice and supplies as well as a large range of publications directed to the amateur curator (Cooke 1991). Franks (2013) also notes that professional associations offer continuing education opportunities in a variety of formats, including annual conferences, webinars, publications and even courses or certification programs. The FSMA has been active with regard to conferences and to date, it has held two annual conferences, one in 2015 under the theme, 'Collections make connections' and the other in 2017 under the theme, 'School heritage: recording the past, reflecting the future'. Commenting on the work that the FSMA is doing in raising the profile of school archives and museums, Larsen (2017) notes that:

Although it is in its infancy, the FSMA now has chapters in a number of provinces in South Africa and is playing a vital role in

supporting the critical work of school museum curators and archivists, who play a critical role in the life of any school, but whose contribution is so often undervalued by the powers that be.

Fifthly, with regard to ICTs and digitisation, schools were making inroads into digitising their collections as this was both preservation and access oriented. Conclusion, recommendations and future research into school archives do not conform to the orthodox definition of a record. The surveyed schools are managing both the artefacts and documents and the fact that there is no universal definition of a record serves to perpetuate the confusion and this will remain challenging in 21st century archival discourse (Franks 2013). Regardless of physical form or characteristics of records and artefacts, their roles as evidence of the establishment, functions, and history of schools should be the determinant variable as the primary objective is to preserve the history of the school, as this research attests. This paper revealed that school archives are faced with a plethora of issues with regard to their management in terms of professional practice. Inter alia, retirees, mostly volunteer ‘mums’, are in charge; space is a nagging problem and repositories are not purpose built; the placement of school archives within the school’s governing structure remains undefined and the endemic neglect is not unique to this genre of archives. Against this background, some suggestions are tendered. The importance of obtaining support from school managers, using arguments about legal compliance, space saving and cost savings will help in better managing archives. School archives are not the core business of schools as they are hamstrung financially, but not having an archives is costly in terms of heritage loss, which compromises the school’s reputation in tracing its footsteps. Records should serve as a source of civic identity, provide the intellectual infrastructure that underpins all human endeavour and empower educational and cultural enrichment and enjoyment (Williams 2006). It is a fact that neglect of recordkeeping is endemic worldwide and in view of this, the need for activism for those in charge of school archives cannot be over-emphasized. School archivists, volunteers, curators, and others need to use platforms like meetings, newsletters, events and commemoration activities to demonstrate the importance of records.

In addition, relationship-building with school managers is crucial for a successful archival program. The excellent work being done by volunteer archivists/curators once or twice a week and alumni volunteers deserves special commendation and there is need for succession planning by training interns and volunteer alumni with these experienced curators so as to take the archives forward for continuity’s sake. The department under which archives resort needs

to be clear and this ranges from alumni, bursary, heritage, IT, development office/department of advancement, library to marketing, and more.

Furthermore, the need for archival policies cannot be overemphasised as these should form the foundation of archival operations. An archives policy should define the overall scope and responsibilities of the school museum and archives in terms of what to acquire, preserve and make available. The need to coordinate efforts to manage records before and after they find their way into custody is also critical to preservation in view of electronic records and archives. Having retention schedules will go a long way in this regard as records and archival management functions will be harmonised. It indeed serves as an invaluable tool for establishing the categories of records created in schools and managing their disposal or transfer to the archives. The retention schedule lays down the length of time for which the record needs to be retained and the action which should be taken when it is of no further administrative use (Information and Records Management Society 2016). In addition, Gale (2016) rightly points out that compiling a records retention schedule is an opportunity to develop your links with the school administration and remind it that as an archivist, you are in a real sense the school's school corporate continuity officer and custodian of its long-term memory. Against this background, adopting the revised version of ISO 15489:2016 *Records management – Concepts and principles* as a tool to improve recordkeeping requirements in the surveyed schools could contribute significantly to business efficiency and accountability, thereby ensuring that there is systematic creation, management and use of records when the need arises (Findlay 2018). Standards South Africa previously recognised the now revised ISO 15489 tool as providing best-practice procedures for regulatory compliance (South Africa Bureau of Standards 2004).

The use of social media needs to be given thought as this could break the barriers between archives and the millennial generation, as school archives and museums need to remain technologically current to engage the youth with living heritage. Crowdsourcing has potential to reap enormous dividends in terms of stakeholders, networking, donations, participation and visibility for the archives and museum. Allied to the foregoing, the use of timelines is proving to be very helpful in the surveyed schools, as not only is this a space-saving method of displaying school history, but it is also an effective tool for promoting archives. Virtual timelines that are available online will complement these initiatives to attract users to school archives. Finally, risk awareness is one of the areas least prioritised by curators. Having an emergency plan as part of preparedness will

help school museums and archives identify threats to collections and have salvaging procedures in place in the event of an unexpected occurrence.

This study has generated a range of insights into school archives with regard to their stewardship but there is considerable scope for further research. This study was limited to Pietermaritzburg and mostly to elite schools. There is need to extend this to the KZN hinterland and to include disadvantaged schools, considering these also document activities about their pupils. The results obtained in this study are not generalizable to the whole of KZN but offer a snapshot or glimpse with regard to this genre of archives.

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