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The dishonored mother: The case of history teaching in Zambia

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Abstract

This study aimed at assessing the value of teaching history in Primary and Secondary schools in Zambia. The study has been necessitated by some debates by different people from different sections of the Zambian society who have questioned the need for teaching history in Zambia. Many are the people who have expressed their views that history teaching is not necessary because it has no value to the learners and the society at large. Among the people that have questioned the teaching of history are senior government officials, politicians, parents, teachers and others. Some questions raised about the teaching of history in Zambian schools are as follows; What does learning about the assegai or cow's horn formation benefit the learners? Why should learners waste their time listening to stories about the evolution of man? Is it necessary to learn about past stories when the world is progressing forward? These and others are some of the questions people who feel history teaching is not necessary ask. It is from the ignorance exhibited by some people on the value of history teaching that this study was done. This article argues that history is very cardinal because it trains pupils to become good future citizens and leaders of Zambia. Moreover, the moral value of history cannot be overemphasized. History is also necessary because it is the mother of all subjects. However, despite being the mother of all subjects, history has suffered serious setbacks such that its children (other subjects) are considered to be more important than the mother. Therefore, despite being a 'dishonored mother', history still remains the mother of all subjects.

Keywords: History, value, teaching, subject, education, past

Introduction

To an ordinary person who has no historical lenses that can help him/her to appreciate the value of history, it is very difficult to appreciate why history should be taught to learners in Zambia. Many are the parents and other stakeholders in Zambia who have argued that history should not be taught because it has no value. Such people argue that history is just but the study of the past. It is such kind of debates that have necessitated the writing of this article. To start with, it is very cardinal to understand what history is. Many scholars, be them historians or philosophers, have debated to come up with a single definition of history. However, it must be mentioned that despite the serious struggle that has taken place to determine the definition of history no single definition has been arrived at as the definition of history. Despite the fact that there is no single definition of history, it is vital to understand that the term history comes from a Greek word *historia* which simply means an inquiry premeditated to produce the ultimate truth.

One may wonder what kind of an inquiry is referred to here. The answer is simple and straight forward. History is qualified as an inquiry because of the manner in which historical facts are gathered. This in short refers to the methods employed for one to gather historical facts. Common among these methods are written documents, oral traditions, archaeology, linguistics, anthropology, stone inscriptions, paintings, images (photographs) and many others. Through these methods, one is able to come up with a story of man. However, the details about the sources of learning history have not been given here

because they are not part of the core business of this article.

S. K. Kochhar elucidates that history is just "man – his story" – the story of his efforts to satisfy his craving for an orderly social life, to satisfy his love for freedom and to satisfy his thirst for beauty and knowledge. ^[1] The definition given by Kochhar is very important because history is nothing but the story of man and his surroundings. According to the Incorporated Association of Assistant Masters in Secondary Schools, history is the sum of humanity ^[2]

The Introduction of History as a Subject of Teaching

History, as a field of study, was invented by a Greek writer called Herodotus (c. 484 – 425/413 BCE) who was called as 'The father of History' by the Roman writer and orator Cicero for his famous work *The Histories*. However, instead of calling him 'The Father of History' his critics called him 'The Father of Lies' because they claimed that his 'histories' were tales. Despite his works having been criticised by his critics, his works laid a foundation for today's teaching of history in schools.

Away from the inventing of history as a field of study, the methodical teaching of history in secondary schools came about through the work of a 19th century educator known as Thomas Arnold (13th June 1795 – 12th June 1842) who was

¹ S.K., Kochhar, *Teaching of History*, Revised and Enlarged Edition (New Delhi: Sterling Publishers Pvt. Ltd., 1984), p. 1.

² Incorporated Association of Assistant Masters in Secondary Schools, *The Teaching of History in Secondary Schools* (Cambridge: Cambridge University Press, 1966), p. 153.

the Head teacher of Rugby from 1828 to 1842. Thomas was an English educator and historian who happened was one of the early supporters of the Broad-Church Anglican movement. As Head teacher of Rugby School, Thomas introduced various reforms that were widely copied by other prominent public schools.

Through Thomas's reforms in the education sector, history was introduced in higher institutions of learning like colleges and universities. The Incorporated Association of Assistant Masters in Secondary Schools alludes to the fact that, "Arnold anticipated by a dozen years the movements for reform in the curriculum: he advocated the inclusion of history, and within his lifetime London University, in 1838, was to offer the first public examination in modern history."^[3] In addition, the Incorporated Association of Assistant Masters in Secondary Schools outlines that:

The study of history increased in the schools and places of higher education during the last thirty years of the nineteenth century. The subject was frequently required in the Home and Indian Civil Service, the Army and the various schools' examination bodies. By 1890 more candidates had offered history in the Oxford Locals than any other subject. In that year, of 75,000 candidates for the examinations of the London Matriculation, the Oxford Locals and the Oxford and Cambridge Schools Examination Board, 68,000 or 91% offered history.^[4]

Having been implemented in most of the schools in Europe by the late 1890s, by 1900 the teaching of history was almost as it is today. It was during this new century that the Historical Association was founded in 1906.

From its foundation the Historical Association (HA) had been a broad-based organisation which brought together teachers of history, from both primary level and university. In addition to University and Primary teachers, a large body of those with a general interest in history were also part of the History Association. Following its formation, the HA had massive support from already existing subject associations like the Modern Language, Geographical and Classical Associations. The need to come up with this association was arrived at to encourage teachers and learners to take history seriously. Among the early presidents of this association were C. H. Firth of Oxford (president 1906-10 and 1918-20), Professors T. F. Tout of Manchester (president 1910-12) and A. F. Pollard of London University (president 1912-15).

With the establishment of the History Association in Europe, the teaching of history was spread to the other parts of the world where European powers had colonies. Cardinal it is to mention that formal education was introduced in Northern Rhodesia, as Zambia was called before independence, by the missionaries. The origin of history teaching in Zambia will be incomplete without mentioning the role of missionaries in the education system of Zambia. However, the role of missionaries in the education system of Zambia is not the

Centre of this paper. For now, the main issue at hand is the value of teaching history in Zambia. The teaching of history in schools in Zambia is as old as the introduction of formal education in the country. Sufficing to state that history teaching begun when Europeans missionaries introduce Western education in Zambia. History teaching was favoured by the missionaries because it helped Zambians to easily understand Biblical history.

Is history a subject worthy teaching?

"History is a greater teacher which demands no fees for its lessons. We may avoid or disobey it at our own peril."^[5] If this is true, why is the teaching of history questioned in Zambia? Could it be true that some people do not know why history is taught in schools? Could it be that some teachers of history don't explain the value of history to their learners like teachers of Mathematics, English, Science and other subjects do? Is it possible that the people who question the value of history do so out of ignorance? Kochhar observes that, "no subject can be included in the school curriculum as an end in itself; it is introduced with certain aims and objectives."^[6] This article will help those who do not understand why history is taught in schools to appreciate its value.

As highlighted in the introductory part of this article, there are many people in Zambia who have questioned and disputed the value of teaching history to learners. Some senior government officials in the Ministry of General Education (MOGE) have expressed their concerns about the teaching of history by stating that history is not necessary to the learners. They further argue that the subject (history) consumes space on the timetable that should have been used for important subjects. With such kind of arguments, such officials feel the teaching of history should be done away with.

The question of whether history is vital or not is not only a Zambian subject of debate. Some European scholars and government leaders also doubted the value of history. It is in this regard that E. H. Carr stressed that he had no fear that his subject, history, on closer inspection, might seem trivial.^[7] Carr's statement is a clear indication that even among the Europeans the value of history was doubted by some people. The doubts in people's minds about the value of history requires teachers of history to justify why history should be taught to learners. The Incorporated Association of Assistant Masters in Secondary Schools outlines that:

We can begin by recognizing that though the place of our subject in secondary education in this country is no less secure than it was a decade ago, teachers of history will need to continue to justify its inclusion in the timetable to those administrators, parents and pupils who fail to comprehend its true value.^[8]

Without a clear justification on the value of history, a lot of people who are almost loosing hope in history will completely loose it. F. Powicke suggests that the craving for an

³ Incorporated Association of Assistant Masters in Secondary Schools, *The Teaching of History in Secondary Schools*, p. 2.

⁴ Incorporated Association of Assistant Masters in Secondary Schools, *The Teaching of History in Secondary Schools*, p. 2.

⁵ Kochhar, *Teaching of History*, p. 34.

⁶ Kochhar, *Teaching of History*, p. 15.

⁷ E.H. Carr, *What is History?* (England: Penguin Classics, 2018), p. 4.

⁸ Incorporated Association of Assistant Masters in Secondary Schools, p. 171.

interpretation of history is so deep-rooted that, unless we have a constructive outlook over the past, we are drawn either to mysticism or to cynicism.^[9] Kochhar adds that:

History, for long, has occupied an important position among the subjects taught at different stages of education. During the recent years, there have been much discussions on the purpose of teaching this subject at the school stage and the changes that need to be brought about in the history courses. All these discussions have crystallized the belief that in the scheme of general education, history needs to be taught up to the tenth class.^[10]

Therefore, having read and understood this article, teachers of history are expected to proudly justify why history should continue appearing in the curriculum and on the school timetable. When a clear justification for history is given, people from different walks of life will be able to appreciate why history should be taught to the learners. Moreover, with a clear justification on the importance of history, teachers of history and other stakeholders should be able to make suggestions to make history a compulsory and not optional subject to pupils in grades ten, eleven and twelve. From the onset, it must be understood that for history to have been added in the Zambian curriculum it was seen to be of great value to the learners and the nation at large. Kochhar amplifies this view by stating that no subject can be included in the school curriculum as an end in itself; it is introduced with certain aims and objectives.^[11]

History is a subject full of facts. It is up to the historian to get these facts and write them in a historical befitting manner. Carr posits that, “history consists of a corpus of ascertained facts. The facts are available to the historian in documents, inscriptions and so on, like fish on a fishmonger’s slab. The historian collects them, takes them home and cooks and serves them in whatever style appeals to him.”^[12] In addition, Carr puts it that, “... a fact is like a sack – it won’t stand up till you’ve put something in it.”^[13] From Carr’s observation, it is the duty of historians to ensure that historical facts are presented correctly. When facts are correctly presented by the historian, the readers will have confidence in the writer and finally develop interest in the subject. If the facts are presented to the contrary, people with less interest in history will completely lose it.

The value of history to the Zambian society is indisputable. To start with, it must clearly be known that history is the mother of most subjects of study under Humanities and Social Sciences. According to Kochhar, history is also the basis of the study of philosophy, politics, economics and even art and religion. No wonder, it is considered an indispensable subject in the complete education of man.^[14] Nearly all the subjects taught in schools have a history. This clearly shows that they

belong to a mother body called history. Kochhar expands this view by illuminating that:

History is a comprehensive subject. Today, we hear of ‘History of Civilisation’, ‘History of Geography’, ‘History of Art’, ‘History of Literature’, ‘History of Mathematics’, ‘History of Physics’, ‘History of Chemistry’, ‘History of Religion’ – in fact, history of any and every social, physical and natural science we are interested in.^[15]

As a mother of all subjects, there is no way history teaching should be questioned. Furthermore, Kochhar stresses that history does not only provides a common meeting ground for all the separate art disciplines, it gives them the best and most fruitful junction with the natural sciences also.^[16] In short, history is very cardinal because it is an umbrella for all subjects. Being the mother of all subjects is a reason enough to justify the teaching of history in schools.

History has been, is, and should be taught in schools due to the fact that each and every individual has got a past (history). The saying ‘a person without history is like a tree without roots’ fits here well. It is a known fact that there is no tree without roots that can stand. In the same manner, a person or anything else that has no history has never and doesn’t exist. This means that historical knowledge is power in the sense that it makes those who have knowledge about it to explain themselves knowledgably in a number of issues because historical knowledge is universal such that lacking it creates a big gap in one’s life. John outlines that:

Professional historians commonly deplore the superficiality of popular historical knowledge, but some knowledge of the past is almost universal; without it one is effectively excluded from social and political debate, just as loss of memory disqualifies one from much everyday human interaction.^[17]

John’s view is very cardinal because it clearly shows that history is the backbone of all knowledge. In other words, a person who has got no historical knowledge is as good as dead because everything that happened in the past is history. In addition, John suggests that:

Because our species depends more on experience than on instinct, life cannot be lived without the consciousness of a personal past; and someone who has lost this through illness or ageing is generally regarded as disqualified from normal life. As individuals we draw on our experience in all sorts of different ways – as a means of affirming our identity, as a clue to our potential, as a basis for our impression of others and as some indication of the possibilities that lie ahead.^[18]

From John’s point of view, it comes out clearly that a person

⁹ F. Powicke, *Modern Historians and the Study of History*, (London: Odhams Press Limited Long Acre, 1955), 174.

¹⁰ Kochhar, *Teaching of History*, p. 11.

¹¹ Kochhar, *Teaching of History*, p. 15.

¹² Carr, *What is History?*, p. 5.

¹³ Carr, *What is History?*, p. 7.

¹⁴ Kochhar, *Teaching of History*, p. 1.

¹⁵ Kochhar, *Teaching of History*, p. 9.

¹⁶ Kochhar, *Teaching of History*, pp. 78-79.

¹⁷ Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Sixth Edition (London: Routledge, 2015), pp. 1-2.

¹⁸ John, *The Pursuit of History*, p. 1.

without historical knowledge is just like a memory card or flash disk without anything in it. History is power. Therefore, it must be taught to all the learners in the schools in Zambia.

History must be taught to the learners because it helps them to understand today's happenings. Historical knowledge, if well used, helps people to interpret current situations. It is easy for someone to know that the rains will soon fall because of the presence of clouds in the sky. When cooking relish, the cook can know from his/her experience (history) he/she has that the relish is ready for consumption. No one can use a road that he/she knows that it has lions such that whoever uses it is devoured by the lions. With these and other experiences, people are able to make informed decisions. From the historical knowledge that people have, they are able to understand present situations. According to John, it is impossible to understand a situation without some perception of where it fits into a continuing process or whether it has happened before. All societies have a collective memory, a storehouse of experience that is drawn on for a sense of identity and a sense of direction.^[19] Furthermore, Kochhar has the following to say; "how can we know the present status of any human endeavour without its history? History today has become an all-embracing, comprehensive, subject with almost limitless extent."^[20] John concludes this by stating that to understand our social arrangement, we need to have some notion of where they have come from. In that sense all societies possess 'memory'.^[21] As long as we want as a country to understand current happenings, history should be taught in schools because it is key to this kind of understanding.

History is very crucial and needed because it prepares learners to become very good leaders in future if they can use correctly the knowledge acquired in history. "In Italy, the emphasis on the usefulness of history for rulers is of course as great as in other countries."^[22] This is so because history makes leaders to make decisive decisions. When making an administrative decision, history is in most cases applied. For example, when a leader wants to charge his/her subordinate, he/she will look at how often the subordinate has committed the same or similar offense. From that history, he/she is able to go ahead and charge the subordinate. Moreover, using history, a leader is able to come up with decisions that may lead to the growth of his/her organisations. It is absurd for a leader who knows history to make a mistake that he knows to have once led to the downfall of some organisations that once existed. According to Godfrey, ...History, a subject which, in its broadest sense, is concerned with everything that ever happened. Everything and everybody then has history. Knowing something of this history enables us to act more intelligently in the present: we avoid the seat that is broken^[23]

^[23] In this citation, Godfrey brings a scenario of someone who

avoids a broken seat because he/she had once fallen when he/she sat on. With the knowledge that such a chair was broken, a person cannot make a mistake to seat on it. What makes a person to avoid such a chair is history. Kochhar expands that, "the scope of history is wide and long, in fact as wide as the whole world and as long as the existence of man on this earth. It starts with the past, makes present its sheet-anchor and points to the future."^[24] It is without question that history should be taught to the learners because it equips them with knowledge for the future. Kochhar illuminates this point of view by pointing out the fact that history can be taught to encourage the student to have a vision of the future and how to fashion it. The lessons of the past can be applied to the creation of a new and better future.^[25]

History produces good leaders due to the fact that they have foresight which enables them to make diligent decisions. John elaborates that, "history and policy is such a discovery. It is certainly prompt and succinct, and it cultivates informal contacts with people in government."^[26] In addition, history produces good politicians who are able to understand where they came from and where they are going. With historical knowledge in an individual, a political leader is able to come up with accurate predictions that may translate into good political policies of a country. John stipulates that, "our political judgments are permeated by a sense of the past, whether we are deciding between the competing claims of political parties or assessing the feasibility of particular policies."^[27] Ernest adds to this view by highlighting that if history is to be better used in government, nothing is more important than that professional historians discover means of addressing directly, succinctly and promptly the needs of people who govern.^[28] Ernest's point of view is a clear indication that historians are needed to help those in government to address their needs and that of the country. The need for historians in government is a must because of the past experiences they have which when used properly by good leaders can lead to the betterment of Zambia. According to John, "the re-launch of History and Policy in 2007 was marked by a speech by David Cannadine in which he called for historians to be appointed to all government departments."^[29] Sir David Cannadine was a British author and historians whose specialty is modern history, Britain and the history of business and philanthropy. Knowing what historians could do, Sir David encouraged governments to appoint historians to all government departments. Therefore, history should be taught to the learners in Zambia because it helps them to become good decision makers.

The other aspect that makes history to be a very important subject is that it makes learners to become patriotic citizens. With historical knowledge of how Zambians were mistreated by their colonial masters and how they fought to liberate themselves from the colonial bondage, learners tend to grow

¹⁹ John, *The Pursuit of History*, p. 1

²⁰ Kochhar, *Teaching of History*, p. 9.

²¹ John, *The Pursuit of History*, p. 2.

²² <http://www.jstor.org/stable/41820514>. Momigliano, Arnaldo. "The Introduction of the Teaching of History as an Academic Subject and Its Implications." *Minerva* 21, no. 1 (1983): 1-15., p. 8. Accessed September 30, 2020.

²³ Brown, N. Godfrey, *Living History: A Guide for Teachers in Africa* (London: George Allen & Unwin Ltd., 1970), pp. 9-10.

²⁴ Kochhar, *Teaching of History*, p. 15.

²⁵ Kochhar, *Teaching of History*, p. 19.

²⁶ John, *The Pursuit of History*, p. 286.

²⁷ John, *The Pursuit of History*, p. 2.

²⁸ May, Ernest, *'Lessons of the Past' The use and Misuse of History in American Foreign Policy* (Oxford: Oxford University Press, 1973), pp. 189-190.

²⁹ John, *The Pursuit of History*, p. 286.

up with solemn nationalist feelings. A pupil or student who understands the history of Zambia will never wish Zambia to be recolonised or go back to a one-party state. Kochhar expands this view by stating that history can instill patriotism into the heart of the child-patriotism which cause the heart to beat high at our country's glorious past and present but which at the same time works for the commonwealth of man and a citizenship of which a nation may well be proud of. ^[30] Kochhar is right that history makes the heart of those that know it bleed over certain happenings. For example, a student of history can have a heart-bleed when he/she sees the party in power trying to eliminate opposition parties because he/she knows that this can lead to a one-party state. Having at heart the experiences of Zambians during Kenneth Kaunda's one-party state, no pupil or student of history can love to see a situation where opposition political parties are suffocated in Zambia. History therefore makes learners to become patriotic by jealously guard their democracy knowing that if they do not do so, they may go back to the sufferings associated with the one-party state that their parents went through during the Kaunda era. Moreover, such students know that if Zambia is to be recolonised, the same challenges their forefathers went through during colonialism would bounce back. Hence, history should seriously be taught because it makes learners to be jingoistic Zambians. History should also be taught in Zambian schools because it is a source of self-awareness. Pupils who have done history are able to understand themselves and the surroundings around them. In other words, history is vital because it makes learners to know their identity. In other words, history provides self-identity which propels the building of students' confidence. Kochhar outlines that:

History needs to be taught to promote self-understanding. To know who one is, requires historical perspective. Without inquiry into ... historical factors, man must remain a stranger to himself. Similarly, in the absence of historical study, groups and persons will fail to comprehend their own identity. Without history, the young children of today will not know about the hard struggle our national leaders had undergone to achieve independence ^[31]

Kochhar is very factual that historical perspectives are needed for one to know or understand him/herself. By understanding the historical background of cousinship among the Lozi and Tonga, Ila, Lenje, Soli, Lamba, Kaonde and others, and between the Bemba and Ngoni and Tumbuka, a historian is able to appreciate the social cohesion between these ethnic groups. A pupil or student of history is therefore able to understand a lot of cultural happenings among the ethnic groups in Zambia. History is needed in our schools for our learners to appreciate who they are as well as others. In addition to self-awareness, history enables learners to assess and appreciate the values and achievements of their own age. This is because they are able to compare what

people did a century ago with what they can do in their own age. By so doing, they are able to improve or copy some ideas they feel can help them in their own age. Kochhar alludes to the fact that:

History is a unique subject as it is in the best position for providing twentieth century youths with standards of reference against which they can measure the values and achievements of their own age. This enables them to have an enlightened awareness of the problems of modern communities, political, social and economic. ^[32]

By having an enlightened awareness of the problems Zambia is going through today, learners of history can draw lessons from the past and find ways of solving the problems affecting their country today. Through history learners are able to understand Zambia's tribal politics and provide necessary solutions to end such kind of politics. From this point, it must be understood that historians are solution providers to most of the challenges Zambia is facing today. It is from its ability to train learners to solve their current problems using the past that Arnold stresses the moral worth of history as an intellectual training subject. ^[33]

'Experience is the best teacher' is common saying used when one is implying to the value of past knowledge. In the same manner, 'history is the best teacher'. For one to understand what is happening today and then determine what will happen in future, he/she needs to use historical lenses. This is so because the past is very important in determining the future. In short, history broadens the intellect of the learners. Kochhar outlines that:

History adds a third dimension to the two dimensional world. When we decide important matters taking in view two dimensions of time, the present and the future, we cannot decide properly. The study of history adds a third dimension-a study of the past. This helps in rational and objective thinking. Only the study of past epochs and an understanding of their relationship to today's events brings the present into proper focus. ^[34]

Morality is yet another important aspect of teaching history to the learners. Morality is simply the distinction between right and wrong or good and evil. The heroes, saints and reformers covered in history lessons enable learners to make appropriate judgment between what is right and wrong. For example, lessons learnt from gallant Zambian leaders like Kenneth Kaunda, Levy Patrick Mwanawasa and Michael Chilufya Sata can help learners to develop good morals in life. Further, other patriotic Zambians like Mama Chibesa Kankasa, Harry Mwaanga Nkumbula, Mundia Nalumino, Mama Julia Chikamoneka and others have great lessons which learners of history can get from their history. The study of the above patriotic Zambians helps learners to develop good morals that may enable them to always stand for the right. Learners with

³² Kochhar, *Teaching of History*, p. 18.

³³ T. Arnold, 'Miscellaneous Works', *Quarterly Journal of Education*, (Longmans, 1834), vol. vii, p. 234.

³⁴ Kochhar, *Teaching of History*, p. 18.

³⁰ Kochhar, *Teaching of History*, p. 20.

³¹ Kochhar, *Teaching of History*, p. 16.

morals copied from these leaders can stand firm even amidst pressure.

Unlike some politicians in Zambia who can praise government when they are in good standing with it and later oppose it on the same thing when they are no longer in good standing, students of history will be able to learn good lessons from some of the patriots that Zambia once had. Unlike some leaders like Winter Kabimba, Rainbow Party President, who once said that there are no morals in politics, history is able to produce politicians that have morals. Such politicians will be able to support or oppose government on principle because of the lessons learnt from some good leaders who were once or are still in leadership. According to Kochhar, “historical knowledge is practical knowledge; it is philosophy teaching by example; it is the lamp of experience. The study of great saints, heroes and reformers, is needed to make the children courageous, truthful, just and altruistic.”^[35] Lack of morals has eroded the political situation in Zambia. This is why some politicians jump from one political party to the other and then back. They can change parties as many times as they can. With historical knowledge in the learners, the country will be able to produce future politicians who will have morals and be able to stand for the truth. Such politicians will not betray others for the sake of putting food on their tables. Morality will be their guide in their political endeavors.

Moreover, learning about evils committed by some world leaders like Benito Mussolini, Adolf Hitler, Otto Von Bismarck, Joseph Vissarionovich Djugashvili Stalin and some ordinary Zambians like the Tokota Boys in the Copperbelt, Mika, Stephano and Fabian, commonly known as the Mailoni Brothers in Mkushi (Luano area) Central Province, Roy Mudenda in Lusaka, and many others help learners to do away with bad morals. Having learnt the history of the above characters, a pupil or student of history will understand the mayhem they caused on the people. With such kind of lessons, learners of history, even if they had desires of being troublemakers in the society, change and become good citizens because they come to realise through history lessons that troubling people does not pay anything good. In other words, the end result of such evil activities is bad. Therefore, history is cardinal because it helps the learners to develop good morals.

History is also important because it equips learners with skills on conflict resolution and management. Lessons about conflicts like the First and Second World Wars of 1914-1918 and 1939-1945 respectively and how they were resolved are cardinal in our lives because they are life lessons. “By learning about the causes and effects of events such as the First World War in history, people can learn better ways to deal with conflict among nations and individuals.”^[36] The experiences of the past indeed may better help nations and even families to solve the conflicts they encounter now. For example, a couple in a home is able to learn from its past mistakes that could have caused problems in its marriage. The solution that was employed to solve such a problem may be

used or done away with depending on whether such a solution had worked for the betterment of the couple or not. In short, the main issue here is that history is cardinal is conflict resolution because it is a mirror that can help people to know the possible causes of some of the problems encountered in the societies and the appropriate intervention to apply to solve such problems.

Conclusion

Brown observes that, “nothing ever happened in the past. The situation when something is happening is always in the present, never in the past. If somebody were to say to us ‘Now do this yesterday’ we should think that he must be wrong in his head.”^[37] When read for the first time and without much thinking, this statement may seem rather absurd. However, if we are to carefully think about it we can easily see that it is very precise. Despite popularly known as the study of the past, history is also the study of the present because all activities takes place in the present. As indicated in this article, history helps us to interpret future happenings. In short, this means that history is the study of the future too. With a clear understanding of the value of history, there is no one who is expected to despise history. As earlier observed, history is the mother of all subjects. Therefore, it should be treated with a lot of respect like the respect a parent expects to enjoy from his or her children. Cardinal it is to mention that history, unlike other subjects that have specific purposes, has varied purposes in and outside the classroom. It has been observed in this article that among other cardinal values of history are; to train future leaders, foster national unity through self-awareness, equipping learners with skills on conflict resolution and management, developing patriotic values, inculcate good morals in learners, etc. Therefore, with the above and many more values, history should be considered and be taught as a compulsory subject to all the learners in all the schools in Zambia.

Finally, to ensure that history teaching is appreciated by the learners and the society at large, a new understanding and model in history teaching must be adopted and the dominance of the ethnocentric model must come to an end. History teachers in Zambia must provide opportunities to their students to investigate and examine the past and form views about today and the future. History lessons should be brought home by relating what happened in the past with what is currently obtaining in the world and then allow learners to come up with conclusions.

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³⁵ Kochhar, *Teaching of History*, p. 19.

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