

11.2.12.3

History(also Economics)Natal T3 (optional 1 or 2 yr course)

"The history syllabus carries the student from a study of the early civilisations to an appreciation of the League of Nations. It should be visualised as the story of the evolution of the art of living together peacefully... that the African peoples, the last to take a share in these responsibilities, have a definite contribution to make to the solution of the problem of peace, should be held up to African students as an ideal to which they should devote themselves".

Natal T4 (1 yr course)

"The teacher of History must of necessity pay attention to the organising of a well-ordered framework of facts. But a more important task will be to enable the student to visualise the life that was led by people in different ages (their homes, clothing, utensils, pursuits, mode of transport, etc) so clearly, that he in turn will be capable of transmitting something of this realisation to his pupils when the time comes.

It will be necessary to include instruction in the preparation - use of time charts, pictures, models, - collection of objects of historical interest.

The student must be led to feel that the civilisation which he sees around him has not merely happened, but that there is a continuity of progress from primitive man with his rude implements of flint & bone to the very latest improvements in science, industry & health; in short, to see himself as ' heir of all the ages in the foremost files of time'."

Content of 1st & 2nd sections of "History for Std 7-8"
Mandellbrote - Iuta.

The League of Nations.

OFS Teachers1st yr certificate

Bantu - Early inhabitants of SA.
Bantu migration. Intertribal wars. Formation of new groups.
Salient characteristics. Effect of environment on mode of living.

Forms of Govt. Elementary study of tribal & social laws & customs.

European - General outline of SA History, to 1834
missionary ~~set~~ effects

2nd yr certificate.

Bantu - as far, 1st yr best in greater detail.

European - History of SA - 1490 to date.

Details of the History of Europeans in SA which do not directly affect the Native races should be avoided.

Europe - Great events which had an effect on SA.

3rd yr

Revision - further detail of previous.

main features of the History of Europe - Asia Minor -

Phoenicians - - - middle ages - - -

Reformation - - -

Forms of Govt. - Western Native govt, laws & customs.

Comparison between the two.

Legislative measures in SA affecting Natives.

Cape.

Native Primary Lower (2 yr)

The world of the old Testament. Egyptians, Babylonians, Assyrians, Phoenicians, Hebrews, Persians.

The Greeks & Romans

Early middle ages.

Later middle ages.

Renaissance & Reformation

Voyages of Discovery.

Colonial development.

American independence.

French Revolution

Industrial Revolution.

Freeing of slaves.

Livingstone.

European settlement at the Cape.

Emancipation of slaves.

Great Trek.

Native races of SA.

Missions

Union. Rhodesia

Great war as affecting SA.

3.

Civics

The course in Civics should deal with the privileges & duties of a Native with special emphasis on those of a Native teacher, & with the State services & control as they affect Native life more or less directly.

Duties of a dweller in the rural location or village. - Relation with neighbours, work, thrift, duties of parents & teachers.

Individual & communal rights. - Security, State services, public opinion.

State services -

Administrative & Judicial - work of headman, chief, police, magistrate, judges & juries. Govt. depts.

Taxation

Legislative - District & General Councils, Provincial Council,
Parliament.
SA as a member of the Commonwealth & League of Nations.

Simple Economics

Native primary higher (1 yr)

Production of wealth - labour, capital, interest
Distribution of wealth - transport, middlemen, profit,
advertising.

Types of agriculture.

Story of animal husbandry. Cattle in native life.

" " industry.

Co-operative societies

Thrift & waste.

Saxation

Organisation of society.

History

French Revolution to present time.

British Commonwealth

Relation of general history to history of SA.

Civics - as for Primary Lower.

also - the rights & duties of Natives in
urban locations.

Committee on Native Education 1935.

473. " a great part of history -- is a universal heritage
which is not the prerogative of the few nations which
produced it, but is something in which all people &
cultures can participate, each in his own individual
way. Victor Murray applies this general principle to the
Natives in the following words: -

" For them, as for us, the treasures of the world's
past have been heaped up. We received the
treasures of Greece & Rome & Judea & have added to
them. And if for us, Barbarians & gentiles, Plato
thought and Vergil sang, and Jeremiah agonised
and Christ died, these things happened for the
African too. For him also in later days Beethoven
played, Leonardo painted, Shakespeare wrote,
Pascal disputed and James Watt invented."

OFS Primary

- Std 1 - Stories from lives of great Africans.
Std 2 - Above, also man & his food, fire, weapons, implements, shelter.
Std 3, 4, 5. SA history
In 5 also simple civics & public health.
Std 6 - Native life - influence of Europeans.
SA history.
Administration of justice
Education
Rules of Road.
Treatment of animals.

Cape Primary

- Std 1 & 2 - Great Africans.
Bantu legends, etc.
Children of main races of SA.
Local or district institutions
Child's privileges & duties as member of home, school, community.
Std 3 - SA history to 1795.
Simple civics.
Std IV SA 1795 - 1854.
Civics
Std V SA 1854 - 1910.
Civics.
Std VI. Revision SA history
1910 - date. in SA.
Outline survey of
Commonwealth
Rise of USA
History of health work.
modern discoveries & inventions.
Civics

Transvaal Primary

History is the story of man's social growth & development, & so the interplay of cause & effect should be demonstrated --- The teaching of history will thus help the child to be thoughtful & critical & not to accept any opinion. It will develop the habits of reasoning & judging after careful consideration of facts. The teaching of history will give children new things to think & talk about & it will have a liberalising effect. ---

S. African history will not be taught as an isolated whole but by continual references to world history. The pupils will thus realise that the story of man in SA is only part of the story of man.

Sub A to Std 2 - Stories of great men in SA, legends, hero-tales, Goldilocks - Bantu principally but heroes of all countries & times should be included.

man & his food, fire, weapons, etc.

Std 3 - Biographies of great men in SA taken more systematically
Stds 4-6 - Formal history of SA.
Civics in Stds V & VI.

Natal Primary

"History is concerned largely with giving the material that will enable us to answer many of the questions & problems that confront us in life ---- It does not deal with isolated facts, but with processes of development. ----" Deal with achievements of child's own people ^{first, but} "the teaching should be such as to reduce the & pupils' tendency, at school or later in life, to exalt the successes of their own national achievements, while belittling (or even ignoring) those of other nations - a tendency that leads ultimately to hatred, war & misery. History well taught will lead the child, while believing himself to be (like St. Paul) "a citizen of no mean city" & a mighty empire, so to enlarge his outlook as to see himself as but a single unit in a Universal Brotherhood of mankind.

Slats 3 & 4 - Famous people of the past.

Slat 5 - Bantu (especially Zulu) political & cultural development.

Slat 6 - Linking up the older civilisations with the spread of a new civilisation in S. Africa.

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