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AFRICAN NATIONAL CONGRESS (S.A.)
SOLOMON MAHLANGU FREEDOM COLLEGE

SOCIAL SCIENCE DEPARTMENTAL REPORT

This report is largely based on the minutes of a departmental meeting at which there was full attendance with the exception of the head of the department, comde Zola, who had duties elsewhere. However, the other teacher of the History of the Struggle was present.

HISTORY OF THE STRUGGLE:

1. We have found it necessary to teach this subject in all forms and not only in Form I. The following reasons were given:
 - (a) Many, if not most, students go into forms higher than Form I on arrival.
 - (b) Form I students lack the conceptual ability necessary to understand the subject in sufficient depth.
 - (c) The format and orientation of the lessons is radically different to History which was originally supposed to incorporate the History of the Struggle from Form II.
2. It is proposed that the History of the Struggle (H. of S.) should concentrate on the late 19th century to the present day with earlier periods dealt with in History. The reasons are that this will avoid repetition and will provide time for the proposed changes in the History syllabus outlined below.

HISTORY

1. We have been teaching History from Form I and not from Form II as in the original curriculum. Two factors were taken into account when making this decision;
 - ✓ (a) The very low level of the students' general historical knowledge.
 - ✓ (b) The department agreed that while South African History should form a large part of the syllabus, History should also provide a broader global perspective within which South African History can be properly located. This will also provide the necessary "background" for teaching of Development of Societies which cannot deal fully with events such as the French or Russian revolution or the world wars. We propose that in addition to South African History, European and North American History should be dealt with in Forms IV and V.
(see the appended list of suggested topics)

DEVELOPMENT OF SOCIETIES

1. We still need to clearly define how the topics in each syllabus should be taught with respect to the different disciplines. Several of the D/S topics such as "Slavery in Africa" should be dealt with in History, while in the History syllabus topics such as "The Rise of Mercantilism" should be dealt with in D/S. It is felt that History, instead of the broad conceptual framework provided by D/S, should deal with "case histories". For example, instead of the general features of imperialism it must concentrate on the effects of imperialism on a country or continent. In short, both the History and D/S syllabi with respect to each other on the basis of a clear definition of their essential differences.

classes?

D/S - with case studies of Africa? - counter to bourg. argument that Marxism no role in African studies?

should be rationalized

GEOGRAPHY

1. At the moment Forms I to V deal almost exclusively with Africa and South Africa. To see S.A. in the global context a broad outline of world physical and economic geography is necessary. Lack of this general knowledge prejudices the teaching of History and D/S. History and Geography between them should strive to develop the students' overall awareness of time and space, and this cannot be limited to one country or continent. It was also pointed out that in the earlier Forms students enjoy memorising the facts which provide the base from which the more advanced conceptual analysis in the higher Forms can be developed.

NOTE: We felt that we should use the opportunity presented by the 3rd National Education Council to discuss our proposals in terms of the general principals involved and not get bogged down on details.

APPENDIX: Suggested history topics for Forms IV and V.

FORM IV.

Europe 1789 to 1871
The French Revolution
The Napoleonic Era
The Metternich period (to 1830)
The revolutions of 1830/48
The Crimean War (1854/6)
Italian and German unification

Abolition of serfdom in Russia
The Franco-Prussian War
Socialist movement and the Paris Commune

North America
War of Independence, causes and results
Economic and political developments up to the civil war (1860/5)
Anti-slavery Movement
Civil War
Reconstruction period.

FORM V.

Imperialism and monopoly capital leading to WW1
Russian revolution/civil war/NEP
Socialist reconstruction
Capitalist growth/class struggles
Depression and Fascism
Development of Anti-colonial movement
WW2 and the defeat of fascism
Emergence of Socialist system

Development of the National Liberation Movement.
Cold War/Fight for peace/the continuing crisis of capitalism

AMANDLA !!!!!

FORWARD TO A PEOPLES GOVERNMENT !!!!!