The Mineral Revolution in South Africa

Background information

- Mineral Revolution started when diamonds were discovered in Kimberley.
- Continued with discovery of gold 20 years later in the Witwatersrand.
- British governments view of southern Africa changed.
- Britain intent on conquering independent African kingdoms and incorporating Boer Republics in southern African Empire.
- African kingdoms was still independent.
- Mine-owners needed labour, Britain wanted to ensure supply of workers.
- Britain took over kingdoms and introduced new taxes.
- Mineral Revolution led to defeat and dispossession of African kingdoms.

Unit 1: Britain, diamond mining and increasing labour control and land expansionism

- Discovery of diamonds changed Britain's view of southern Africa.
- Britain controlled only two colonies – the Cape and Natal.
- After discovery of diamonds, Britain wanted to unite the whole of southern Africa.
- This would mean that Britain could control the diamond industry and make sure there were enough workers for the mines from other parts of southern Africa.

Increasing control over black workers: closed compounds and migrant workers

- Thousands rushed to diamond-rich area, hoping to make fortune or to find work.
- Skilled workers came from Britain, Australia and America – unskilled workers came from southern Africa.
- British officials wanted to keep control over situation and worked together with mining companies to control supply of workers to mines and also control lives of miners once they got there.

Closed compounds

- Diamonds small and easy to steal – Stop stealing, mining companies built “closed compounds” for workers to live in.
- Groups of buildings, surrounded by high walls.
- Workers not allowed to leave compounds, except to go to work each day, searched when returned. Controlled movement and lives of blacks.
• Mining companies save money by providing housing and food instead of paying better wages.

• White miners refused to live in closed compounds – had right to vote – had skills that were in short supply.

The mining companies could control the lives of workers in the compounds very strictly.

“How any clergyman can talk of religion while his fellow men are housed in dens like some of these compounds is sad. The misery of the place grows on one, the appalling crime and the utter hollowness of our civilisation which tolerates such things. I believe that never was there a labouring population so debased and treated with such disregard of their moral and physical welfare.

Source A

This is an extract from a letter from a prominent politician, J.X. Merriman, to his wife in January 1886. In it he explains how bad the conditions in the closed compounds were. He is writing at the time when the first compounds were set up.

“For most workers the compounds offered great advantages. Here they received proper housing, were well fed, could buy items such as blankets, shoes and clothing at fair prices, received proper treatment if they were ill, and were given lessons in reading and writing in their leisure hours. The mouths in the compound also presented the opportunity to save the £5 to £10 needed to buy what the black labourer invariably wanted most – a rifle. Armed with fire power, he returned to his own environment as a man of standing.

Source B

This is an extract from page 46 of the book called The Discovery of Wealth. It was published in 1986 and was written by D. van Zyl.
Migrant labour

• After diamonds were discovered, Africans from all over southern Africa travelled to diamond fields to find work.
• Wanted to earn money to buy guns or farming equipment or to pay traditional bride price.
• Worked on mines for a while and then went back home.
• This system of moving from their homes to work on mines and back is called migrant labour.

Early 1870s, 50 000 African workers a year arrived at diamond mines, with same amount leaving each year.

• Suited mine owners to have constant supply of unskilled workers.
• Meant they never stayed long enough to learn skills and so could be paid low wages.
• Government passed laws to enforce system of migrant labour.

“...The Kimberley labour force was racially divided by the 1880s. White workers, increasingly employed in supervisory and skilled positions, lived in the boarding houses and homes of Kimberley, a town almost entirely owned and controlled by De Beers. Black migrant workers lived in the closed compounds where living conditions were initially appalling...

Source C

This is an extract from the historian Nigel Worden in his book The making of Modern South Africa, Blackwell Publishing, 2007, page 43.

Activity 1: Analyse different views of the closed compounds

1. What were closed compounds and why were they built?
2. Why did the mining companies like the migrant labour system?
3. Read Sources A, B and C and answer these questions.
   3.1 What does Merriman (Source A) say about the compounds?
   3.2 What does Van Zyl (Source B) say about the compounds?
   3.3 Use the text and Source C to explain why the “Kimberley labour force was racially divided by the 1880s”.
   3.4 Does Source C back up what is said in Source A or in Source B? Explain

Further land dispossession and defeat of African kingdoms: Xhosa (1878) and Pedi and Zulu (1879)

• Britain wanted to make sure there was a steady supply of labour for mines.
• Fought against and defeated independent African kingdoms – took over their land.
• Forced them to pay taxes.
• Knew if Africans lost land they would be forced to find work to earn wages.

The defeat of the Xhosa (1878)
• British already taken over land of Xhosa who lived west of Kei River – were the Ngqika-Xhosa.
• Gcaleka – Xhosa, living east of Kei River, under Sarhili, were still independent.
• 1877 war broke out between Sarhili and the Mfengu.
• Mfengu were allies with British, who used war as an excuse to send army across Kei River to fight against Gcaleka – Xhosa.
• Ngqika – Xhosa then living in Cape Colony sent soldiers to help Sarhili.
• In 1878, British defeated combined Xhosa forces.
• Ngqika – Xhosa leader, Sandile, hunted down and killed.
• Sarhili captured and removed as leader.
• Independence of Xhosa people came to an end when British made all land east of Kei River part of Cape Colony.

The defeat of the Zulu (1879)
• Zululand large and independent kingdom ruled by King Cetshwayo.
• Britain accused him of planning a war. Used this as excuse to invade Zululand in 1879.
• Zulu won major victory. Beat British at Isandlwana.
• Britain's biggest defeat in all colonial wars.
• Victory at Isandlwana helped Zulu keep independence longer.
• Britain sent troops - finally defeated Zulu at Battle of Ulundi.
• Cetshwayo sent into exile and Zululand divided into 13 smaller kingdoms.
• Britain took over Zululand and it became part of colony of Natal.
The defeat of the Pedi (1879)

- Pedi, under king Sekhukhune, farmed in fertile area between Steelpoort and Olifants Rivers, in area now part of Limpopo and Mpumalanga.
- Pedi men worked as migrant workers on diamond mines and bought guns.
- Sekhukhune built strong army of 15,000 men – armed with modern rifles.
- Boer farmers feared strength of Pedi kingdom.
- Gold discovered at Pilgrim’s Rest, Boers believed rich gold deposits in Pedi kingdom as well.
- Sekhukhune would not allow prospectors to look for gold.
- Boer forces attacked Pedi, but had to withdraw.
- British also wanted to defeat Pedi.
- British sent army in 1879 to attack Pedi – Pedi put up fierce resistance.
• British defeated Pedi with help from 8 000 Swazi troops.
• Sekhukhune captured – taken to Pretoria as prisoner-of-war.
• Independence of Pedi kingdom was over.

Activity 2: Analyse the dispossession and defeat of African kingdoms
1. Explain the methods used by the British to get labour for the mines.
2. Suggest reasons why the Mfengu and the Swazi fought on the side of the British.
3. Use the text, as well as the sources and their captions to explain why it would be wrong to say that the British defeated the African kingdoms easily. (When answering this question, write three paragraphs.

Unit 2
Deep-level gold mining on the Witwatersrand 1886 onwards
Why gold is valuable
• Around world, gold regarded as most valuable metal.
• Kings and Queens used gold on crowns as symbol of power.
• Craftsmen made jewellery, ornaments and other works of art with gold.
• Empires competed over control over gold trade routes and even fought wars over them.
• Gold valued as form of wealth – does not decay over time.
• Early traders used gold as form of money – first coins made from gold.
• When world trade grew after Industrial Revolution, gold seen as world currency, because of its value, quality and because it was rare.
• More convenient to use paper money than gold.
• Governments printed banknotes, but had to own the amount of gold in bank to equal the value of the banknotes.
• Even though countries no longer use it in this way, gold is still used as a means of measuring or comparing other forms of wealth.
• Gold also valuable because it is scarce.
• Sometimes found in river beds but most of it is found deep under ground set in rock.
• Most countries do not have gold they can mine, so they have to buy it from countries that do.

Activity 3: Assess the value of gold

1. Why has gold been valuable throughout history?
2. Why did people start printing paper money instead of trading in gold coins?
3. Explain the link between paper money and gold.

Unit 2

Deep-level gold mining on the Witwatersrand 1886 onwards

The discovery and mining of deep-level gold on the Witwatersrand

• Africans mining gold in southern Africa for many centuries.
• 1870s diggers found gold at Pilgrims Rest in Mpumalanga.
• 1886 discovered huge amount of gold on Witwatersrand in Boer Republic of Transvaal.
• People from southern Africa and overseas went to Rand, to seek fortunes or find work on gold mines.

Source A

In southern Africa, gold was mined as early as the 13th century. This golden rhino comes from the time from Mapungubwe in Limpopo. There is archaeological evidence of gold being traded from southern Africa to the coast and across the Indian Ocean at this time.
How gold is mined

- People tried to find gold by digging on surface of ground.
- Gold on Rand deep in earth, had to be mined expensive.
- Needed big machines to dig deep tunnels – called shafts.
- Needed engines and drills, large lifts taking miners in/ out of mines.
- Needed machines to crush ore to get gold out.
- Ore on Rand low-grade - large amounts of ore dug up and crushed to get small amounts of gold. Makes mining expensive.
It is important to understand how gold is mined in South Africa, because the needs of gold mining changed South Africa in a very significant way. How then, is gold mined?

1. First, at least two shafts are sunk by machines.
2. Passages or stopes are excavated, leading off from the shaft. Stopes are excavated, leading off from shaft. Stopes cut across strips of gold reefs.
3. Miners find ore that contains gold. Drill holes in rock before blasting tunnel into rock.
4. Tunnel has to be cleared of rocks.
5. Ore and rock taken up to surface in buckets. (called skips)
6. Ore loaded onto trucks, taken to another part of mine. Gold is separated from crushed ore. Machines and chemicals used in this process.
7. Still gold left in ore, so gold is melted. Hot, liquid gold runs out into trays.
8. To make approximately 21 grams of gold, miners must blast and chop out two tons of ore.

Conditions underground

- Mines needed large numbers of workers to do hard work.
- Miners worked in shifts, about 10 to 12 hours long, day or night.
- Miners dig passages or tunnels – had to hammer into it.
- Hammer holes into rock, so dynamite could be placed into it.
- Skilled miners placed dynamite into holes to blast rock.
- Miners would leave mine when blasts were set off.
- Go back into mine, load broken pieces of rock onto trucks.
- Working conditions in mines hard and dangerous.
- Mines were dark, dusty and sometimes terribly hot.
- Workers not given a lunch break to go outside into fresh air.
- Miners were killed or injured during blasting, or during rockfalls.
- Miners not given special clothing or protective helmets.
- Miners became sick because of dust they had to breathe and long hours spent underground.
Activity 4: Compare information about conditions in the mines

1. In which southern African state were large amounts of gold found in 1886?
2. Why did the population on the Witwatersrand grow in the late 19th century?
3. Why did mining on the Rand become so expensive?
4. Read the information in the text about conditions underground as well as Sources B and C and then answer these questions.
   4.1 Which information given in the text is shown in Source B?
   4.2 How does the information given in Source C back up what the text says?
   4.3.1 Which Source, B or C, is more useful to understand how a mine worked? Explain your choice
   4.3.2 Which Source, B or C, is more useful to understand the thoughts of a miner? Explain your choice

The Randlords and the formation of the chamber of mines

- Large companies were formed to do expensive deep-level mining.
- Money came from people and companies who made fortunes on Kimberley mines.
- Needed more money – formed gold mining companies.
- Companies raised money by selling shares.
- People bought shares – hoped mining companies would make profit.
- Mines more successful, shares worth more - make more profit.
- Soon gold mining industry controlled by few large companies, like Rand Mines and Consolidated Gold Fields.
- Richest mine owners made sure they owned largest shares in companies – decide how mines would be run.
- Randlords, Cecil John Rhodes, made money from diamond mining.
- Randlords made huge profits. Built large houses in Johannesburg – lived wealthy lifestyle.
- 1887, big mining companies joined together to form a union of mining companies, called Chamber of Mines.
- Greater power – make decisions about how mines would work.
- Make sure mining companies became more powerful and rich.
- Agreed to pay same wages and treat workers in same way.
- Stopped competition – no longer offer higher wages or better working conditions to get workers, because same on all mines.

**Activity 5: Explore how the gold mining industry worked**

1. Explain the **significance** of each of the following to the development of mining in southern Africa:
   1.1 Deep-level mining:
   1.2 Explain the **significance** of each of the following to the development of mining in southern Africa: Large mining companies:
   1.3 Explain the **significance** of each of the following to the development of mining in southern Africa: Shares:
   1.4 Explain the **significance** of each of the following to the development of mining in southern Africa: Randlords:
   1.5 Explain the **significance** of each of the following to the development of mining in southern Africa: Chamber of Mines:
2. Use **Source B**, the text and your knowledge to explain what a mine owner would need in order to start a mine.
3. Study **Source D** and answer this question. The Randlords did not really eat black workers, so what does the cartoonist mean by drawing the figures in this way?
Migrant workers – more systematic control based on the compound system from Kimberley

- Chamber of mines used system of compounds and migrant labour that had been used on Kimberley diamond fields.
- Worked out ways of having more control over workers.
- Rural workers had to sign contracts to work on mines for fixed number of months.
- Mining companies sent agents to sign up workers from rural areas.
- Signed contracts with fixed wages - not leave job before time.
- Paid low wages.
- Lived in cheap, crowded compounds, owned and controlled by mining companies.

Source E

This is part of a poem written by Gouveia Lemos. He was a migrant worker who came to work on the gold mines from Mozambique. The mine owners liked to employ workers from Mozambique because they would sign up for a long contract. By 1910 over half the migrant workers on the mine from there.

[src: RLJ van Heerden]

I put on a clean shirt
And go to work my contract
Which of us
Which of us will come back?
Four and twenty moons
Not seeing women
Not seeing my ox
Not seeing my land
Which of us
Which of us will die?

Source F

This is a photograph showing the living conditions in a compound. It shows that it was a male-only compound in which many men shared rooms. Conditions were very basic and there was no privacy.

[src: RLJ van Heerden]
• To help mine owners, government introduced a **pass** system.
• Each grant worker had to have pass stating which mine they worked for.
• Blacks could not move from mine to mine in search of higher wages.
• End of their contracts, not allowed to stay in towns.
• Had to return to homes in rural areas.
• Areas became known as **reserves**.

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**Source G**

This is part of a Zulu song about the questions a person was asked by the official when getting a pass. It is called “Pass Office”.

*Take off your hat.*
*What is your name?*
*Who is your father?*
*Who is your chief?*
*Where do you pay your tax?*
*What river do you drink?*
*We mourn for our country.*

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**Source H**

This comment about the pass comes from a black man living in an urban area in 1919. The pass was hated because only blacks with the correct pass were allowed to be in urban areas. If a police officer stopped you and asked to see your pass and you did not have it with you, you could be put in jail or sent back to the reserves.

A pass is supposed to be a protection to blacks and regarded as an agreement made at the Pass Office between the employer and employee.

**Questions:**
1. If so, why should I be forced to carry this agreement or document with me?
2. Why should police run after me day and night asking me to produce this document and cause me to be absolutely restless?
3. Why can’t I place it in my box for safety?

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**Activity 6:** Explore the mine workers experience of mining

1. How did the mines get workers from rural areas to come to work on the mine?
2. The mine owners struggled to get people to work in the mines because the work was so hard and dangerous. How did the contract, compound and pass system help them to have a work force?

3. Read the tip box on how to study primary sources and then answer these questions. Study Sources E and F and answer these questions.
   3.1 Where does the worker who wrote Source E come from?
   3.2 How long is his contract?
   3.3 What is he worried about?
   3.4 What can you learn from Source F about the living conditions for miners?
   3.5 Why do you need more than two sources to decide whether the information they tell is correct?

4. What was the pass system and how did it take away peoples freedom of movement?

5. Study Sources G and H and explain what they tell you about people’s attitude towards the pass system.

6. Why are primary sources like D, E, F, G and H useful when learning about what it is like to work on the mines?

**Increasing burden on women in the reserves, and the erosion of families**

- Families not allowed to go to mines with men. Compounds only for men.
- Women, children and old people stayed in reserves.
- Supported themselves by farming – miners not paid enough to help.
- Life for women on reserves very hard.
- Farm land without help from stronger and younger men.
- Grew crops and looked after cattle.
- Had to run affairs of family.
• Take care of children, old people and nurse the sick.
• Do all of this for long time, family life suffered.
• Women separated from husbands.
• Children don’t see fathers for months or even years.

**Skilled and unskilled white workers**

• Few people in southern Africa had any experience of deep – level mining.
• People with knowledge brought into southern Africa.
• They knew how dynamite to blast holes, or to operate drills to extract ore, because they worked in mines in Europe, America and Australia.
• Skilled workers – had necessary training and experience.
• Well paid, because of shortage of skilled miners.
• Experience of trade unions .from countries they came from.
• How to demand higher wages and better working conditions.
• Allowed to live in mine village or surrounding town with families.
• Most workers on mines were unskilled workers.
• Did work which did not need special training.
• Came from southern Africa, were both white and blacks.
• White unskilled workers had advantage over black workers.
• Whites had right to vote – government and mine owners treated them better.
• White workers didn’t live in compounds – not controlled by pass system.
• Whites joined trade unions – negotiated with mine owners for better wages and better working conditions.
• White workers wanted to stop black workers from learning skills.
• Afraid would lose their jobs.
• Result – government passed laws to protect white workers.
• Only white workers do certain types of work.
• White workers could train and learn skills, blacks only unskilled work.
Anti - Indian legislation

- Indentured workers from India stayed in Natal after contracts ended.
- Some started shops and businesses, and others worked as unskilled and skilled workers doing different kinds of work.
- After discovery of gold, some moved to Rand to find work or start businesses in growing mining towns.
- White workers and traders didn’t want to compete for jobs or business.
- Transvaal government introduced laws that discriminated against Indians.
- Indians banned from working in mining industry, only allowed trade in certain areas, and walking on pavements.
- Government introduced pass law for Indians – all over age of 8 carry pass with thumbprint on it.
- 1906 mass meeting in Johannesburg, protest peacefully by refusing to obey pass laws.
- Start on non-violent resistance by Indians in South Africa.

Activity 7: Analyse the effect of mining on family life

2. What questions would the children ask their fathers about the city and the mine when they returned from working their contract?

3. In many communities men who worked on the mines were treated with respect on their return. Why do you think this was the case?

4. Why were white miners able to negotiate better deals with the mine owners than the black workers?
5. What laws were made to protect the position of white workers?

6. Why was the family life of white workers not affected as much as that of the black workers?

7. How did the government discriminate against Indians at this time?

**Forms of labour resistance**

- Migrant workers reacted against bad working conditions in different ways.
- **Deserted** their jobs in middle of contracts.
- **Boycotted** mines and refused to sign up – went to work for railways or in towns.
- Resisted small ways – working slow, breaking tools or pretending not to understand instructions.
- Many other interests outside work – formed soccer teams, played music.
- Another form of resistance was to go on strike.
- Refused to work as form of protest against working conditions and wages.
- 1907 skilled white workers went on strike, government used army to crush strike – brought in unskilled white workers to replace strikers.
- Small strikes stopped by police or army.
- Chamber of Mines forced to improve conditions in compounds.
The city of Johannesburg

• Discovery of gold had major impact.
• New town, Johannesburg built where before there had been farmland.
• First, small corrugated iron buildings, soon were houses, shops, hotels, banks, businesses and factories.
• Within 10 years, had 250 000 people living in it – was biggest city in southern Africa.
• Now – population of four million – one of largest cities in Africa.
• Many other mining towns were built along Rand at places were gold was discovered.
• Railways were built to link Rand with ports at the coast.
• Johannesburg became centre of richest and most economically important region in southern Africa.
• Beginning of industrialisation and modern economy in southern Africa.
• Racial segregation set up in mines later extended into all areas of life.

Activity 8: Examine the impact of mining: resistance and development

1. In what ways did miners resist being controlled?

2. What is a strike and why do workers use it as form of protest?

3. Suggest why the government supported the mine owners and went against the miners when they carried out strike action?

4. Study Source I and answer these questions.

   4.1 What does the key tell you?

   4.2 The measurement in the bottom right corner is called a scale. Use it, a piece of string and a ruler to measure the distance by rail from Johannesburg to Durban.
4.3 In which two decades were most of these railway lines built?
4.4 Explain why towns developed along the railway lines.
4.5 Why do the lines link to the coastal towns?

The Mineral Revolution as a turning point in South African history

• Mineral Revolution – turning point in South African history.
• Caused important economic changes.
• Led to industrial revolution.
• Towns and cities grew where minerals were found.
• Factories were built to make machinery and equipment for mines – also built to make building materials for new towns.
• Workshops made furniture, clothes and household goods.
• Railways, roads were built to link inland towns with coast.
• Economy no longer based on farming, but on mining and industry.
• Mineral Revolution caused important political changes and changing balance of power in southern Africa.

The shifting balance of power

• After mineral discoveries, Britain extended control over southern Africa.
• Britain took diamond fields (Griqualand West) and defeated independent African kingdoms (the Gcaleka Xhosa, Zulu and Pedi).
• After discovery of gold, Britain fought war against Boer Republics (the South African War 1899 – 1902) and defeated them.
• By 1902 whole of southern Africa under British control.
• In 1910 Britain united separate colonies to form one country, the Union of South Africa.
• In Union of South Africa, only white people had political power.
• Made sure they had economic power as well as passing 1913 Land Act, which put most of land under white control.
• Different political movements formed to resist these changes.
• African Political Organisation (1902), Transvaal Indian Congress (1903) and South African Native National Congress in 1912.
• Other forms of resistance – Armed uprising in Natal in 1906 (Bambatha Rebellion) and non – violent resistance by Indian community (the Satyagrah Campaign of 1913 – 4)
• By 1913, map of southern Africa very different from 1860.
Source A
In the South African War (1899 - 1902) Britain defeated the Boer Republics, and they became British colonies. Many people hoped that Britain would use its control over the whole of South Africa to make sure that all people, black and white, were given equal rights, such as the right to vote.

African Political Organisation (1902)

Source B
Black people formed political organisations to protest against discrimination and to press for equal political rights. The African Political Organisation (APO) was formed in Cape Town by Abdullah Abdurahman in 1902, and in 1903 Mohandas Gandhi formed the Transvaal Indian Congress. In 1912 the SANNC (later called ANC) was formed in Bloemfontein. This is a photograph of the 10th anniversary of the APO in 1912.

Bambatha Rebellion (1906)

Source C
In 1906, there was armed resistance, led by chief Bambatha, against a new tax introduced by the Natal government. The aim of the tax was to force Zulu men to find jobs on white farms in order to pay their taxes. The government crushed the Bambatha rebellion very harshly: about 4,000 of Bambatha followers were killed, 7,000 were put in prison and 4,000 were sentenced to be whipped for their part in the resistance. Here 96-year-old Sigananda is captured because he refused to tell the authorities where Bambatha was.
**Satyagraha Campaign of 1913 - 1914**

**Source D**
Indians launched a campaign of non-violent resistance against laws that discriminated against them - the Satyagraha Campaign of 1913 - 1914. Indian workers went on strike, and Gandhi led an illegal march into the Transvaal, shown in this photograph. Gandhi and other leaders were arrested, but after that, the government agreed to change some of the laws.

**Land Act 1913**

**Source E**
The 1913 Land Act forced many thousands of people to move off the land where they had been farming and to move to the reserves. The reserves were overcrowded and could not support so many people. This forced many of them to work as migrant labourers on the mines, in factories in the towns, or on white-owned farms.

**Formation of South African Native National Congress (SANNC) in 1912**

**Source F**
In the Union of South Africa that was formed in 1910 only white males had the right to vote (except in the Cape where black males who owned property could also vote). The 1913 Land Act set aside 7% of the land as “native reserves”. These were the only areas where blacks could own land.
Activity 9: Assess changes resulting from the Mineral Revolution

1. Use the information in the text, the sources and the captions to answer these questions.
   1.1 In what ways did Britain become more powerful as a result of the Mineral Revolution?
   1.2 Which political organisations were formed after 1902, and what did they want?
   1.3 What forms of resistance took place after 1902, and how effective were they?

2. Compare the map of South Africa in 1913 with the map of southern Africa in 1860 on page 86 in your textbook. Make a list of the main differences that you can see.

3. Write a paragraph to explain why the Mineral Revolution has been called a turning point in South African history.
Revision activity for Term 2

1.1 Where was the “first great industrial centre in Africa” (see Source A) situated?

1.2 Provide a quote that implies that the discovery of diamonds resulted in a diamond rush.

1.3 According to Source A, why did the railway network revolutionise transport?

1.4 Use prior knowledge to explain why coastal cities/ports such as Durban experienced an economic boom.

2.1.1 Suggest from where the plantation workers in Natal came.

2.1.2 Why did the British colonial government have to source workers from elsewhere?

2.2 What is a migrant labourer?

2.3 What effect did migrant labour have on women left behind on the reserves?

2.4 Refer to Source B and provide evidence to prove that unlawful diamond buying took place in Kimberley.

2.5 How was unlawful diamond buying curbed?

2.6 Using prior knowledge as well as information from the source, explain why men were eager to work in Kimberley.

2.7 Is Source B a primary or secondary source? Provide a reason for your answer.