

Geography

Natal Tu (1 yr course)

The idea is to leave the student "with in possession of a mental framework of essential facts, into which his future study & his future teaching of the subject can be fitted".

- mathematical geography. the globe. Seasons. Night - Day.
- Physical geography - wind - weather, clouds, etc.
- Regional study of various continents - countries.

How to begin a study of the school environment ... methods of expanding from the school to the District, to the Province, to the Union, to Africa - to the world as a whole.

OFS Teachers.

1st yr Certificate

- Land-forms & their influence on flora & fauna & human beings.
- Physical geography of the OFS - its influence on the occupations of Natives & Europeans.
- General physical geography of the Union & the African continent.
- Political divisions of Africa.

2nd yr Certificate

- Physical & political geography of Africa, with special reference to southern part.
- Distribution of native tribes in SA.
- Economic geography of SA.
- General outline of the geography of the world. Shape of the earth, seasons, zones.

3rd yr Certificate

- Winds, climate, rainfall, time, animal, vegetable & mineral products.
- The British Empire.
- Distribution of races over the world.

Cape

Native Primary Lower (2 yr course)

- the globe, night & day, seasons, land forms.
- maps. Relief map of immediate neighbourhood.
- Union of SA.
- Sources of products we use from other countries. Routes by which they come.
- Life in the main regions - hot rain forests, etc.
- " " industrial areas.

Native Primary Higher (1 yr)

- the earth, seasons, etc
- Detailed study of locality of school.
- the Union
- Climate.
- man & his needs. Chief products. Those we have & those we must import.
- Chief sea-routes, countries, etc.

OFS Primary Schools

- School neighbourhood - Stds 1-2
- OFS - Stds 3-4
- SA - Std 5
- Africa & the World - Std 6.

Cape Primary

- Std 1-2 - Home, School, Location
- 3 - The Cape Province
- 4 - The Union, SWA & Protectorates.
- 5 - Africa
- 6 - Revision  
Western Europe.  
Continents - Trade with SA.  
World - Oceans, winds, climate, seasons, etc.  
natural regions  
food supplies

U.C. Primary

Teachers will do well to consider this subject as 'the study of the earth as the home of the child & the scene of his future activities as an adult'.

The child should be encouraged to seek rational & scientific explanations of what he sees about him so that he will not believe in witchcraft & magic. He should be led to a concept of geography as a science involving law & order & not a mere mass of unrelated facts difficult to remember. ---

By using the child's own environment & gradually following a number of threads from it into a more complex world an excellent concept of the growing complexity of modern life can be built up.

Std 1-2 - The home, school & surroundings.  
Plans, weather charts, etc.

Std 3 - The Transvaal.

Std 4 - S. Africa.

Std 5 - Africa

Std 6 - The World.

all through, study of weather, climate, etc.

## Natal Primary

"The most vital part of Geography is the study of the peoples living on the earth - of their physical & social characteristics, & of the ways in which their civilisations have developed & are developing.

The teachers & their scholars must visualise different races living in different regions & facing problems partly similar & partly different; must realise that in facing these problems different races are working towards different solutions which may lead to friction; & must feel that this friction can be avoided by a growth of mutual understanding & respect. Clear thinking along these lines by the coming generation in each land is essential to the cause of peace & progress. - - - - -

Teachers of Geography have in the past been too much concerned with indicating the differences between one race & another, instead of with stressing the vastly greater number of likenesses. The fact that throughout the world men are deeply interdependent also needs emphasis.

### Std 3 - S. Africa

Representative types of people in other lands.  
The stories must centre on man; & the theme of the stories must be how he satisfies his needs of food & clothing & shelter, how he travels & manages his problem of transport, & how he occupies himself in his spare time.

Field Geography.

### Std 4 - Primary needs of man, & where produced.

Local activities & communications

Field Geography

Public Services

Natal.

### Std 5 - ~~Peoples~~

Southern Africa.

### Std 6 - Shape of earth, climates, etc.

Routes from SA to other parts of world -  
what one would see there.

English

Natal 74

All English practice should be based on the discussion of real situations. Any use of class manuals that leads to the memorisation of mere rules -- should be avoided.

The teacher should find instances where one rule word must serve as the equivalent of several different English words, for it is often these English words that Native pupils find most difficult to use correctly.

Unless students leave the Training Colleges with the ability to read English with ease, - without the too-frequent use of a dictionary, they will never be able to learn more than we can teach them. Such a state would keep the Native undesirably dependant on the white man. The object of Reading in the Training College should therefore be to encourage the pupils to read for amusement. If they can be got to read for pleasure, they will eventually read for information.

# Arithmetic or Mathematics

## T4 Natal (2 yr course)

"The work should be of as practical a nature as possible, & questions involving local interests & current prices should frequently be set. The students should be impressed with the importance of understanding the underlying principles of each operation ---"

The students are required actually to work through books of arithmetical examples.

## OFS Teachers

### 1<sup>st</sup> yr cert.

notation & numeration, simple & compound rules, weights & measures, reduction, prime & composite nos, HCF, LCM, decimal & vulgar fractions, bills, simple proportion, percentages, simple interest, rectangles

The work must be practical throughout. Questions involving local interests & current prices should frequently be set ---

### 2<sup>nd</sup> yr cert.

Decimals, problems of unitary method, averages, money, time, weights & measures, triangle & circle, profit & loss.  
Revision & elaboration of 1<sup>st</sup> yr.

### 3<sup>rd</sup> yr cert.

Insurance, savings accts, use of symbols, simple algebra, square root, cylinder, cube, parallelogram, graphs. Revision

## Cape

### Native Primary Lower (2 yr course).

Revision of primary school work.

### Native Primary Higher (1 yr).

Decimals, Percentages, square root, simple interest, measurement of circle, cylinder, triangle.  
measurement of angles. Simple geometry.  
Scale drawing. Reducing or enlarging diagrams.  
Finding distances & areas on maps.  
Simple algebra  
Graphs.

## OFS Primary School Code

Generally a great deal of time is spent on Arithmetic in Native Schools. The standard reached is, however, still very low. This state of affairs is due to the fact that wrong & obsolete methods are applied.

Aim should be to give the child a clear conception of nos. He must understand what is being taught.

Points of contact with the every-day life of the child should thus continually be sought.

## Cape Primary

All ~~conditions~~ principles should be applied to practical conditions arising out of the experiences of pupils. . . .

## Natal Primary

"There is a strong suspicion -- that our curricula - European & African - are overloaded with " inert ideas"; it has long been realised that Arithmetic, has carried more than its load of useless material. So, when a revised Arithmetic syllabus was issued in January 1926, it omitted as much dead wood as possible . . . .

Arithmetic, like most other subjects, can be used to develop the children's powers of independent thought & judgement; & the development of these powers becomes increasingly necessary as we teach children to read & to listen-in to the radio, . . . .

Whether Arithmetic does in fact develop the powers of thought & judgement depends entirely on the way in which it is taught . . .

It is important that the teacher, in marking an exercise, should discriminate between errors due to bad mechanical work & those due to bad thinking. . . . most of the arithmetic of everyday life is or should be mental. . . .

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