

# THE SCHOOL FARM

SECOND SUPPLEMENT.

A paper devoted to the interests of Transvaal School Farms.

31st MARCH, 1943.

PRICE 6d.

## A Charter for the School

### What Is Done For The Child

IN the School Council the other day somebody wanted to know what our School stood for. What were its aims? Its purpose? Whither was it leading its pupils? For what life was it preparing its boarders?

These questions were important and very timely. It seemed to those of us present that much would be gained by answering that question. It seemed that by setting down clearly, in black and white, our aims, by drawing up a sort of "Atlantic Charter" for Lord Milner School Farm, we would economise our efforts, give strength and cohesion to our strivings, direction to our work. It seemed we had been meandering along for five years like a rudderless ship, and that the time had come to give that ship a destination.

So we set about this "Atlantic Charter" for our school and the following is what we thought out:

1. Lord Milner School Farm is a co-educational institution for boys and girls up to Standard Eight.

2. It seeks to establish in its pupils an attitude that has for its aim the harmony of the individual life with activities that are socially desirable.

3. This outlook is best fostered by the school seeking to provide its children with practise in as many activities as possible, intellectual, social, pre-vocational aesthetic and physical.

4. Intellectually, the child will receive instruction in well co-ordinated school subjects.

5. Socially, the child will be admitted to the activities of democratic life such as administration, election, co-operation, legislation, discipline, social service, and submission to communal rule.

6. Vocationally the child will be given part in a whole range of activities, such as woodwork, domestic science, animal husbandry, building, gardening, food production and planning.

7. Aesthetically, the child will be taught the supreme value of beauty in life, that is harmony. By helping in the lay out and development of the school estate, the planting of trees and flowers, the planning of streets and buildings, the maintenance of communal life in its material sphere, these are the elements that lead to an appreciation of beauty, harmony and co-operation in the complete job of living.

8. Physically, attention to diet, games and physical training.

9. This fivefold development of the individual child having for its aim the balance or integration of the individual personality with ideals that are socially desirable, such as equality, justice and freedom in a spiritual and physical sense, can be fostered in an environment that recognises the ultimate indivisibility of personal and social aims.

10. This environment is spiritual and material.

11. On the spiritual side the environment must provide kindness, understanding and appreciation of the sanctity and integrity of the child's personality.

12. On the material side, the environment must provide a physical basis for the fivefold development of its pupils.

(a) Well trained teachers and adequate classroom equipment for the intellectual pursuits.

(b) Control by children of post office activities, tuck shop, school council, self-government, children's courts, team work, and other social pursuits.

(c) Laboratories, museums, workshops, machinery for technical education.

(d) A planned estate for the enhancement of beauty.

(e) Organized games, physical training and diet instruction.

While drawing up this Charter for the School, we have tried on the one hand to be as concise as possible, on the other hand to leave nothing out. The result is a twelve-point programme which is as all embracing as we can make it. There is nothing impossible in its aims, nothing visionary in its strivings. It stresses the principle of harmony, of balance, both in a spiritual and a physical sense. It refuses absolutely and finally to admit any conflict between personal and social claims; for it such terms as "state" and "individual" as separate entities are meaningless terms. On the spiritual side it stresses the eternal truthfulness of the social verities; service and loyalty to socially acceptable activities; on the material side, it emphasises the importance of harmony, of beauty in the physical environment: buildings, trees, flowers, lawns, roads, streets, lamp posts, traffic signs.

When we speak of the integration of personal and social ideals, we do not mean that the child must acquiesce in the cruelty and evil of the world in which he lives. That is why the word happiness does not enter our programme at all. Happiness may or may not be the result of our training: too often the socially integrated individual is so keenly sensitive to the injustice of life that he is supremely unhappy; rebels always are. We hope that the results of our teaching will generate in the men and women of to-morrow an outlook based on mutual kindness and understanding, and that it will help to provide the foundation of a saner world for our children.

We believe, also, that children can be brought to understand in practical (Continued at foot of third column)

## SCHOOL FARM'S "FIVE-YEAR PLAN"

### BARREN VELD TRANSFORMED BY TEACHERS AND PUPILS

THE following is a reprint of a news article that appeared in "The Star," Johannesburg, 19th November, 1942:

Behind the official opening, by the Administrator, of the new hall of arts and crafts at the Lord Milner School Farm, Settlers, yesterday afternoon, lies the story of enterprise and a spirit of enthusiasm and self-sacrifice by past and present pupils, who have achieved something unusual in South African educational history.

The completion of the hall for instruction in wood and metal work, domestic science, bookbinding, agricultural chemistry and general arts, marks the end of a Five-Year Plan started by teachers and children of the School Farm.

In 1938 the site at present occupied by the school was a dusty, treeless stretch of open veld, bare and uninviting except for a couple of white-washed buildings which contained the dormitories and class rooms.

The children and staff set themselves the task of turning a barren piece of veld into an attractive township. They planned the construction of tree-lined avenues, kerbed and gravelled streets, green lawns, tennis courts and playing fields. They wanted a library, post office and tuck shop; a cinema, radio room and museum. They wanted a swimming bath surrounded by shady bowers where fountains splashed and gold fish swam.

The programme was an ambitious one, and one Province could not give much help because of the needs of other schools. However, with the aid of a motor truck from the State and a gift of £1,300 from the Witwatersrand Council of Education, the school started on its way. The aid of local contractors was called in and parents and sympathisers were invited to give funds.

The senior boys were taught concrete construction. The difficulties were very great, but so was the progress. Thousands of trees were planted, 100,000 concrete blocks were cast, miles of streets were kerbed and gravelled. In successive years the school built a library, containing about 2,000 books, a radio room, with the biggest reception set in the country, a museum, post office and tuck shop.

The school financed this work from gifts and donations and from the proceeds of public entertainment organised by the children. The light work, such as planting trees and lawns and making concrete blocks, was done by the children. The heavy tasks of gravelled roads and building was given to adult labour. The whole plan was financed by the school without State aid.

The new Hall of Crafts cost £4,000, and took three years to complete. Its 30,000 concrete bricks were cast by the boys of standards six, seven and eight in 11 months, and the installation of electric light was tackled during the winter holidays by two old boys now attending the Pretoria Technical College. The school hall in this building is equipped with modern projection apparatus for the showing of films, and in adjacent wings are facilities for manual training for both sexes.

Lord Milner School Farm is the only one of the nine school farms in the Transvaal for English-speaking children. More than half of its 200 boarders come from Johannesburg, the Reef and Pretoria.

#### GENERAL PIENAAR'S TRIBUTE.

Addressing a large gathering at the opening ceremony (reports Sapa), the Administrator, General Pienaar, said the Lord Milner School Farm had not been disheartened by the curtailment of the Administration's building programme, but had accomplished, instead, something in the interests of education. He paid tribute to the principal, Mr. Ross Bresler, the staff and the children on their achievement.

The school farm was not a vocational institution in the sense of training for farming or any other trade or profession. It was a pre-vocational institution, and should not narrow the child's chance down to farming or any other single occupation.

Living together in fairly large numbers under favourable circumstances and supervised by enthusiastic teachers, the pupils of school farms could take part in social activities, and it had been found that the health of many, especially is malaria stricken areas had greatly improved.

General Pienaar announced that provision had been made on the estimates for the erection of two new hostel blocks and for the extension of the dining hall.

#### IN MEMORIAM

DENNIS HARVEY has been killed in action in North Africa. He attended Lord Milner School from 1938 to 1940, and won the affection of all by the quiet charm of his character. His interest in chemical and biological subjects made him an interesting boy with whom to work, and his death is profoundly regretted by his old school. To his parents we extend our deep sympathy.

(Continued from second column)

ways the meaning of democracy, election, justice and equality. Children are therefore admitted to their own parliament, courts of justice and municipal council. They see how things are done and why they are done. They are as completely prepared for adult social life as any school can ever hope to prepare its pupils.

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Saturday, 27th January:  
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Saturday, 3rd February:  
Now for the greatest war drama  
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Saturday, 10th February:  
A grand double feature  
programme  
**SUDDEN MONEY**  
and  
**THE LEGION OF LOST FLIERS.**

Saturday, 17th February:  
George Formby in  
**LET GEORGE DO IT.**  
Thrills. Laughter. Suspense.

Saturday, 24th February:  
Mystery, Romance, Adventure,  
**BULLDOG DRUMMOND AT BAY.**

Saturday, 3rd March:  
He's here again, is George  
**TURNED OUT NICE AGAIN.**  
Starring George Formby.

Saturday, 10th March:  
A Gainsborough production,  
**DISPUTED PASSAGE.**  
African Mirror.  
Mickey Mouse Cartoon.

Saturday, 17th March:  
Again: The one and only George  
Formby in Columbia's hilarity  
**I SEE ICE.**

Saturday, 24th March:  
The little tough guys break out  
again in  
**BOYS FROM SYRACUSE.**  
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## EDUCATIONAL FILMS

January and February:

Science: Gold Mining in the Transvaal.

Industry: The Manufacture of Beer.

Geography: Across the Himalayas.

Maths.: Juggling with figures.

Language: The She Wolf.

March and April:

Biology: The Emperor Moth.

Botany: The Dodder Weed.

Physics: Machines.

Chemistry: The Wonder of Everyday Life.

Music: Handel and Beethoven.

## CHURCH EDUCATION

**S**ERVICE is held each Sunday morning and evening in the Fitzpatrick Hall. The morning service commences at 10.30 a.m., and is attended by seniors and juniors. The evening service commences at 7.30 p.m. and is attended only by senior boarders. At each evening service there is an adult preacher, usually a staff member or a parent, and a senior preacher, that is a boy or girl from the senior standards.

The subjects and preachers for the first term are as follows:

January:  
"God and War," Mr. Bunnell and Peter Adamson (15).

"What Religion means to us," Mr. Leamy and Mary Calder (14).

February:  
"What we want from Religion," Mr. Allen and Peter Miskin (16).

"What Religion wants from us," Mr. Bresler and Yvonne Nel (14).

"Good and Bad Things," Mrs. Allen and Anthony Torr (14).

"Christ and Our School," Mrs. Cleverdon and Perolaf Fryberg (16).

March:  
"Enter ye in," Mr. Wain and Winnie Tammadge (13).

"Judge Not," Mr. Kriek and Maurice Shewan (15).

## THE WORLD AT LARGE

LECTURES FOR THE COMING TERM.

Captain C. G. T. Cleverdon will address the school on "Defence and Military Preparation," Friday, 2nd February, in Fitzpatrick Hall.

Mr. J. A. Manson will discuss "Early Days on the Springbok Flats" with the school on Friday evening, 16th February.

Mr. W. E. Wain will talk on "Machinery and Modern Agriculture," Friday, 9th March.

Mrs. D. Cleverdon will discuss "Women's Part in the War" on Friday, 23rd March.

The above talks will take place under the auspices of the Parliamentary Society and the chairman, Anthony Ton (15), will preside. Refreshments will be served by the girls in the school library.

## SCHOOL LIBRARY

**A** CENSUS of books in the School Library shows that some sixty volumes have disappeared during the past twelve months. This represents about eight per cent. of the total number of books in the Library. Many of them are volumes which cannot be replaced, such as Afrikaans editions, gifts from the Jagger Bequest and donations from the Transvaal Workers' Association. It has been decided, therefore, to make every pupil-member of the Library deposit ten shillings, which amount shall be refunded when the child leaves the school, if all books have been properly handled and returned.

## LOSS ON HOSTEL ACCOUNT

**A**N official audit carried out by a local government officers disclosed a loss of £190 on the 1941 figures. Revenue amounted to £3,813 and income £3,623. These figures refer only to the hostel expenditure where costs have steadily mounted although no increase in boarding fees has been made.

In the School Farm revenue for 1941 amounted to £1,018 and expenditure to £960, leaving a profit of £58 on the year's working. Debts brought forward from 1940 amounted to £400, leaving a net deficit to end of 1941 of £342.

The School fund got £814 during the year, and spent £1,020. There was a debt from 1940 of £1,861. The position thus at present is that the School fund is down £2,007.

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thusiasm and craftsmanship would have remained unguessed at.

As it is, no one needs to question whether those children who, having passed out of the school, are on the threshold of the main adventure of life, are likely to forget what they did and what they can do again if the occasion demands it. In their youth they helped to conquer the veld, gladden and beautify their own environment and in the process they had the supreme lesson of self-help and co-operation. These are graces that, discovered early and wisely directed, will never wholly disappear from their characters.

## END OF A "FIVE-YEAR PLAN"

### GREAT GATHERING IN MILNER HALL

**O**N Saturday evening, 7th November, two hundred boys and girls met in Milner Hall to mark the end of a programme of work started in 1937. During the years the school has grown from 30 boarders to nearly two hundred; the original buildings have multiplied from four to eleven; two hundred acres of ground are now actively cultivated or used for educational work. There were present in the hall many old boys and girls as well as staff members, and in the absence of the Principal Mr. Stopforth read the following message from Mr. Bresler:

7th November, 1942.

Five years ago to-day we started the lay-out of our school. In those far off days, there was no circle, no lawn, no gravel, just a sea of waving grass from hostel to hostel, from school to dining hall. A family of duiker grazed under the windows of Clayton's dormitory: snakes abounded round the door step of the dining room: One day a great tortoise ambled with quiet dignity across the play-ground. A family of night owls hooted fiercely at us from the old Mimosa trees that grew where Dennis Wheeler now tends the pigs. A group of springbok gazed timidly at the children who played hide-and-go-seek in the elephant grass where the coal shed now stands.

If you stand with your back to the Lotus Fountain and take six big strides to the Boys' Hostel, you will stand on the identical place where, five years ago, we unloaded the first truck load of gravel.

In those days the V8 Truck was new and shiny, like a very pretty girl in her Sunday best. On that memorable day, on 7th November, 1937, there stood round the V8 a small group of us: Delville Lilford, Std. 6; David Brosgarth, Std. 5; Charles Richardson, Std. 6; George Maxwell, Std. 6; John Jackson, Std. 5; George Ross, Std. 6; Hazel Jenkinson, Std. 5; Mrs. Allen, the Matron, and myself. Perhaps there were others: perhaps Christine Rankin and Isla Cowan were there, I cannot remember. But there we took an oath that each year on that day, God granting us life, we would mark the work we were doing to help our school. Though some would leave, those left behind would carry on the promise.

To-night marks the fifth anniversary of that beginning. What tasks

and labours have you and I sustained in those years! What darkness and despair! What conquest and achievement! We have seen the school grow in quietness and dignity: better, our spirits have grown with the school, reaching out to ampler skies and wider horizons. And where are those who on a rainy afternoon in 1937 set their hands to a task beyond themselves? John Jackson is in the Air Force, Hazel Jenkinson is nursing, Georgene Ross at the University, Charles Richardson in Abyssinia, George Maxwell has gone, with the light of heaven in his eyes and a glad smile on his lips. George was last seen alive at the battle of Mersah Matrouh, falling before a storm of hail and fire from concealed Italian tanks. Mrs. Allen, too, is no more: she died only a few days ago, and she sleeps, quietly, on a Johannesburg hillside. So I am left to tell the tale, which, if it were properly told, would thrill the hearts of all our countrymen.

Lord Milner School is rich in having you to carry on its heritage of sacrifice and service. It is proud to remember you among its children. And when I say you, I mean you—Dennis Wheeler, Neville Mackay, Hazel Calder, Lionel Mather, Maurice Shewan, Frank Williams, and all the boys and girls sitting round the tables in this dining hall to night.

It is a glorious company that is gathered to-night, and a greater company is watching you from other parts: from the hills of Abyssinia, from factory, from workshop, from a forgotten grave in the sands of Libya: wherever a child from Lord Milner School is gathered in spirit or in flesh in distant parts, we are with you this night. Nobly you have worked, great shall be your reward.

## WHAT YOUTH CAN DO

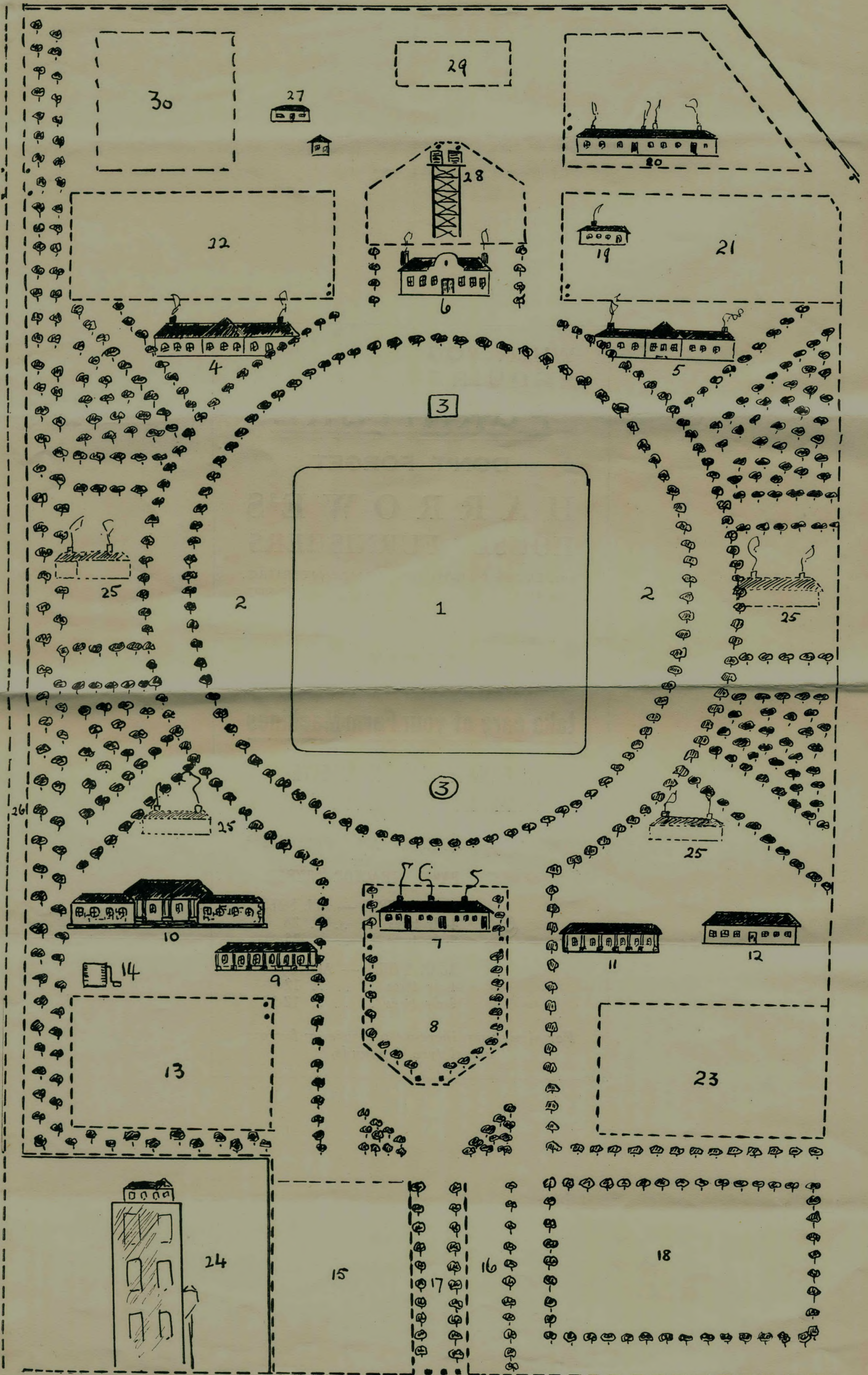
**T**HE following is a reprint of a leading article that appeared in "The Star," Johannesburg, of 20th November, 1942. We are grateful to the Editor for permission to use this article.

No better footnote to Mr. Hofmeyr's recent call for the development of the energies latent in our population could be wished than that presented in our account yesterday of the Lord Milner School Farm at Settlers. Here, in five years, "a barren piece of veld has been turned into an attractive township." Thousands of trees have been planted, roads built, streets kerbed and gravelled, a spacious Hall of Crafts erected and a library, museum, post office and tuck shop added to the original primitive buildings. This has not been accomplished by a bountiful State department providing all the labour and material required. In the main it has been done by the scholars themselves under the direction of their principal and masters, aided by parents, sympathisers and old boys of the school. The funds were in large part, the result of gifts and donations of well-wishers and the proceeds of successive entertainments organised by the children.

What has to be borne in mind is that this is not a vocational school. It is a school farm, to which ordinary boys and girls go for a general prevocational education and where the curriculum, in the main, does not include the crafts that have

been so zealously and efficiently displayed. But who shall set limits to what the young can do once their enthusiasms are awakened and their intelligence and industry stimulated? Who can compute the value of directing these latent qualities in the formative years, and quickening in the young an appreciation of what they can do when they put their minds to it? No one has claimed that the pupils at Settlers are, in the mass, any different from those found in a score of other boarding or farm schools in the Province. The explanation of their achievement is simple enough. They were fired by an intelligent appeal to improve their own environment by applying industry and enthusiasm to challenging tasks. Nor is their achievement one that impinges on the functions of paid adult labour or the jealously guarded rights of any branch of trades unionism. If this work at Settlers had not been done by masters and pupils, it would not have been done at all. The calls on the Education Department would have put out of the question any State provision for all but the minimum needs of dormitories and classrooms; and those nascent qualities of youthful industry, en-

(Continued at foot of second column)



## NAMING THE SCHOOL FARM

WITH the growth of Lord Milner School Farm, gardens have been laid out, streets and roads planned, traffic "islands" established and the great circle beautified. The actual area occupied by the residential portion of the School Farm, as distinct from the agricultural and cultivated parts, is about 30 acres, and finding one's way about has become quite a job. It has been suggested, therefore, that the names of old and present pupils who for one reason or another have associated themselves in a prominent fashion with the life of the institution be used to designate the streets. The following streets and avenues have been named:

Delville Drive; Roy Watt Avenue; Cornelia Street; Dennis Harvey Road; Trev Hall Road; John Jackson Road; Trollope Drive; Miskin Avenue; Aubrey Litster Street; Penn Clarke Drive.

Other names are being considered, and a short history of the child whose name is associated with the street or avenue will be attached to the pole.

## BEFORE THE COURTS

VARIOUS cases involving misconduct, destruction of property and breaking the laws of the School Farm came before the President of the Court, Henry Barnard (16).

Dennis Earle Gray Thomson (14) was charged with the wilful destruction of some 300 seedling trees in the nursery. The prosecutor, Anthony Flack (15), said that Thomson was the captain of a team in charge of the nursery, and due to his neglect some hundreds of trees died during the term. These trees were not watered each morning according to instructions given by the master in charge, although Thomson had six boys to assist him. Thomson, who elected to a trial without jury, was found guilty and ordered to replace the seedlings at a cost of fourteen shillings and fourpence.

Four boys in Standard Six were charged before a jury with smoking.

The prosecutor pointed out that smoking by scholars was against the laws of the School Farm, and that this rule had been arrived at by the mutual consent of all the boarders. For this reason, alone, smoking was a very serious offence, and he called for severe punishment.

B.B. (13), one of the accused, admitted that smoking was prevalent among some of the boys, and asked how it was possible to stamp out the evil since even the President of the court had at times been seen smoking (uproar and disorder).

The President sternly rebuked the accused, and fined him one week's deprivation of games for contempt of court. For smoking he was sentenced to a further one week's deprivation of games, the two weeks to be spent in work in the vegetable garden. The other accused were likewise sentenced.

Two senior boys in Standards Seven and Eight stood their trial for leaving their dormitories after lights out without permission. One of the jurymen, John Lowe (14) was challenged by the accused and stood down. He was replaced by Colin Turner (12). The other jurymen were Noel Merry (15), Yvonne Nel (14), Edward Fair (15), Gavin Wright (14), and Perolaf Frykberg (14).

The accused said that during the fourth term so much time was given to study and learning that the usual leisure activities were suspended and the boarders suffered from this unnatural restriction. Games for the seniors had been cut down, field work had been entirely suspended, and the boarders consequently suffered from a surplus of energy. Their breaking bounds after lights out was a mere dash for adventure. When asked by the President what they did that night in question, the accused declared they had taken a walk down to the main gates where they had sat on the pillars, one playing the mouth organ and the other a concertina.

The Prosecutor pleaded for leniency for the boys, although he admitted they should have brought their complaint before the School Council.

The President sentenced each of the accused to a week-end of detention. They would be deprived of all attendance that week-end at bioscope, church service and choir practice.

## PUBLIC TALKS

AN OUTSTANDING EVENT.

IT was decided by the school to invite at convenient times prominent people to address the senior boys and girls on subjects of present importance. On Wednesday, the 18th August, Mr. W. E. Wain spoke to the senior boys on "Problems of Oil and Lubrication." On Friday, 2nd September, Mr. John Duff, a member of the Executive Committee of the Labour Party, spoke on "Social Reconstruction After the War." Mr. B. J. Oosthuizen discussed with the boarders "Dairying and Problems of Milk Production," on Friday, 20th September. The children took part in the discussions that followed, and the girls provided refreshments in the school library.

With the opening of the Fitzpatrick Hall, it will be possible to hold these public lectures on a more generous scale, and use films, slides and photographs to illustrate any subject matter. People will be invited to give lectures on matters of political, social and religious importance, and all talks will be open for free and full discussion by the boarders and audience.

## CHILDREN'S COURT

CASES of misconduct and disobedience are, as far as possible, referred to the Children's Court. This court consists of a President, a Prosecutor and six jurymen. Sessions are held each Saturday afternoon, and those children charged with offences are tried with or without jury. The accused and prosecution call witnesses and brief their counsel, and the findings of the court are binding. Appeal against a sentence may be made to the School Council. Officials of the Children's Court are appointed by the school staff from the members of the School Council.

## TRAFFIC SIGNS

A COMPLETE system of traffic signs, including stop signals, one way streets and direction posts are being introduced at Lord Milner School Farm. A uniform speed limit of 15 m.p.h. has been set, and warning signs by the kerbside indicate to road-users the presence of children.

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Subscribe to the development fund of the only School Farm for English children in the Transvaal.

# WE NEED HELP!

## AN APPEAL TO YOU

OWING to the growth of Lord Milner School Farm in recent years the province found it almost impossible to provide the school with necessary buildings and sporting amenities to which it was entitled. The outbreak of war has retarded things still more, and in 1939 the Governing Body of the school decided to ask the parents of children and the interested public to subscribe to its funds. One condition, however, was set, namely, that whatever funds were collected should as far as possible be spent on facilities and buildings, which the Provincial (Council) Administration does not provide in the ordinary way.

The appeal of the Governing Body was immediately successful and some

very valuable additions were made to the instructional facilities of the school. The tennis court was put up at a cost of £425. The radio room was equipped and classrooms planned with extension loud-speakers at over £200. The school auditorium has a powerful substandard projector at a cost of £175. The school still aims to equip its various classrooms with the necessary apparatus and to add a swimming bath, a suitable school hall, and a gymnasium. The school intends to publish in these columns the names of those people who contribute towards its funds.

Will you make a donation to the School Development Fund by completing the form below and sending your gift to the Lord Milner School

Farm, Milner Hall, P.O. Settlers? All donations will be acknowledged individually through the post and in the columns of "The School Farm."

The Secretary,  
Lord Milner School Farm,  
Milner Hall,  
P.O. Settlers.

Herewith my donation to your development Fund:

Amount £ . . . s . . . d . . .  
Name . . . . .  
Address . . . . .

## "THE SCHOOL FARM"

This paper is issued quarterly and is a supplement to the School Farm Daily News that is hand-printed by the senior pupils at the school. The School Farm Daily News does not appear on Saturdays and Sundays. The School Farm is a digest of the daily news sheet published by the children. Additional copies of "The School Farm" may be had from the Secretary at 6d. per issue.

The subscription to "The School Farm" is 2s. 6d. per year postage free within the Union of South Africa and South-West Africa. When making your subscription please complete the following:

"The School Farm,"  
P.O. Settlers.

I am sending you a sum of two shillings and sixpence, being my annual subscription.

Name . . . . .  
Address . . . . .

## POST OFFICE SAVINGS BANK

THIS branch of school activities aims at encouraging the child to be thrifty. The deposits are usually small, but none too small. Accordingly, the thrifty child looks after the pennies and the pounds look after themselves.

A further inducement to thriftiness is the prospect of the fifteen-and-ninepenny Union loan certificate increasing in value to one pound in six years time, and higher rates of interest thereafter.

Whereas the efforts of thrifty members have been rewarded with numerous certificates, present unsettled conditions have caused a slight decline in the issue of certificates.

## POCKET MONEY

PROVISION is made for the safe keeping of pupils' money in what is known as the "School Bank."

The administration of this department is in the hands of a staff member who accepts deposits at fixed, yet convenient, times. Pupils are encouraged to avail themselves of this facility and thus avoid mislaying or losing their pocket money.

A careful check is kept on spending, and pupils are prevented from overdrawn by the use of the Overdrawn Book. In this way they are advised to spend sensibly, and avoid the all-too-prevalent condition—"in debt."

**PRAISE FROM SCOTLAND.**

A COPY of the first supplement of "The School Farm" was sent to the General Secretary of the Educational Institute of Scotland by Mr. Jack, of the Transvaal Teachers' Association. The following is the reply:

46 and 47 Moray Place,  
Edinburgh.  
29th July, 1942.

Dear Mr. Jack,

It was very good of you to send on to me the copy of "The School Farm" sent by your brother from South Africa. The account of the amazingly rapid development of Lord Milner's School Farm makes fascinating reading. It is certainly a School Farm with a difference, and stands for much more than the name would suggest, providing as it does a most useful pre-vocational course and the means of ascertaining the natural aptitude of the pupil.

I am sure the article will be of great interest to one of the Institute's Reconstruction Panels and I am passing it on to the Convener.

I am,

Yours sincerely,

JOHN WISHART,  
General Secretary.

Robert J. Jack, Es.,  
Whiteshiel,  
6 Grove Road North,  
Broughty Ferry.

**A GENEROUS RESPONSE.**

THIS year the school sent to all its friends and supporters the following Xmas letter:

Some time ago you graciously donated funds to this school. That money was spent on a building costing £4,000 to provide our children with craft education.

We are now in a position to teach our boys and girls wood and metal work, domestic science and craft training, together with instruction by film and radio. What these advantages mean to us can be appreciated when it is realised we are twenty-five miles from the nearest village and police post, eighty miles from Pretoria, one hundred and twenty miles from Johannesburg. You see, without your aid, we would be really lost.

But we still have a debt of £2,500 to pay off, and we are asking you again for assistance. We know that War Funds have a prior claim on your generosity, and frankly, we admit that we must take a back seat when there are more urgent calls for assistance, but our annual Xmas Appeal for Lord Milner School Farm is in the interests of English children, a matter in which we feel you have a friendly concern. Will you therefore kindly make a modest contribution to a not unimportant part of the home front?

For your past support please accept our thanks and good wishes for a happy Xmas and a victorious New Year.

We take this opportunity of thanking those who responded so generously to the above appeal. Separate and individual acknowledgements will be made in due course through the post.

**FAREWELL TO PRINCIPAL**

ON the evening of Wednesday, 7th October, 1942, there was held in Milner Hall a meeting of boys, girls and staff to say good-bye to Ross Bresler, who had been given a period of leave for health reasons.

Mr. Stopforth addressed the boarders and staff as follows:

In the absence of our Vice-Principal, Mr. Griessel, I am going to say a few words on behalf of the children and on behalf of the staff members.

If I were a writer and I had to write a history of the Lord Milner School Farm I would begin my story like this:

"The story of the Lord Milner School Farm is part of the biography of a man who gave the best years of his life, his energy, his imagination, and his undivided attention to the building of something out of nothing—Francis Ross Bresler."

When I heard of Mr. Bresler's decision this morning it seemed to me personally as though the end of something had come, and had caught me unawares—words failed me and a multitude of thoughts and incidents suddenly flashed through my mind—I could only stare, and stare again, at the man who so unselfishly was doing, what I personally, had I lived a thousand years, could not have done. The decision at which he had arrived, was not forced upon him from outside, but it was his personal conviction that, what he was doing, was done for the welfare of his school, which he loved so much.

I am not going to enumerate the things Mr. Bresler has done for this School—let it be enough when I say that he has created something marvellous out of nothing. I can imagine what the present site, on which the School Farm now stands, looked like before he came. Mr. Bresler has built an oasis in the desert, an oasis which is a living testimony to the saying "We are living in the Age of the Child." Here, at this School Farm Mr. Bresler, amidst the most heart-rending trials and tribulations, has striven and succeeded, to give lavishly and unstintingly everything that the world has to give its little people. Mr.

Bresler rose in the morning with hope in his heart and courage in his eyes, day after day, to tackle seemingly impossible tasks—impossible to you and to me, but possible for him, because he knew what he wanted. Result. The Lord Milner School Farm, infant among School Farms, but well on the way towards becoming the finest jewel in the crown of the Education Department.

Mr. Bresler has taught us many lessons—apart from school lessons—one of them being, that we must never ask anybody to do what we ourselves cannot or would not do. No task was too difficult or too humble for him to tackle—wherever work was in progress, there could he be found—his was the guiding hand and dominating spirit in School, on the Farm and in the Office, and we, whom he leaves behind to carry on his work, have in our hearts nothing but gratitude for the man who, like "The Village Schoolmaster," was only human and had the ordinary faults, but was actuated by "the love of learning." If he was a despot, he was enlightened, and regarded himself as the chief servant of the School.

Whenever we are gathered in this hall, we will give a kind thought to Mr. Bresler, who watched this hall grow step by step, as a man watches the progress of his child, and now, on the eve of plucking the fruits of his labour, on the eve of seeing a dream become a certainty, he has to say farewell to the crowning success of all his achievements.

Let this school be a living monument to the unceasing devotion of him, to whom we now extend our hands in all sincerity to say, "Thank you" and "God be with you."

L. STOPFORTH.

**RESPONSIBILITY FOR MEDICAL COSTS**

SOME confusion exists in the minds of parents regarding the responsibility for hospital and doctor's fees. The payment of 2s. 6d. per term made by parents for each boarder covers "such medical treatment as can conveniently be provided in the School hospital." This condition is clearly indicated when parents enroll their children and cannot be departed from. When, in the opinion of the Hostel, it is necessary to call in a doctor to attend a child, or to send a child to hospital at Pretoria or Warmbaths or elsewhere, all costs in connection with such measures are a charge against the parents. This condition applies to every illness or casualty at Lord Milner School Farm, whatever the causes or conditions that may be attached to the case.

**REFERENCE TO MAP**

1. Central lawn.
2. Great Circle; Elephant Fountain and Pan's Fountain.
3. Wendy's Fountain. Lotos Fountain.
4. Rhodes House for Boys.
5. Clarendon House for Girls.
6. Dining Hall.
7. Junior High School.
8. Playground.
9. Library, Reading and Radio Room.
10. Crafts: Manual Training, Domestic Science, School Hall.
11. Science: Geography: History.
12. Commerce: Tuck Shop and Post Office.
13. Orange Orchard.
14. Sewerage and Biological Tank.
15. Nursery and Plant Research.
16. Botanical Gardens.
17. Main entrance and avenue.
18. Playing fields and tennis courts.
19. School Hospital.
20. Laundry.
21. Orchard: plums and peaches.
22. Apple Orchard and vegetable gardens.
23. Orchard of Guavas.
24. Settlers Station and grain elevator.
25. Proposed new hostels.
26. Railway line: Pretoria to Marble Halt.
27. Power house and water supply.
28. Water Reservoir.
29. Proposed new swimming bath.
30. Proposed new native quarters, garages, workshops, stables, piggeries, and poultry runs.

The areas under cultivation are not shown in the map. They are some 120 acres in extent and are situated to south and north of the residential proportion. Maize, nuts, manna, beans, pumpkins and potatoes are raised. Roads extend to all parts of the estate.

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