

MANY FARMERS THINK THAT THE PRESENT NATIVE EDUCATION GIVES the natives an urge to go to the towns, and thus does not benefit farming. The school-going native is therefore a lost farm-worker. What of the future of the native? If farm life is made attractive for him, then he must also have the necessary knowledge (which he wants) to be able to ~~have~~^{lead} a better life on the platteland.

Farm schools must therefore have a curriculum in which Nature Study, Horticulture, Agriculture, and the care of animals, form a larger part of the syllabus than at present. The Double Purpose School is an attempt to provide this education, which will be of great use, both to the platteland natives, and to their employers on the farms.

These schools will, from the beginning, and irrespective of the numbers, have to have two teachers, one of which must be trained in Agriculture. Such schools will never be big, because they will not be established in densely populated areas, but on farms.

(1) Seeing that children, according to the curriculum, must do 160 hours per year agricultural and industrial work i.e. 32 days of 5 hours each, they ~~may~~ work for the farmers in the district a maximum of 25 schooldays per year. This leaves 35 hours for necessary work in the school, i.e. about 1 hour per school week. More than 2 days farm work per week may not be done by the school, and not less than 15 per year.

(2) See I (23)

(3) If children are hired by farmers for work on their farms, they must provide work for at least 4½ hours. There must be a break of 30 mins., and during this break the teacher can say a few words in connection with the nature of the work they must do, on the day concerned, or are busy doing.

(4) See I (3)

(5) Supervision of the work must be done by the agricultural teacher, and it shall be expected of him that, by word and example, he will give guidance to the children.

(6) If the whole school is hired, the principal must also accompany the children, and participate in the work.

(7) The children may not be hired for the work according to their age, but according to their classes (boys and girls), otherwise the work for the remaining teacher will be too complicated.

(8) The remaining classes must be taken by the Principal, whether they are his regular classes or not.

(9) See I (8) and (11).

(10) The children must get a variety of work to do, so that this scheme can be of the greatest educational value to the children.

(11) Children can do work within a radius of 3 miles of the school, But not further, except with the permission of the inspector.

(12) The final examination must be Std. IV, unless the staff and numbers of the school justify Std. VI according to the regulations.

(13) In the final examinations, the children must also be tested in farm work. So, for example, the child can be asked to milk a cow, or groom a horse, or to span in a wagon. These marks are added to the child's total, and are taken into consideration when it is decided if he will pass or not.

(14) It is strongly recommended that the farmer gives Std. IV (boys and girls) a piece of land, which they can cultivate for themselves.

(15) The Agricultural teacher will not be entitled to the usual school holidays, but he will get £1 extra per month. He will get one month's holiday per year, at a time decided by the Inspector. The Principal will also get £1 per month extra, and except for the public holidays, he will have only 14 days holiday at the end of each semester.

(16) It is the aim of the Department that this type of school will serve the surrounding farms. There will therefore be no centralisation.

(17) If the teachers have to work after school hours, or be on "school duty", the superintendent can give them a small remuneration out of the school funds, *but only for the time when they are working not including the time it takes them to go from the place of work to their homes.*

(18) This sort of farm school must not be centralised with other similar schools, but must develop on its own.

(19) The teacher(s) can use the school tools with the children in earning-work, but ~~it~~ they may not be lent or hired out under any circumstances. Every evening the tools must be returned to the school, and it is expected of the teachers that they will look after, and repair the tools as well as possible.

FURTHER REGULATIONS WILL FROM TIME TO TIME BE DRAWN UP BY THE DEPARTMENT AS THE CIRCUMSTANCES DEVELOP.

MOTIVATION.

Twenty-five school days per year for earning-work is too little. It may happen that some farmers in the neighbourhood of the school may not get a turn at all, at the most one each 6 months; this won't be worth it to the farmer who can get full services, ~~xxx~~ when there is no school in the neighbourhood, from his 2,3,4-5 young natives. Therefore there must be as many earning-workdays as possible, where at least each farmer who wants to make use of it, can get the "earning-work" of the school ~~at~~ a few times, especially for hoeing, the most urgent time for which, is usually at the beginning of January. Therefore it is proposed that the school re-opens as early as possible in January, ~~xxx~~ 14 days vacation per semester, with a considerable number of days in which the children do outdoor work, will be sufficient recreation.

If the school re-opens so late in January, and the whole of July is vacation, then many of the children work for farmers and others for at least a whole month, and these pupils sometimes only come back after the school has been open for more than a month. And those pupils, who are mostly from the senior groups, will now be at the bottom of the class. This is detrimental. If one advises them not to work, the farmer sees them wandering around idle when he has to struggle with his work and wishes to hire them, then it only causes offence and prejudice: this is unnecessary. If the schools open early in January, and close late in July, then all the possible difficulties fall away, and no one but the school profits.

If the Department funds allow it, it is desirable that the teachers are paid more because:

(1) The teachers' vacation is shortened.

(2) The Department of Education had the same trouble with the introduction of the Schoolfarm scheme. When steps were taken to start it properly, the Department had to give better conditions of service to the teachers (especially to the Head), The better service conditions and facilities quickly drew the best teachers. Instead of the usual study for degrees, more teachers qualified for Schoolfarms, and moreover, the improved treatment was ~~is~~ justified by more initiative and spadework. And how much more for the ordinary native teacher for the Double Purpose farm school because:

(a) Their salaries are usually small.

(b) There are no prospects for the Head, or possible extension to the degree of centralisation, to enable him to get a higher status.

- (c) He must be a very capable and experienced teacher to be able to show his assistant how to correlate the work, and carry out the Double Purpose scheme successfully.
- ca (d) He (the Head) will in most cases have to give guidance by word and deed
- (e) In his free time he will have to draw up the scheme so that no subject is neglected.

In most cases, (because few superintendents will have the intimate knowledge of the instruction and curriculum), the Head will have to see that:

- (a) Re the variety of earning-work.
- (b) Do polite and tactful canvassing among some farmers and squatters.
- (c) Prove, by the school's results, that this system is better than that for the usual farm school.

The Head and Assistant must always be up to date, and read about practical, modern farming conditions.

In most cases he will also have to be a Social worker amongst the Natives of the neighbourhood.

He will, perhaps, in his free time, also have to go to accessible places to explain and advise how a Double Purpose school can be established there, before the final request can be made.

He must tactfully explain things to farmers, teachers, and parents who visit the school, so that there will be good results.

From the nature of the matter, these teachers work on isolated farms and not near towns, where shop and other conveniences are lacking. And it might just be good teachers, who, with long training, have got so used to the conveniences of the town.

How is one to attract the good applicant with the desired initiative for this sort of school, noting all the above, without making the salary more attractive?

Therefore it is trusted that if the Department is in earnest to follow this scheme for future native farm schools, or to put it into ~~xxxx~~ practice, that the smaller objections will be disregarded, otherwise successful development can not be assured, because:-

The fact is that most of the existing native farm schools, with even an agricultural teacher attached, where it is mostly school gardening, and while the pivot turns round "books under the arm", school standard such and such, it still deceives farmers and natives, because the young Native is not prepared for the town or for the farm. And no wonder that these farmers are so prejudiced.

The undersigned will gladly help the Department to get a suitable scheme.

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