SWANENG HILL SCHOOL

by Patrick Van Rensburg

Professor Lewis referred in his paper to my "highly individual efforts in Botswana to relate the school to the community". Perhaps the most effective contribution I can make to this conference will be to tell the story of the work done by my collaborators and myself. From this will emerge an account of the situation I live and work in, the problems we have had to face, our reactions to them, and the solutions we have attempted. Everyone here will recognise from this account situations and problems familiar to them, and each can judge for himself the relevance and validity of my responses, assessments and attempted solutions.

2. At the end of 1961, I was an exile from South Africa, without a passport and with an uncertain future. After acquiring a new citizenship and a passport in Britain in early 1962, I travelled with my wife overland through Africa to Botswana. There, awaiting permission to start a small secondary school, we found teaching jobs in a primary school, paid on the local primary school salary scale. The population was then half a million and there were only six secondary schools with a total enrolment of about 1,500. There were 60,000 in primary schools and we learnt something of the competition for secondary places. The per capita income is not much more than £30 and the country is heavily grant-aided in meeting recurrent costs.

3. In late 1962 we obtained a piece of land from the tribe on which to build and we searched desperately for funds. In December we found £500 and we organised a work camp to build one small classroom and a hut for my wife and me to live in. In February, 1963 we admitted the first 28 pupils who applied. At my suggestion, the pupils elected a head boy and a head girl, and during the first week the head boy came to ask me if I could provide them with a sportsfield. I pointed out how little money we had left after building our first buildings and buying desks and chairs for them. To spend money on a sportsfield would leave very little for running the school. The students considered this and decided to give themselves a sportsfield. It was an important first lesson for them and for me in allocation of resources and it also established from the outset a tradition of voluntary manual work in the school.

4. Before we started building the school neither my wife nor I had any real knowledge about education and development. Apart from our brief service in the primary school, neither of us had

had previous teaching experience anywhere. In the years that followed, we developed many ideas, not all of them new, but all of them relevant, I think, to the situation in which we were working. All that I know about education I had to learn on the spot, and while teaching and building a school. I was able to assess the methods, content and purposes of education about which I was learning in the light of the needs of the people amongst whom I was working. I had also to worry about the costs of building and of running the school.

5. The problems that I was encountering as a teacher, building his school in an emerging country, were representative - in a tiny way - of the problems encountered by the country itself. I soon came to realise the important interaction between education and development.

6. The policies of our school began evolving in response to specific experiences. When the first buildings were erected at the school with the aid of a multi-racial workcamp from South Africa, I was enormously impressed with their enthusiasm, but I confess that this enthusiasm was not matched by technical competence. When the students cleared their own sportsfield it needed hard work but little technical competence, but when they came to carry their voluntary work later into building classrooms, they were restricted to the labouring jobs, like digging foundation trenches and mixing concrete and mortar. Some of the students wanted to learn how to build so that they could complete a building by themselves. At that moment we were lucky to get the services - as a volunteer - of a man of wide practical ability and experience. He began teaching the theory and practice of building construction. It was a first step, taken then not fully consciously of all the later implications and considerations, towards diversification of the curriculum. It has also meant that our students have since built entirely by themselves three science laboratories and a large school hall - and that they participated in constructing a number of other buildings. They still did the labouring jobs - indeed, they helped build quite a large dam on the school site - but they could manage - with supervision - the more skilled artisanship too. Voluntary work had come to represent a real saving in costs. It was possible to demonstrate that this saving helped the school to grow more rapidly than it would otherwise have done. Money saved was spent on new classrooms, on buying equipment and on hiring more volunteer teachers (local secondary teachers are almost not available even now). Donor agencies were impressed by the element of self-help that this voluntary work represented and responded with financial aid.

7. During the early years one fact impinged very strongly on my consciousness. I was having to turn away young people looking for a place in the school. At the beginning of each school year, every headmaster is besieged by imploring children and parents, some tearful and some bringing every influence and pressure to bear.

8. It was in the light of this and my other experiences that I recorded the first formulation of my philosophy for the school, I wrote that "in many developing countries only a tiny minority of the population are likely in the foreseeable future to complete secondary education, and most of them do so at the expense of taxpayers for whom money is scarce, or as beneficiaries of external aid, given in the hope of promoting development, or a compound of both. Even if only because of this, these few educated people have some obligation to contribute to the process of development for others. The danger of creating a small, privileged and even self-perpetuating elite is inherent in the situation where financial limitations dictate that only a handful of people can attend secondary school or university.

9. "The pace of development will depend upon several factors, one of which is the priority that the rulers assign to it. At Swaneng Hill School, we have been much concerned to relate education to development. We have been extremely anxious to discourage the notion that education is just a ladder on which ambition climbs to privilege. We have felt that it is of some importance that the educated minority in a developing country should feel committed to stepping up the pace of development and committed also to the idea that an ever-increasing number of people should share the benefits of development. We try to ensure that, when our students leave us, they will feel under some compulsion from within themselves, through sympathy and fellow-feeling with the poor and hungry, to fight want, ignorance and disease in their country. We seek to equip them not only with the commitment but also with the confidence, knowledge and skill to tackle, themselves, the problems facing their country."

10. We were constantly looking for means of achieving these aims through the life and activities of the school and through its curriculum. The diversification of the curriculum was deliberately pursued. In addition to Mathematics and Science and the traditional academic subjects, we introduced Woodwork, Metal-work, besides Building Science, Technical Drawing, Commercial subjects, Art and crafts, and Agricultural Science. This would help provide the skills needed by a developing economy. Included

in the timetable were discussions with the students about their society and the country's economy. These discussions were vital but I soon realised that they needed shape, direction and coherence. We found this ultimately in a selection from various disciplines which we call Development Studies. This course, now accepted by our university examination council as a subject, consists of seven sections. The first is an economic analysis section, explaining the factors of production, the meaning of consumption and investment, the importance of the surplus to development provided some of it is invested rather than wholly consumed, and the meaning of specialisation and how it depends on producing a surplus. The section also discusses money, employment and labour, the allocation of resources, capital accumulation and population growth.

11. The second section deals with pre-industrial history, starting with man as a hunter and gatherer and proceeding through the first agricultural revolution to the eve of the industrial revolution. This section shows man's early efforts to use the resources of nature to his advantage, and also how each technological innovation was part of a cumulative process that made the next step possible, so creating the ultimate possibility of an industrial revolution. Here we stress the non-European origin of much of the early technological discoveries. The third section analyses scientific progress both before and after the industrial revolution and notes its role in development. The fourth section discusses politics and how governments and ruling classes have always played an important part in the control of the surplus. The fifth section concerns industrialisation. Here we show the main contrasts between industrial and pre-industrial societies. We then discuss the first industrial revolution, with all its exploitation of child and woman labour; we note the contributions of slavery and colonial exploitation. We then proceed to look at the special problems of industrialisation today and some contemporary experiences of industrialisation. The problems of rising expectations, prestige spending, luxury imports, are discussed along with the pros and cons of intermediate technology and labour-intensive methods. The sixth section discusses the economic situation in the student's own country and section seven analyses social and cultural change related to economic development and industrialisation.

12. Other instruments were being forged to give effect to the aims of the school which I enunciated - namely "to equip the students not only with the commitment but also with the confidence, knowledge and skill to tackle themselves the problems facing

their country". But before describing these I must mention some other undertakings which had a profound effect on my thinking and were to help in forging instruments for giving effect to those aims.

13. In mid-1963, I spoke quite informally to a group of villagers about the high prices in the trading stores - mainly European-owned - and how they might form a consumers' co-operative. A series of meetings followed at the school and a bulk-purchasing group was formed. In 1969, 1,400 members had a turnover in the store of £65,000. For five years the society has each year declared a dividend on purchases of 5%. Some of the staff were involved in running the society in its early days and in training the manager. A few students have over the years been elected to the management committee. On the whole the school's total involvement in the society was marginal. But I had learnt a lesson of importance from my regular meetings with people from the village and I think incorporated in the aim of the school, the belief - as I expressed it at the time - "that the secondary school in a developing country can be a focal point for development in the surrounding community. The talents and intelligence of both staff and students are an asset of enormous value which should properly be utilised for development in a country's overall planning and development. As the school participates in development, it is also able to carry out its function of educating its students for development; if the students participate fully in the implementation of the school's role as a focal point for development in its area, they will thereby have an opportunity of learning both skill and commitment".

14. At the beginning of 1965, in response to the many imploring young people encamped outside my door seeking entry to the school, I took an initiative - in association with the chief of the tribe - in an attempt to deal with the problem. The chief called a tribal gathering and I put to those assembled a proposal he and I had agreed in advance. I tried to explain that the primary school leaver problem existed because there were not the funds nor the other resources required either to educate or employ the thousands of young people turned away from secondary schools. We offered an on-the-job apprenticeship type training, in which trainees would work productively - while they learnt to build. They would undertake building for public and semi-public authorities at relatively low cost. Their earnings as builders, while they learnt, would cover costs. We called this the Builders Brigade; the name was taken from Ghana, though the important principle of covering costs differed from the first Brigades formed

in Ghana. We chose this name to emphasise that this was not a school or other training centre with a high theoretical and classroom content. The Builders Brigade has in five years trained 70 builders, over 45 of whom have passed Government trade tests, and over 60 of whom are now in employment as builders; and this has been achieved at no cost to the state and without any subsidy - apart from management skills of volunteers.

15. In 1967 we extended this type of training into other activities. We established a carpenter's brigade, a farmers brigade and a textile workshop for girls where wool was carded, spun and woven into blankets,rugs and tapestries, where textile printing and dressmaking were taught. By the end of 1969 all were covering most of their costs, not however including the wages of the expatriate instructors who were necessary to launch the new programmes. In mid 1969, the first girls to pass out of the workshop training in spinning and weaving set up an informal co-operative with our assistance and in their first six months provided themselves with reasonable earnings.

16. The Farmers Brigade has been beset by the most intractable problems. There has been periodic discontent in all the Brigades but nowhere so marked or bitter as amongst some of the Farmers Brigade trainees. Some discontent was to be expected in a new and revolutionary programme in which trainees had to work while they learnt to cover the costs of their training. Close by were relatives and friends in the secondary school with a much less exacting programme. For some of the Brigade trainees the Brigades were only a consolation prize because their first ambition was the secondary school. In the Farmers Brigade especially some had come to mark time to continue being taught while they waited for other opportunities. The constraints of the Brigades were that they should cover costs; this meant a high proportion of practical, productive work. Some insisted on a higher proportion of theoretical and classroom work than the system could afford. Too high an element of theoretical and academic work increases costs while at the same time reducing time for the productive work that has to cover costs. As soon as a Brigade needs external subsidies for running costs, it becomes subject to the same limitations that in a poor country makes secondary education a programme for a minority.

17. Some of the trainees insisted that we should be providing a programme that equipped them for employment as agricultural demonstrators. And still others insisted that we should provide them with sufficient capital that would enable them to earn as

much as the students who had undergone 3 years of education in the secondary school.

18. While we tried to promote a small settlement, and in the final analysis there were and still are trainees willing to attempt this, it has not been possible even now to secure land for them. This is so not because there is a shortage of land but because of the system of customary land allocation that still survives.

19. We have been willing to provide each trainee with a modest sum for settlement and this is a charge against the Brigade's running costs - and we remain committed to this. And despite all the problems 45 trainees remain in the Brigade and their parents, who have been interviewed, agree that they should.

20. In view of all the difficulties that have arisen in the Farmers Brigade and in response to lessons we have learned from others we have been prepared to modify the programme. We have been prepared to recognise that we were wrong to establish an institutionalised form of training. We recognised that young people separated from their environment might during 3 years in an institution assume unrealistic aspirations about their levels of earnings. Or perhaps we could say that unrealistic aspirations already assumed would be nurtured by institutional training. After discussion with the Ministry of Agriculture we made proposals for a modified system of training that would combine institutional with in situ training. The Ministry were agreed - and so was the Chief - that we should approach selected villages offering to train young people from the village. In advance the land, capital and farming operations would be identified in the village. The young trainees would spend half their time in the institution and half on their land - in rotation. There would always be some in the village and some in the institution. The importance of the institution was that it should cover the costs of the scheme and preserve the basic principle of Brigade training. It could also up-grade training and provide academic support knowledge and motivational training. And as the trainees went back periodically to the village a continuing evaluation could be made of the application of their training to their own farming. The Brigade would maintain instructors in the villages. The agreement with the Ministry of Agriculture and the Department of Community Development was that a comprehensive integrated programme of rural development would be introduced in the selected villages. Co-operatives might be established, adult literacy undertaken, and, in general, the adults in the village might be prepared towards accepting the changes and innovations

that the young trainees might introduce.

21. Last week we put this new programme to the District Council. Much concern was expressed about the amount of land that would be needed. There remains a lot of work to be done in that process of communication and explanation that Professor Lewis was speaking about yesterday.

22. Within the system of Brigade training, Farmers Brigades have provided the greatest problems. This is the most important area of training because we must recognise that it is farming that will provide gainful opportunities for production of most of the young - and older - people of our developing countries. There is a limit to the number of builders, carpenters and textile workers that we can train. We are examining other industrial activities to see whether the Brigade system can be introduced into these. Plans for a tannery and for leather-working are well advanced. Diversification is the essence of development but it cannot reckon without the production of food - and the diversified production of food - and the production of agricultural raw materials.

23. The success of the Brigade system of productive training in absorbing primary school leavers - or older primary school leavers - will depend on how far the following conditions can be met:-

(a) ability to cover running costs;

(b) low capital costs; it will be clear that the higher the capital costs the more limited the programme in a poor country;

(c) there must be a demand for produce and output if the Brigades are to cover costs;

(d) those trained in the Brigades must be able to find work; for the farmers this means, among other things, having some initial capital and land;

(e) sufficient instructors have to be trained.

24. I believe that many of these conditions can be met and I have discussed how they can be met in the paper I presented to the Nairobi Africa Regional Youth Seminar which is contained in the

Report of that Seminar between pages 111 and 124. I explain in that paper the special difficulties about capital costs of a Farmers' Brigade, and the special difficulties for farm training and settlement in a climate as harsh as ours, where in the last eight years six were of prolonged and severe drought. Little reliance can be placed on arable production, either for revenue or for production of staple food for trainees. We need a minimum of beef cattle to produce revenue and so does everyone else, whereas the Botswana Government's 1968/69 Agricultural Survey shows that something like 15% of the population owns 60% of the country's 1,500,000 cattle. Nevertheless, I have suggested that means can be found to utilise the country's ill-used national herd through taxation and a system of national bonds. There is also a scheme run by the Botswana Meat Commission which buys immature cattle and makes them available to poorer people for fattening. Brigades can take advantage of this scheme. We are using methods of intensive horticulture and flood-spreading techniques. Our diversified farm programme includes beef, mohair, dairy produce, vegetables, eggs and poultry, goat meat and milk, sunflower and silage and high value crops from borehole irrigation. In more favourable climatic and other conditions I believe that Farmers Brigades would have lower capital costs.

25. There is also the market factor. As Farmers Brigades expand will they be able to sell all their produce? Even if villagers want to buy milk, cheese, eggs, butter, vegetables and mohair, they have no cash to buy them. In the paper I presented to the Nairobi conference I discuss this problem but I would like to defer discussion of it here for a moment.

26. We are trying at Swaneng Hill School to run the Brigade programme alongside the formal secondary school and to integrate Brigade trainees with Secondary school students in certain aspects of the life of both. I have founded another post-primary institution known as Shashi River School where Brigades and the school have been integrated from the start. This has been a very educative experience for students, staff and myself. Brigade trainees and secondary school students have been brought into contact as much as possible. The Brigade trainees have complained about the superior attitudes of the students. The academic students use insulting words about them because of the predominantly manual work they do. The traineees compare the length of their working day with that of students; they compare the length of their holidays with that of students. Only two weeks ago when they had a confrontation at Swaneng Hill School, I had to remind the Brigade trainees of the constrainsts of the programme-to cover costs.

27. There is a significance to this confrontation. We are all aware of the disequilibrium between the modern sector and the rural sector. We are all well aware from what Dr. Gardiner and Prof. Callaway have told us - and there are many authorities besides - of the inability of the modern sector to absorb more than a small proportion of the youth or other age groups into employment. We all know about migration to the towns. Some of us answer by saying that we must raise the earnings in the rural sector and improve conditions there. To do this presupposes that we have solved the problems of underdevelopment in the rural areas. If all that is achieved is to create enclaves of wealth in the rural areas then I doubt if that will any more solve the mass problems of the rural areas than to create enclaves of wealth in the towns. Rural unemployment, discontent and migration will persist. If we raise our Brigade trainees to the level of the secondary school students we will have merely created a new element of privilege dependent on state subsidies, and what is potentially a large-scale programme will have been decimated. In practice we are unable to find enough funds to subsidise Brigade training, anyway. We can barely find the funds to subsidise the secondary school. The real question posed there is whether it is realistic to think that the problem of disequilibrium between the modern and traditional sectors can simply be disposed of in terms of arguing for raising of standards in the rural sector. It may be necessary that standards in the modern sector may have to be cut until conditions in the rural sector are improved by development and all the hard work that implies.

28. This confrontation does remind the students of their more privileged position. They do not have to work so hard, their work is less strenuous and they can - generally speaking - look forward to better jobs and better-paid jobs. Anyone who doubts this has only to be reminded of the difficulties that face the Farmers Brigade trainees nearby.

29. When we took students into the dormitories at Swaneng Hill School, it was a condition of entry that they would undertake their own cleaning and catering except for preparation of weekday lunches. At the time this was an essential economy. The students now have a catering association organised entirely by themselves - though supervised by staff - which provides them with all but midday meals during the week. The fees which boarding students pay are handed over to their catering association in monthly payments and they cover costs entirely from this. By this and other means, like student work on the vegetable garden, we effect a cost-savings amounting to one-third of the average

annual per student running costs for all the schools in Botswana. What it means is that without the savings we would have one-third less students in the school. We can demonstrate from this an interdependence of the students on each other through work in the school. If they did not undertake this work less of them would be in the school. The whole school now also participates in community service, and this was the consequence of a decision taken by the students themselves. This includes cost-saving work at the school itself, assistance to the Brigades and work in the community outside. All this is part of our attempt to inculcate commitment in the students. As in the case of the catering association, in many other ways, too, including a school co-operative, do we involve students in running their own affairs in order to encourage initiative and responsibility.

30. There is some resistance by a minority of students to the work they have to do in and outside the school. Most, however, acknowledge the force of the argument that their interdependence has made it possible for more to be in the school. Andin relation to work outside the school we make the point that student fees cover much less than half the running costs. The school is subsidised by donations and a government grant. Some of this grant represents taxation. The school is therefore dependent on the community and to raise living standards and earnings outside will make more money available for education.

31. Secondary schools are expensive institutions. Even in our own two schools where costs have been drastically cut, with a total - in the two - of 860 students, total running costs that have to be found in cash amount to £86,000. On the other hand the total cost that has to be found in cash of training 310 in the Brigades at the two institutions - represented by the wages of expatriate instructors and managers - is roughly £7,000. As local instructors and managers are trained the Brigades will be able to cover salaries on local scales.

32. Already the Brigades provide a fair proportion of non-technical teaching. The syllabuses in Science, Mathematics and English have a high degree of vocational bias. The Development Studies course seeks to create an awareness of the economy, its job opportunities and lack of job opportunities. Generally it tries to prepare trainees for the possibility that they may have to be job-makers rather than job-seekers. The various courses, taken together, try to make them capable of operating small co-operatives as the first graduates of the Textile Workshop are now doing, and as some of the farmers will have to do.

33. While education in the Brigades ought to be self-contained it should also be able to lead some on. Its objectives should be to encourage rationality, initiative, reliability, self-discipline, loyalty based on understanding, and compassion. We do not need to rely on the traditional academic disciplines to teach and inculcate these characteristics and virtues. We can help people think scientifically without taking them through the laborious processes of examination science syllabuses. Agriculture provides just as good a discipline for rational thinking and for learning judgement as does learning European history. It is also my experience that people can learn much, too, from practical and productive work, from co-operating, and through discussion and having responsibility for their own affairs. After many long discussions with farm trainees I am well aware of the perspicacity and ability to think of young people who might be classified in formal school terms as semi-educated.

34. None of this is to deny the importance of secondary education. Every developing nation requires a certain proportion of people whose training will be long and intensive, such as doctors, engineers, veterinary surgeons, agricultural and industrial research workers, administrators, central bankers, development planners and rural innovators.

35. The main purpose of the existing pattern of secondary education directly modelled on the British grammar shcool and the French Lycée is to prepare young people for life in the modern sector with its privilege and cultural alientation. Very rarely was this system oriented towards production. We know how great the pressures are from parents and children alike for secondary places. We know the results of frustrated ambition among those who fail to gain entry. We have heard of the growing trend in some countries - though not yet in Botswana - of insufficient job opportunities even for those who have had a secondary education.

36. Manpower surveys can probably forecast reasonably accurately the numbers who will be required in the modern sector. Less easy to quantify are the needs of the rural areas for management skills, for technical innovators, extension workers in all the disciplines and integrating the disciplines. The need in the rural areas is to promote both agricultural - and diversified agricultural - as well as small scale industrial production. It is also to promote health and other social services and to provide infrastructure, credit and marketing facilities.

37. What are the qualities - other than the respective vocational skills - which will enable more highly trained people to carry out their functions? I suggest that such qualities will include initiative, the ability to reason, capacity for original thinking, being well-informed as the basis of sound judgement. Also to be included are reliability, self-discipline, self-confidence, organising ability, integrity, moral courage, enthusiasm, dedication and compassion.

38. We have inherited curricula from other countries and taught them in the belief that they were essential to inculcating the qualities I have described. The extent and range of these curricula have demanded an organisation of school life that makes difficult the inclusion of community service and cost-saving student activities. These curricula are also costly, requiring highly qualified teachers - often expatriates.

39. We need thoroughly to question the subject content of the subjects taken other than those in which vocational choice requires them to specialise. I wonder whether we need to retain the existing compartmentalisation.

40. Here I would take up the point made by Mr. P.S. Tregear in his paper on The Community School. "With one of its principal aims being the development of potentiality in the individual the school is essentially at variance with the norm of society where this is based on the duties and rights of the broad kinship groups". There is in other respects, too, a cultural alienation in process, for example, in the presentation of English Literature and European History. What is generally missing is any attempt to relate new insights to old experiences. In Development Studies, for example, the section which analyses social custom and social change related to development and industrialisation, has great importance. It must help people bridge the dichotomy. The teaching of art, music and literature should not attempt to displace the cultural experience of society but to give its own art and culture new means of growth, and to create the possibility of blending.

41. My current thinking on curricula reform includes developing a course in Cultural Studies which will select from literature, art and music, cultural history, elements of geography, comparative religion, elementary philosophy and possibly logic. History might then be divided between Cultural Studies and Development Studies. Geography might be split up among Science and again Development Studies and Cultural Studies. A student's

basic course might then be English Language, a local language - if desired - Development and Social Studies, Cultural Studies, Mathematics, Science and possibly a practical subject. I must acknowledge however that any thinking and work in this respect are not yet fully enough advanced for me to stand up in defence of the proposals under cross-examination. I am highlighting the problem without being fully sure about the answer.

42. I conclude, Mr. Chairman, with some thoughts on rural development. As I see it, rural development essentially means economic development in the rural areas. What this means is that there should be an ever-increasing production and continual diversification of production. More goods and services of an ever-increasing variety should be produced by a continually increasing number of people. The historical pattern was that agricultural surpluses led to increased industrialisation. But now the high cost of modern capital intensive industrialisation distorts the process. Immense amounts of capital have to be generated to employ small numbers.

43. Now I do not ignore the need for modern industrial development or even large-scale agricultural development where natural resources make their strategies sensible. I do feel that it is not enough just to increase production of primary raw materials. Rural development is not only agricultural development. There must of course be increased agricultural production and diversification of this production. Rural Development must also include manufacture, using simple tools and simple technology, of those goods that rural people require, from local resources, whether animal, mineral or vegetable. This includes a variety of foodstuffs, personal needs, woollen and leather goods, wooden goods, housing, sisal goods, beverages and household goods. If cash shortages inhibit exchange of these goods then a credit system and a marketing infrastructure should be established. If there are existing manufacturing structures, like those Prof. Callaway mentioned, then these can be used to build upon and expand. Where these are lacking or where new skills have to be introduced then the Brigade system can be used to introduce the new skill not only to school leavers but to village people of all ages. Here is an ideal field for an exchange of volunteers and inexpensive experts among developing countries. I think, for example of the cotton-weaver from India teaching in Tanzania, or a tanner who might come from Cairo to Botswana. We need soap and candle makers, men who can cure tobacco, leatherworkers and saddlemakers.

44. We at Swaneng Hill School and in the attached Brigades are now beginning to explore this as a technique of rural development. We have asked the senior students as part of development studies to undertake resource surveys in the village and to locate existing skills. And our Brigades and the practical departments in the school are undertaking experiments in local production. At this stage we can only hope that our experiment will be successful but we can claim no more for it than that it is an experiment.

45. Finally, I want to express my thanks to the Botswana Ministry of Education for its tolerance in allowing me to develop the experiment that Swaneng Hill School constitutes and for the increasing financial support we have received from them.