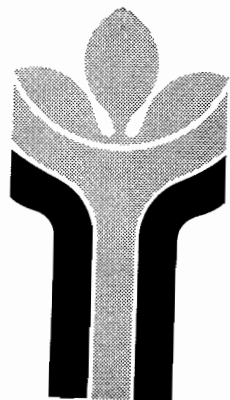




fiat lux

april 1973

volume 8 no. 3



DECLARATION OF DEPENDENCE

by

American conservationist; Henry Gibson

*"I am part of nature.
I am part of everything that lives.
I am bound together with all living things,
in air, in land, in water.
My life depends upon Nature . . .
upon its balance, upon its resources,
and upon the continuity of both.
To destroy them is to destroy myself.
As a member of the human race
I am responsible for its survival.
I am part of Nature.
I will not destroy it."*

Quotation by His Worship the Mayor of Durban, Councillor R. Williams in his address at the launching ceremony of Our Green Heritage at the University of Durban/Westville on 3rd March, 1973.

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Front Cover: The Honourable the Minister of Forestry, Mr S. P. Botha, M.P., is seen here presenting to Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council his token of appointment as an Honorary Forest Officer during the Launching Ceremony of the "Our Green Heritage" campaign.

Back Cover: A proud and smiling mother of new-born twins who obviously has the future interests of her children at heart, will ensure that their births will be timeously registered. Have you taken steps to have your children's births registered?

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DEUR DIE DEPARTEMENT VAN
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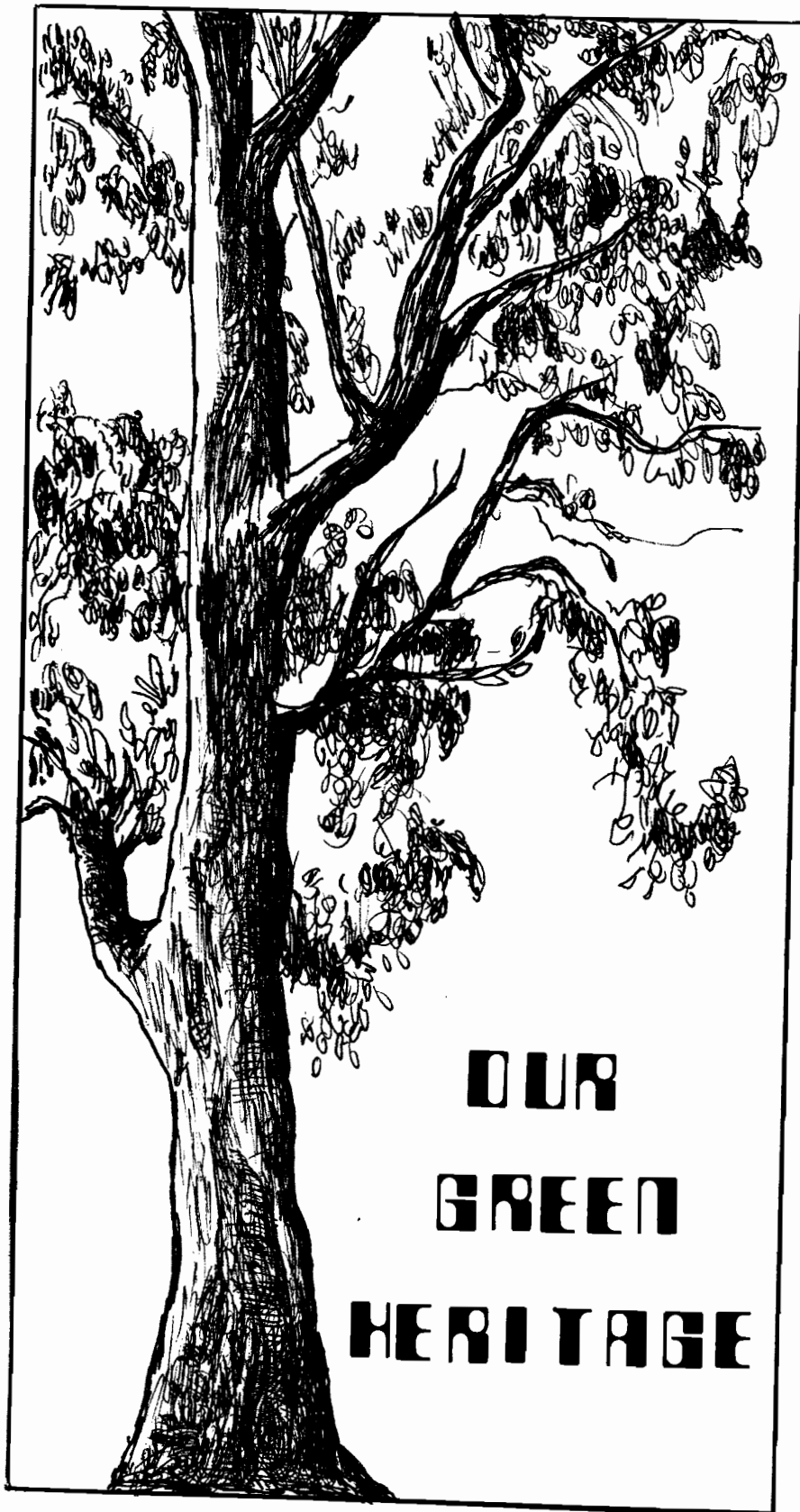
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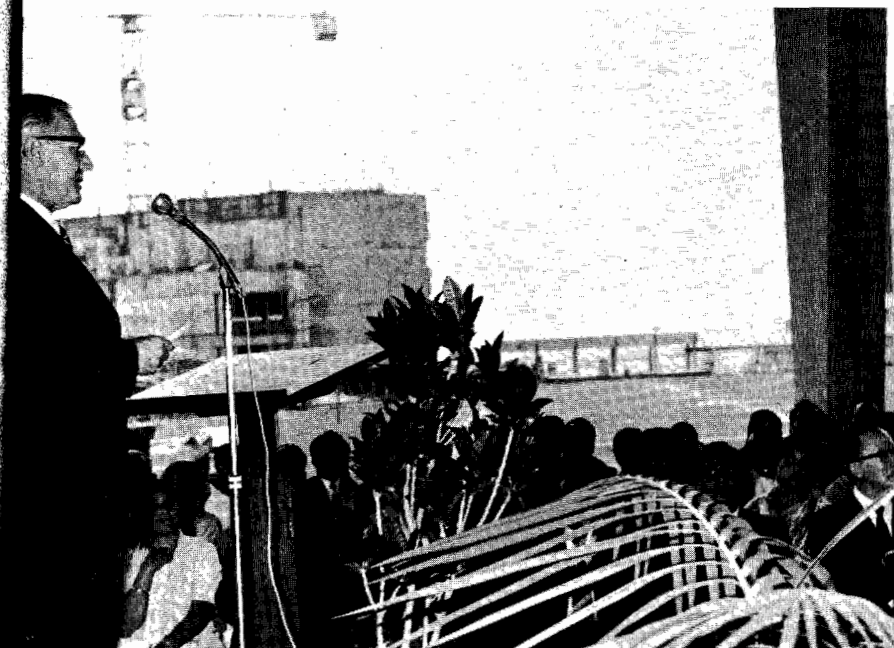


MORE THAN two hundred and fifty guests from all over the Republic gathered on the campus of the University of Durban-Westville on Saturday, March 3, 1973, to attend the launching of the "Our Green Heritage" campaign for the Indian Community by the Honourable S. P. Botha M.P., Minister of Forestry and Chairman of the National Planning Committee of Our Green Heritage. Also present at the function were the Honourable the Minister of Indian Affairs and Tourism, Senator O. P. F. Horwood, the Secretary for Indian Affairs Mr H. A. Prinsloo, the Secretary for Forestry, Mr H. L. Malherbe, the Deputy Chairman of the National Planning Committee, Mr D. J. Gevisser as well as the Mayors of Westville and Durban.

In welcoming the Ministers and guests to the inauguration ceremony, Mr Prinsloo said that, as has happened in the past with other national campaigns such as the Festival of the Soil, the Savings Campaign and the Water Year, the Indian people of South Africa have shown a keen desire to identify themselves with these national festivities aimed at making all South Africans conscious of their obligations to the land of their birth or of their adoption.

Mr Prinsloo said: "I know that the aims of the present campaign which has been designated by, to my mind, the very beautiful words 'Our Green Heritage' will not be lost on the Indian people of our country and that they will participate wholeheartedly in the campaign as behoves all of us who, as South Africans, cherish a deep love for our land, South Africa."

Immediately after the general welcome by the Secretary for Indian Affairs, the two Ministers were garlanded by respectively Dr M. B. Naidoo and Mr A. M. Moolla, both of whom are members of the South African Indian Council, Dr Naidoo being in addition a member of the Executive Committee of the Council. Bouquets were presented to Mrs Botha and Mrs Horwood by Miss Savathri Singh of the University of Durban-Westville and Miss Senela Singh of the Springfield College of Education.



Mr H.A. Prinsloo, Secretary for Indian Affairs, is seen extending a welcome to the Ministers and the guests to the inauguration ceremony.

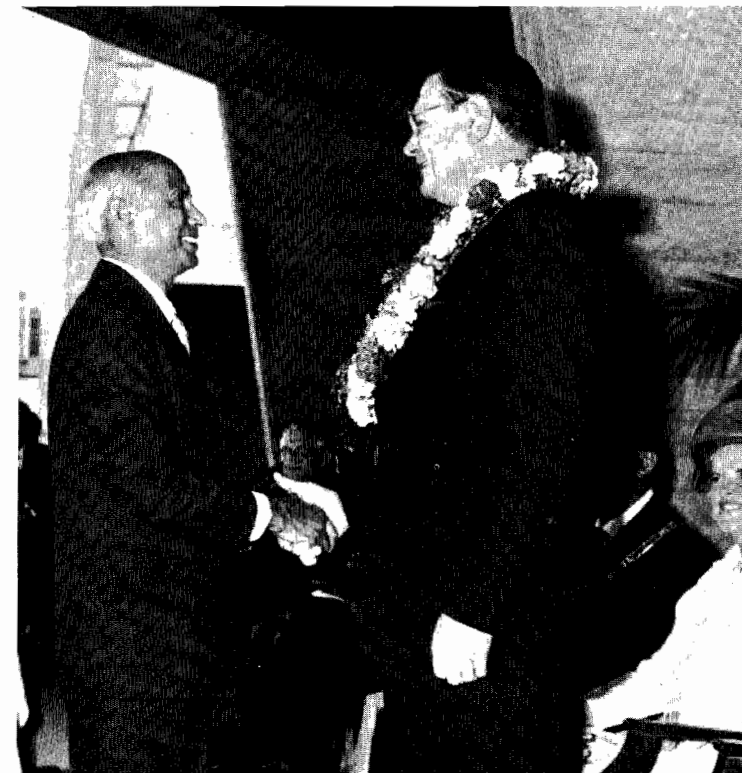
Introducing Mr Botha, Minister of Forestry and Chairman of the National Planning Committee of "Our Green Heritage" as the guest speaker, Senator Horwood said that it was indeed a great pleasure for him to be present as it was the first opportunity that he had had to officiate at a function on the campus of the University of Durban-Westville as Minister of Indian Affairs and as Chancellor of the University. He said that having known the Minister of Forestry for many years (they had both been educated at the same school) he had approached Minister Botha for some trees to plant along the access roads to the University and that his colleague had agreed that a donation of trees be made for that purpose.

In his address the Minister of Forestry explained that the campaign had as one of its aims the bringing to the public a consciousness of the wonders of the Creation, a love for the natural environment and a determination to leave future generations an unblemished green heritage.

"We have been endowed with the wealth of forests, trees, shrubs, the entire plantlife which is so essential for the enrichment of our lives", he said. "This heritage deserves to be cared for and protected for poster-

ity. In this year of Our Green Heritage we will combine our efforts to give our trees and plants their rightful place. We will learn about them, we will give them better protection than in the past, we will plant more trees and shrubs and we will learn to utilise the produce derived from them to the best possible advantage."

The Minister of Forestry, Mr S.P. Botha has a word with Dr M.B. Naidoo, an Executive Member of the Indian Council, who had just garlanded the Minister.



Minister Botha expressed his pleasure at being able to share in the Indian community's dedication to the preservation of our country's flora, and at being able to launch the Green Heritage campaign for the Indian community and that he was deeply honoured to perform the ceremony in the company of leaders of the community. He recalled the contribution and enthusiasm which the Indian community displayed during the Water Year and he was convinced that the community would display the same enthusiasm in the Green Heritage campaign. He continued, "Although our country is richly endowed with natural flora, it is relatively poor in forests. This being the case, former generations embarked on a forest policy not only to preserve the indigenous forest but to supplement the yields from these forests by vigorous afforestation of virgin land so as to provide in our timber needs. This decision was taken because it was already clear at that early stage that it would be in the interest of the national economy of the country to provide as far as possible in our timber requirements from local sources. Today artificially established plantations, both in private and public ownership comprise



Mr A.M. Moolia, a member of the Indian Council is seen garlanding the Minister of Indian Affairs Senator O.P.F. Horwood.

an area of 1,1 million hectares. During 1971 these artificially established plantations yielded some nine million cubic metres of timber which we processed in 340 industrial enterprises. The forestry assets in the country comprising growing timber stocks, land, improvements and investments in processing plants are estimated at R982 million. Timber processing plants alone employ approximately sixty five thousand workmen and their wage bill amounts to roughly R66 million per annum. The industries using locally produced timber as a raw material earned more than R245 million during 1971 from the sale of their products. The aforementioned achievements resulted from the foresight and confidence of the timber grower in the future of the industry coupled with the enterprise shown by private entrepreneurs in the processing industries. Today we are reaping the profits of these ventures but a nation will stagnate if it does not provide for the needs of succeeding generations. The population of this fine country of ours is increasing and this together with an increased per capita consumption of timber and timber-based products, result in a growing demand for timber. Prognosis studies indicate that

we will have to quadruple the rate of afforestation of the past decade in order to meet the timber requirements of the next generation. This is one of the challenges brought to the fore by the campaign."

Mr Botha pointed out that he mentioned this because not all of us can actively participate in commercial afforestation projects and it can hardly be expected of everyone to start establishing commercial plantations. "Yet everyone of us", he said, "and this is important, everyone of us can help to preserve our plantations and forests and guard against the destruction thereof through veld and forest fires. We can render our positive contribution simply by being well disposed towards the work of our foresters. A healthy, self-sufficient economy is in the interests of all of us.

"Our Green Heritage has numerous other facets as well for each of us personally. Every one of us breathes, and without oxygen we cannot live. There are many educationalists here today and they know that in elementary classes at school pupils are introduced to the principles of photosynthesis, being the absorption of carbon dioxide and the release of oxygen by plants in sunlight. But do we realise the im-

portance of plants in this respect? The more plants there are the more oxygen there will be and the healthier we live. Conversely: without plants we would not be able to sustain life. I am sure you will agree that this in itself is adequate reason why we should cherish our Green Heritage and protect it and strengthen it by planting more and more."

Mr Botha said that he had noted that the Department of Indian Affairs had not prescribed to anybody how he should take part in the Our Green Heritage Campaign, but that the initiative has been left to community leaders and school principals to consider their own participation. He had learnt of imaginative plans being made by communities themselves and that various tree planting days are being organised. This is an excellent idea particularly at schools. School grounds can be beautified with attractive plants while at the same time children can care for the plants. The joy of caring for a plant and seeing it grow is of tremendous value in the forming of character. Mr Botha indicated that he is aware that educationists present at the function were most enthusiastic about the opportunities offered by Our Green Heritage.

The Minister also pointed out that our country's climate is such that erosion is easily caused in some areas. On farms, cultivated lands often require wind breaks, dongas can be reclaimed and trees and wood have so many useful applications on the farm, be it for feed or fuel, for shade or for safety. The Green Heritage campaign therefore has as one of its aims to encourage tree planting on farms as a means of soil conservation. The Indian people were originally agriculturalists and to this day they have a love for the land. The Indian farmers have a responsibility to work their lands to the best advantage and to conserve soil and water resources. The planting of the right tree species and other perennials as part of systematic farming, offers scope for numerous ideas to further Our Green Heritage.

Minister Botha said that Our Green Heritage also embraced the aesthetic field. The city dweller faces four walls every day and this tends



Senator Horwood introduces the Guest Speaker Mr S.P. Botha.

to depress people and even affected their work. To keep physically fit is not enough. Modern man also seeks spiritual stimulation for his daily task and nothing stimulates in the way plants affect one's spirit ... the tree in the street, the flowers in one's garden, the sight of a park, a clump of greenery. The urban dweller to a large degree expects his local authority to meet this demand. In this respect the local authorities have a major responsibility to urban society. They must ensure that residential areas of each group are developed in such a way that there are open spaces with plants ... trees, flowers, shrubs, grass ... to meet their spiritual needs and their quest for outdoor recreation. "We have leaders of local authorities present here today", Mr Botha said, "and I am sure they do not lack ideas on how Our Green Heritage campaign can be furthered. I am certain that the Indian Community will only be too pleased to co-operate to the fullest extent when such functions are organised in their areas."

"Our Green Heritage carries other messages", said the Minister. "During this year we want to stimulate a love for our South African flora. As far as flowers are concerned, our heritage is one of the very richest

in the world. We have no less than 18 000 species of indigenous flowers, compared with only 2 000 in Great Britain and 1 000 in New Zealand. This beauty of nature is worth conserving and it is the duty of each of us to do just this."

Minister Botha pointed out that the Forest Act was amended during 1971 to provide for the appointment

of honorary forest officers. It is a function of these honorary forest officers to assist the foresters of our country in their task to protect the flora and fauna in nature reserves and wilderness areas on the forest estate. Mr Botha said, "Every individual, irrespective of race or creed has a duty in this respect. We have had several launching campaigns in other parts of the country and in each the leader of the community has dedicated his community to the cause of conserving Our Green Heritage. We do appeal to your leaders to do the same. As a token of our faith in this respect it gives me great pleasure to appoint the Chairman of the Executive Committee of the South African Indian Council, Mr A. M. Rajab, as a honorary forest officer." This announcement was received with acclamation.

After having explained how another aim of Our Green Heritage is to create an awareness of natural wood in its processed forms, Mr Botha continued by saying, "There is an almost unlimited variety of products made from or derived from timber. For example the newspaper we read is made from timber, the library with its shelves stacked with books, and the sheet of paper on which the child tries to write his first

The Minister of Forestry, the Chairman of the National Planning Committee of Our Green Heritage Campaign is seen delivering the main address.





Senator Horwood and Mr A.M. Rajab stop for a brief discussion on their way with Mr Botha prior to the planting of trees.

letter are all derived from wood. The hundred uses, to which paper is put, are today simply taken for granted without a moment's thought to the basic raw material. There are other products in which one would not recognise the wood, like paint, sweets, polish, medicines and oil. These products are, however, not wood in its natural form. Natural wood has been used by man for numerous purposes for as far as our history can be traced. The Egyptians would never have been able to build their pyramids without using logs for moving the giant blocks of granite.

"These were the most primitive applications of timber. In modern times it has been said that man is surrounded by wood from the cradle to the coffin. Although this might not be literally true in our modern age, it does convey the versatility and indispensability of wood as a raw material in our daily lives.

"Wood is natural, it is genuine, and for this reason we would like to encourage an awareness of timber products."

The Minister said he did not think that he could tell the Indian community of South Africa much about the beauty of wood products because the Indian and his neighbours

of the East are traditionally wood-carving artists and master craftsmen.

"Driving around your campus this morning", Mr Botha said, "I noticed a lack of trees. As a token of 'Our Green Heritage' campaign and to commemorate your participation therein, I have arranged for my Department of Forestry to donate some

350 indigenous trees to plant along the driveways. I hope that the trees when planted will be properly maintained and cared for. By doing this you will ensure that in years to come succeeding generations of students will enjoy the beauty and benefit of these trees, thereby perpetuating the Green Heritage." This announcement was greeted with applause.

In conclusion the Minister said, "Your Indian population is part of South Africa and has a place in this fine land of ours and for this reason we all have a responsibility towards the country in which we live. I do appreciate your desire to take part in the campaign — that you want to beautify the areas where you live — that you want to contribute to a healthy environment — that you cherish nature. My Department will help you."

The function proceeded with the Mayors of Durban and Westville briefly addressing the guests.

The Mayor of Westville, Councillor W. H. Bamber, said that this was the first occasion on which the Westville Town Council had been officially represented at a function at the University, and that Westville could henceforth be regarded as a fully fledged University town — with a number of benefits flowing from be-



Mr H. A. Prinsloo, Secretary for Indian Affairs, is seen planting a tree. Other distinguished guests await their turn to plant trees.

ing known as such.

He also mentioned that the Council has an area of land situated in a rugged portion of the Palmiet Valley close to the University campus, which would be developed by the Wild Life Society of South Africa as a nature reserve. The area is also eminently suitable for research and field work by biology and geography students.

His worship the Mayor of Durban, Councillor R. Williams, said that the early settlers of Durban first demonstrated an interest in the introduction of new trees and economic plants when they established the forerunner of the present Botanic Gardens in 1848. Some of the original planting which were mainly fruit and timber trees still exist and bear witness to the forethought of the pioneers. Their example has been followed by succeeding generations and new plants are continuously being tried.

"There is a particular need to beautify the Indian Townships in and around Durban", said Councillor Williams. "Consequently it is pleasing to note the development by your communities of Garden Clubs which can do so much to foster a widespread interest in the planting and preservation of trees. Whilst on the subject of horticulture it is also worthy of mention that negotiations are in progress to introduce training courses for Indian horticulturists who will be ultimately responsible for the beautification of their townships."

After having received from the Hon. Minister of Forestry the tokens bestowed on honorary forest officers, Mr A. M. Rajab, chairman of the Executive Committee of the South African Indian Council, proposed a vote of thanks on behalf of the Indian community.

He commenced by expressing his pleasure with the choice of National Planning Committee in deciding to hold the function at the University of Durban-Westville, which happened to be the Indian community's central and most important educational institution.

"As far as the University is concerned", said Mr Rajab, "there have been other developments of importance as well. The Hon. Minister of Indian Affairs, Senator Horwood,

who is Chancellor of this University, announced recently that the Indian community would be given the opportunity of playing a more meaningful role in the control and administration of their University by being given direct representation on the Council of the University. This means that the existing parallel Advisory Council and Senate system would be scrapped and replaced by a single council and Senate on which Indians would serve with full powers."

Mr Rajab thereupon thanked Mr Botha for his address and said that he felt sure that everyone will be goaded to action after making a personal re-evaluation of his own attitude towards the twin tasks of tree and plant-life preservation coupled with the need for tree-planting itself. He said that the campaign will have a special meaning for Indians, who came to South Africa in the first place to work in the cane fields of Natal, and later to help in the development of its agricultural resources generally.

The tremendous growth of the Sugar Industry which is today one of the major producers of fine sugar in the world, he said, can be attributed in no small measure to the contribution of the Indians who provided the volume, stability and devotion so

necessary for the labour needs of the industry.

"I have made reference to the historic background of our coming to South Africa in order to underline the close links we have always had with the soil and through it with Our Green Heritage", said Mr Rajab. "Indians are aware of the part they are expected to play in the campaign, and I am sure that their contribution will be a most willing one to the national effort — and a satisfactory one too."

In thanking the Minister of Indian Affairs, Senator O. P. F. Horwood for his presence, Mr Rajab said that the Minister had always taken a keen interest in Indian Affairs and that he would like to assure him of the unswerving loyalty and co-operation of the Indian community in the promotion of the progress and welfare of the country.

Mr Rajab concluded by thanking the council of the University of Durban-Westville for the use of the campus and its facilities, as well as the invited guests for their attendance.

The function was brought to a close by the symbolic planting of seven trees by the distinguished guests. □



The Mayor of Westville, Councillor W. H. Bamber plants his tree.

ADULT EDUCATION

by

JACK NAIDOO

Director of Development
University of Durban-Westville

ADULT EDUCATION has a variety of names describing it and has at times been referred to as "continuing education", "extension education", "fundamental education", "education for a world adrift", "further education", etc. It is a wide and comprehensive term comprising many varied types of programmes, offerings and approaches. For many men and women adult education is a method of filling a spare hour.

Paul Essert describes adult education as "an experience of maturing voluntarily selected by people whose major occupation is no longer that of going to school or college in which these individuals or groups plan meaningful tasks and apply sustained enquiry into them".

SCOPE OF ADULT EDUCATION

Adult education or life-long learning is the most significant educational idea of the twentieth century. No educational movement has offered more promise for the future than does adult education. Man has always learned through life and if unlimited education is good for youth, why should it not be good for adults as well? Many experiments have clearly shown that the adult between the ages of 25 and 45 is in full possession of his capacity to learn; is capable of greater voluntary application, has a better appreciation of what he learns, organises his knowledge to better effect and knows how to use it more wisely.

In society, the most important unit is the family. Every adult member of the family inevitably plays the part of educator, be it by the example he sets or otherwise, but consciously or unconsciously, in one or other

capacity, he shapes the lives of youth and those around him. Isn't it natural then, and justly right that these educators (adults) should be given the opportunity for further extra-scholastic or post-school education which can help to:

- (i) increase their knowledge;
- (ii) develop good taste; and
- (iii) enhance personal objective judgement and attainment.

By bringing adults back to school, the status and importance of the school are boosted and heightened — and if such adults are parents, their example is bound to affect their children's attitude towards schooling and education generally.

Torres Bodet, the Director General of UNESCO, in emphasising the need for further education of adults, states "Humanity, on its journey through history, is like a convoy of ships brought together in time of war to face the dangers of the sea; its average speed is determined by that of its slowest members... You cannot have a totally educated younger generation amid an adult society sunk in ignorance".

Lifelong learning has become necessary because our constantly changing world presents a continuous stream of challenges and problems which must be solved if our culture is to endure. According to Arnold Toynbee a civilisation survives only so long as it makes adequate re-

sponse to the "heart-beats" of its time.

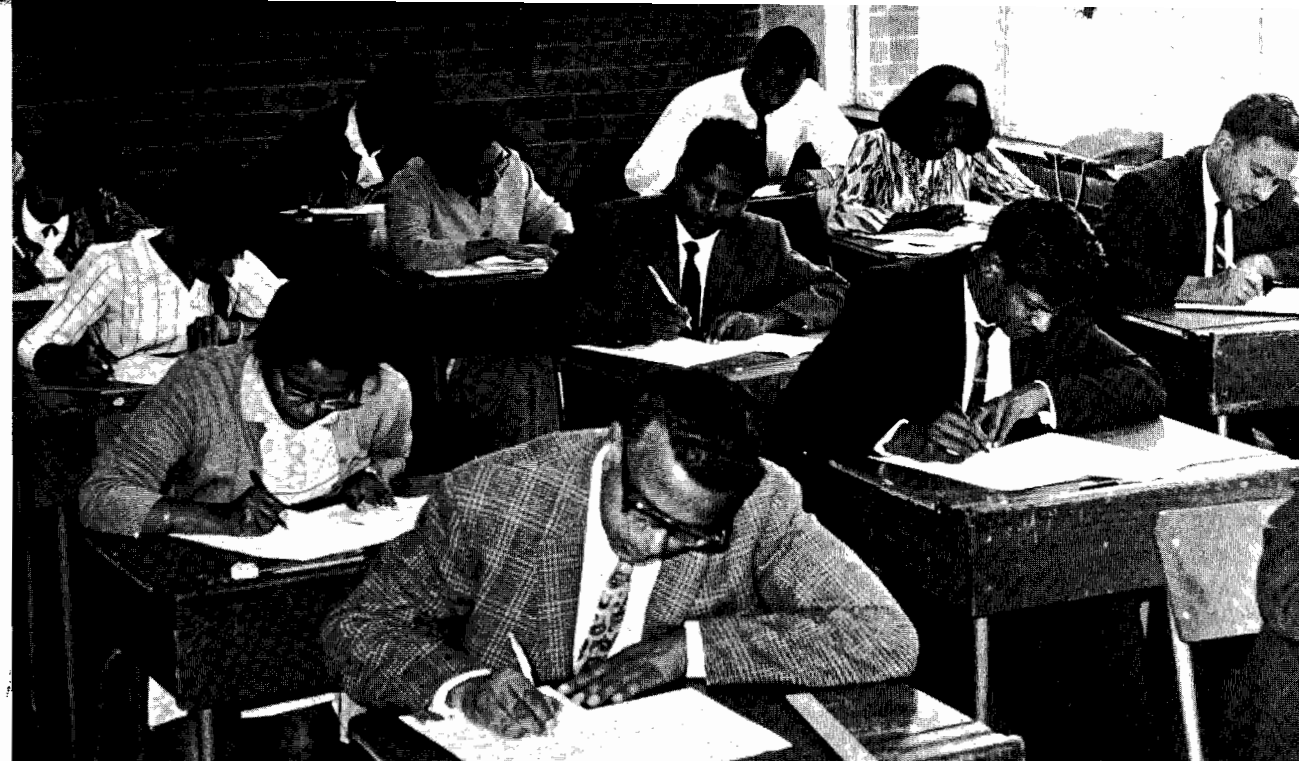
The amount and nature of learning required, depend largely upon the rapidity of change in the outer world to which man must adjust. Literally, he must learn or perish.

The basic need for learning throughout life is not new; only the amount and the extent of the learning needed are new. As life becomes more complex in this rapidly changing technological world, more educational assistance is necessary to help man make these adjustments to the forces around him to enable him to gain control over his environment. Adult education provides the opportunity for adults to gain the knowledge, understanding, insights and skills necessary to diagnose and solve both their individual and social problems.

NEED FOR ADULT EDUCATION

A careful analysis of the reasons for which educational opportunities should be provided for adults are listed below:

- (i) Adults want to take out of each learning situation only that knowledge and those skills and attitudes which fit their recognised needs.
- (ii) Adults want educational experience that will help them master life, not merely subject matter.
- (iii) Adults want their learning to be useful in the immediate or foreseeable future.
- (iv) Adults want to be actively involved in the learning process.
- (v) Adults demand methods which most efficiently develop useful knowledge, skills, habits and attitudes.



Examination time.

- (vi) Adults want that kind of education which helps them develop their ability, and control and enjoy their changing environment.
- (vii) Adults demand competent leaders.

In thinking about adult education for our particular time, purpose and place in history, it is useful to examine the man who is to be educated. What is there about him that may give us clues to a proper adult education.

Twentieth century man has three characteristics which distinguish him from his predecessors and make it necessary for him to seek education all his life:

- (a) He has an open horizon. He sees himself living in a world with endless possibilities, produced by an apparently limitless series of discoveries and inventions which have lengthened human life, widened the range of travel, put machines at the disposal of man and have taken us into outer space.
- (b) Modern man trusts his own judgement rather than supernatural powers. He continually widens the sphere of things which

he conceives to be subject to the discoverable laws of nature. He continually brings larger and larger segments of human life under the domain of human planning and organisation.

- (c) Twentieth century man is constructively worried. Faced with the terrifying visible possibility that mankind can destroy itself with deadly radiation and nuclear weapons having experienced two disastrous world wars within one generation, he no longer believes in the inevitability of progress. Instead he believes that the future of mankind depends upon the wisdom and goodness of men like himself. Men like himself must either fail or succeed in making a good world. There is no natural law of an improving world.

Today these three traits are seen generally in most ordinary people, enough to make this kind of person a force in the world. This kind of person cannot believe that his education was completed once and for all time at the close of his adolescence. He cannot think of education as only a period of learning or preparation for an adulthood during which one spends one's store of knowledge.

In the twentieth century world, the ordinary person has to learn more new things after the age of 20 than ever before in human history. People at all levels of economic and social life need to go on learning new things as adults — not only the research scientist, but also the baker and the garage mechanic, the farmer and the housewife or the office clerk and the technician must keep abreast of new techniques and developments in their respective fields.

PURPOSE OF ADULT EDUCATION

In this modern and changing society, the role of adult education upon the community is of a three-fold nature:

- (a) Education for personal competence and skills.

For this function, the approach is that of objectivity, skill and competence. Every person has the task of becoming and maintaining himself as a competent person in his society. Adult education is therefore a business-like affair of providing the situation in which the adult goes on learning things which make him a more competent worker, parent, spouse and homemaker. There is usually no problem of motivating people to want to be competent

in these four roles.

The ordinary person reaches adulthood knowing in a general way what is expected of a parent, a husband or wife, a home-maker, and a worker. Soon he enters these roles in earnest and tries to fill them in ways which are satisfying to him. He probably spends 70 to 80 percent of his waking hours in these roles. If he does them well, he is judged to be a competent person.

(b) **Education for civic competence.** The role of citizen has a different status on the feelings of people than the roles of parent, spouse, worker and home-maker. This deals more with people over the age of 35 years. The early adult education movements, e.g. the Workers' Educational Movement in England, are examples of civic education geared to the needs of times. Today the wide movement for fundamental education in the developing countries is aimed at improving civic as well as personal competence and skills on a foundation of literacy.

Adult education is the creation of democracy and should be an instrument for improving democracy. There must be continual study and adjustment in a world situation which is rapidly changing.

Women can and should show the way to men in this area of life. The average woman at the average age of marriage has more than 40 years of life ahead of her. She cannot devote all of that time to her children and her family. She must find other roles in an increasing degree — the important ones being those of a worker and a citizen. She offers the greatest challenge to adult education for citizenship.

(c) **Education for joy in living.**

The third mood in which we may approach adult education is the mood of enjoyment, curiosity and creativity. This is the mood of abundant life. Personal competence and social changes must result in a society where people can enjoy life, i.e. where they have leisure, the material means and the attitudes that enable

them to live securely and joyfully. We hope to live in a world of peace. Leisure is no longer simply rest or absence from work, but it is recognised as time with great potential for enjoying life. Education for leisure is education for enjoyment of life. Education for the enjoyment of leisure may well become the concern of the community of our future just as education to produce enough nurses, doctors, engineers, research scientists, technicians and other skilled personnel is a pressing concern of the next decade. Education for joy in living must be broad and flexible. Much of the best of it will be self-taught through reading, listening and observing. Theatres, orchestras, libraries, journals, museums and the radio are educative agents fully as much as organised classes. Contrasting education for personal competence as worker or parent with education for enjoyment of life, the latter is more important for people past the age of 50 than for the younger ones. More and more of the satisfaction of middle-aged and older people will depend on their use of leisure. In the studies of what people get out of their leisure, it is clear that leisure activities are projectives of one's personality. People are most completely themselves in their leisure, except for the lucky groups who have found work that truly expresses their personality.

Hence, the role of adult education is an important factor in making people understand the true meaning of life, the true meaning of personal human relations, the true meaning of their worth and their contribution to society and their country. It will help people to do better in the existing community, while at the same time they are making a better society.

ADULT EDUCATION PROGRAMMES

As adult education is concerned with all types of education that is not full-time, the ideal comprehensive programmes must aim at:

(i) promoting general literacy;

- (ii) providing facilities for training in specific occupations for which no training has been previously received;
 - (iii) providing opportunities for the improvement of academic and vocational qualifications;
 - (iv) creating opportunities for general cultural development; and
 - (v) providing opportunities and facilities for recreation.
- Such programmes are conducted by means of part-time classes, demonstrations, seminars and discussion groups, and may include one or more of:
- (i) courses and classes leading to an approved educational certificate of a recognised Department;
 - (ii) courses in ballet, music, speech and drama, art, craft, etc.;
 - (iii) courses and demonstrations in domestic science subjects;
 - (iv) short courses and lectures in commercial subjects;
 - (v) classes and courses in technology and allied subjects;
 - (vi) classes and courses in physical education, sport and recreation;
 - (vii) special language courses;
 - (viii) classes and demonstrations in art appreciation, music appreciation or any other fruitful activity.

Apart from the State, Municipalities and other institutions, voluntary organisations, associations, clubs and institutes can do much towards the promotion of adult education activities for the community.

ADULT EDUCATION AND THE INDIAN COMMUNITY

In addition to several religious, cultural and other organisations providing part-time classes for Indian adults, the M.L. Sultan Technical College (formerly the Indian Technical Institute) has been responsible for the provision of classes for adults in Durban and certain coastal areas stretching from Port Shepstone in the south to Stanger in the north, while in Pietermaritzburg, the Pietermaritzburg Indian Technical Institute initiated such a scheme which was later absorbed by the M.L. Sultan Technical College. This College is still continuing with its comprehensive

programmes for the education of adults in the Durban area, but in terms of the Indians Education Act, 1965 (Act No. 61 of 1965), the Department of Indian Affairs has now taken over the responsibility for effectively promoting the education of adults. Consequently the classes previously conducted by the M.L. Sultan Technical College in Chatsworth, Port Shepstone, Verulam, Tongaat and Stanger have been taken over by the Department under its direct control with effect from 1972, and those classes conducted in Pietermaritzburg have been transferred to the Department with effect from 1973.

The all embracing purpose for which such part-time education is offered is to create in every Indian South African who no longer receives full-time education, a desire, and at the same time provide him with the opportunity to enable him to become fully equipped as a useful citizen — intellectually, vocationally, ethically, culturally and physically — useful to himself, to his family, to his community and hence to his country. As a first step, the promotion of general literacy and the provision of courses ranging from class (i) to standard X in the scholastic, academic and vocational spheres have received high priority. This will no doubt include other spheres in due course. With the low fees charged of 60 cents per quarter, a boon to our people, the classes have received popular support and full advantage is being taken of this service which, it is anticipated, will be extended to other predominantly Indian areas of the Republic in the future. In this connection Education Committees at schools established in terms of the Indians Education Act, 1965 can do much in the promotion of adult education for the community.

EVALUATION OF LIFELONG EDUCATION

Education should be regarded by everyone, in spite of his station in life as a continuous, unbroken, lifelong process which personally concerns all of us. In a world "where material interests have become the main spring of action and where economic success is the measuring rod of va-

lues, individuals, classes and nations act as enemies or rivals rather than as partners; so it is seldom that man has been lonelier, poorer or more unhappy". While we think of the features and claims of the changing world influenced by the progress made in science, technology and human endeavour, we must learn to assimilate and value all that is of basic significance. It is therefore necessary to define our values and build them into our lives as our paramount objectives.

With the emphasis now placed on education by the Indian community and the progress made over the last seven years, it becomes incumbent on us as ordinary working people who are no longer in receipt of full-time school education, to reflect upon our own standards of attainment, our goals and our desires.

What are your personal objectives? Can you call yourself an "educated" person? This is not meant to be school education alone, but rather education for life and living.

One may sum up somewhat epigrammatically and therefore summarily, the educational objectives which an "educated" person should be able to answer in the affirmative:

- (i) "Can you entertain an idea?" That is, has your education, training and experience cultivated an open mind in you which can think objectively and dispassionately?
- (ii) "Can you entertain the other fellow?" That is, has your education, training and experience trained your emotions properly and is your heart open to the interests and concerns of others and responsive to the heartbeats of the world?
- (iii) "Can you entertain yourself?" That is, have you developed the inner resources of your spirit so that you need not depend all the time on the titillation of your senses from outside. Is there a segment of cultural interests in which you can find self-expression and be a person in your own right?
- (iv) "Can you participate in the productive work of the world efficiently so that you can con-

tribute something of value to society and are not a social drag or parasite?" This question is of special importance to our community who are now embarked on a programme of economic and technical development. It includes both love for work and appreciation of the dignity of labour and an insistence on high standards of efficiency and workmanship which is a practical as well as a moral asset.

We must remember that human beings would rather do something well than badly; they find happiness that way. It is of their nature to love excellence.

CONCLUSION.

One of the basic results of sound purposeful adult education, apart from the knowledge gained, is the growth in **maturity** of the human mind, spirit and understanding and the development of man's sane relationship with man involving the healthiness of his personal relationships, his sense of status in society, the possession of a reasonable and useful competence in some field and an ability to give himself freely for the sake of ends larger and better than his own selfish interest. This education should enable him to make an effort to know himself and his behaviour in society, his true needs and wants, and to approach problems with more knowledge and hope than we have now. We live in a time which has seen the full flowering of man's tools and weapon-making faculties, but it is also an age which has seen man develop as a moral and intellectual being, but at times plunged into the worst depths of destruction, cruelty and wickedness. Surely it is plain where the greatest emphasis of purposeful adult education is needed.

The 18th century poet, Alexander Pope, put it tersely and accurately in his "Essay on Man" when he says:

"Know then, thyself; presume not God to scan,

The proper study of mankind is man".

It is time we began that study in earnest. □



MUCH HAS BEEN WRITTEN and spoken about lightning. Newspapers regularly report the disastrous results of lightning striking people, houses and even cattle in the field. There is a case on record where an exceptionally powerful flash struck rocky ground and ploughed furrows totalling 250m in the interstices of the rocks, dislodging 70 tons of rock and soil. The explosive effect was estimated to be the equivalent of 200 kg of TNT.

WHAT IS A LIGHTNING BOLT?

A bolt is an electric current of as much as 20 000 to 100 000 amperes flowing between a cloud and the earth.

The dangers arising from a lightning bolt are threefold. First, there is the danger of a direct strike upon a person or animal, or on an unprotected house. It has been shown that if a person is able to sit inside a metal casing, such as a car, or under an earthed metal roof, or, in a protected building, there is no danger from a direct strike.

A person who is caught in an open field during a lightning storm should look for a safe place. Hiding under a tree can be dangerous because a tree, being a high point, may attract the lightning. However, if there is no better place available, it is advisable to remain within the vicinity of the tree, say at a distance of a few metres outside the edge of the foliage. Danger in an open field can be reduced by lying down or sitting. Metal gates, fences, pipes, upright steel poles and steel masts should be avoided. It is essential that people should not touch each other or animals, nor should they carry conducting objects between them.

People travelling on bicycles, scooters, motor-cycles, tractors and similar vehicles are afforded no protection and should alight from their vehicles and seek shelter. Motor cars, caravans and other vehicles, especially those with metal roofs, provide safe protection inside. Drag-chains, suspended from cars, which make contact with the ground, have little value.

In an unprotected house a lightning current can make its way along walls, chimneys, metal pipes or electric cords. Avoid moist cracks, fire-places under high chimneys, lamps hanging from ceilings, electric appliances, water conduits and telephones. Windows, permitting a draught to the inside, can be dangerous and should be kept partly closed. The belief that turning on lights during a storm makes the room safer is without foundation.

SECOND DANGER

The second danger is contact potential. This exists when a person or animal leans against a mast, pole or down conductor in a house. It is, therefore, dangerous to lean against a car or touch a long metal fence, while a storm is overhead.

The third danger is step potential in the ground. This occurs when the lightning current spreads over the ground. The following examples illustrate this danger: Cattle having their forelegs at a different potential to their hindlegs can be killed by ground potentials. Cases have occurred where as many as 20 head of cattle have been killed by one lightning bolt striking a nearby tree. When an animal faces a tree, its forelegs are at a higher potential than its hindlegs and part of the lightning current will flow up the forelegs and down the hindlegs, thereby passing the heart region of the body. If lightning strikes a pole or tree, in or near a paddock, a safety precaution would be to bury a conductor around the paddock and to lead it to a tree or pole.

A second example is when people touch or lean against each other, or against a pole, wire fence, water tap or carry a metal object between them. Cases have been reported where people, huddling in a hut, were killed by a nearby flash. The danger lies when people, sitting on bare ground, make contact with their hands, arms or legs, thereby enabling the current to flow through their bodies from the side of the hut nearest to the stroke and to continue from one body to another then descending to earth again at the other end of the hut.

Fire hazards are also associated with lightning currents. It must be remembered that the maximum temperature at the core of the lightning bolt is between 20 000°C and 30 000°C. Usually the discharge current rises to its peak and drops to a negligible intensity in less than one thousandth of a second, which is too short a time to heat combustible material to its ignition temperature, especially when the explosive effect has, to some extent, blown it aside.

If you require more information, the South African Bureau of Standards has drawn up a code of practice for the protection of dwelling houses against lightning (SABS 03A) as well as a code for the protection of buildings in general (SABS 03). □

(With acknowledgement to
The South African Sugar Journal)

IT IS NOT ALWAYS REALISED that South Africa is one of the most heraldry-conscious nations of the world. No municipality, district council, health committee or hospital board is without its coat of arms or badge. The same can be said of our universities, high- and primary schools. There is also hardly a sporting club, or any other club for that matter, which does not use some kind of emblem on its note paper or blazer or as a lapel badge.

All these symbols are usually called crests or badges although most of them are in fact coats of arms or, for short, arms. The difference is that a shield is an essential part of a coat of arms but that badges cannot be put on a shield. A crest is the upper part of a coat of arms, as the word already implies the part borne on a wreath on top of the helmet (although the helmet is usually left out). Although a coat of arms may have a crest, a crest is not a coat of arms and a shield should never be called a crest. It will be necessary to keep these differences in mind when dealing with the various aspects of this kind of symbolism. All are part of what is usually called heraldry although some people prefer the word armory.

It is generally accepted that heraldry originated in the middle of the twelfth century but it obviously had its roots in customs of a much older age. Among them were the decoration of shields, the wearing of painted helmets, and the use of pennons, which were not just pieces of linen chosen at random, but which formed an essential part of the accoutrement of a medieval warrior. These pennons bore emblems and signs and it is the shifting of the sign from the banner to other parts of the armour — and especially to the shield — that many consider to be the main origin of heraldry. In the medieval armies on battlefield and tournament heraldry was, therefore, a means of identifying the participants who were otherwise unrecognizable.

Obviously this could have been done in several ways. Had there been only few competitors a simple system of different colours might have solved the problem. But the knights consti-



tuted a vast body of men and, therefore, combinations of colours were tried out: stripes and the like, or simple divisions of the shields, bars, chevrons, etc. Instead of simple colour divisions many medieval knights no doubt preferred more personal symbols, such as animals or flowers, sometimes an allusion to the name of the warrior or to his supposed qualities. Nonetheless, colour remained the basis, and as these colours had to be recognizable at a distance, only bright ones would do.

Quite soon this led to a restriction of colours to two metals and four tinctures. The metals are gold and silver termed in Norman French or and argent; the tinctures are: gules (red), azure (blue), vert (green) and sable (black). Purple (purple) is also used in some arms, mainly British. The metals gold and silver are usually represented by yellow and white. There are no other colours used in heraldry except as regrettable innovations mainly in German coats of arms. The sole object of the colour rule was and is to avoid arms becoming ambiguous: they should be clear and easily recognizable at a distance. For the same reason the charges or figures must be simple and stylized. If they cannot immediately be re-

cognized for what they are they fail in their purpose.

Starting in the circles of the circle of the highest nobility, the use of coats of arms soon spread to the lower layers of feudal society. The development did not stop there, but ultimately heraldry also entered the city gates and ordinary burghers started to adopt armorial bearings. Under Roman Dutch law this became the inalienable right of every free burgher in the Netherlands. The purpose remained the same: a means of identification in a world that lived by colour and sign and was to a large extent illiterate.

It is a long story and quite outside the scope of this article to discuss how coats of arms, which were at first personal, became family symbols and also attached themselves to territories, towns and corporate bodies. Universities soon followed and it is no doubt from them that school arms developed later. Today such public coats of arms are often better known than the arms of families. In the democratic times in which we live there is not much scope for ordinary people to use their family coats of arms except on book plates, signet rings, engraved silver and the like. For the arms of public bodies on the other hand there are countless opportunities for display. Their use for decoration adds an air of gaiety, they engender pride and are less controversial and of more permanent significance than other daring and original forms of art for which it is much harder to find the necessary approval of school committees and parents associations. Also to be mentioned is the use of heraldry in the designing of stained glass windows for commemorative purposes and in the presentation of gifts and honours to individuals and certificates to pupils.

School arms usually consists of a shield with emblem only. Sometimes a knight's helmet with wreath, crest and mantling is added and a motto put on a scroll underneath. For primary schools this is probably already too much and a shield with motto should suffice. Even secondary schools do not often adopt helmet and mantling, let alone supporters: animals to

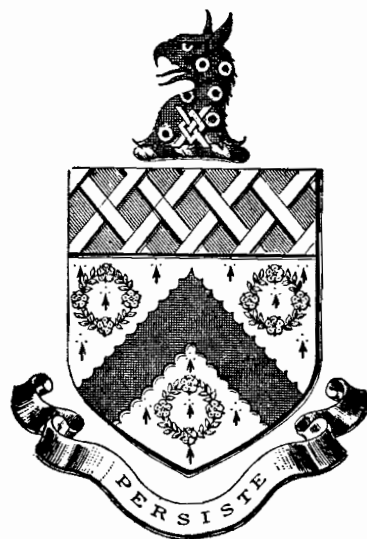
the left and right of the shield seemingly supporting it.

In the nature of heraldry such a shield is the symbolic representation of the school and it is, therefore, a pleonasm and quite unnecessary to add the name of the school to it. The pupils and the local community know for what the emblem stands and outside that circle the name of the school means no more than the arms. Leaving out the name of the school also gives the blazer more dignity and style. One has only to look at those of old established schools to be convinced. Few of them ever mention their name: their arms are sufficient.

There is in South Africa also a persistent belief that the arms and blazer should be in the same colours. This is a misconception. On the contrary different colours make it possible to recognize the arms more easily: the shield stands out clearer and better. Striped and colourful blazers are rapidly going out of fashion in any case and are being more and more replaced by blazers of one colour, mainly dark blue or grey. This no doubt adds to the dignity of the school. School "colours" have also lost their meaning in another way. So many schools have now registered such colours that it has become impossible to register any combination of colours that has not already been registered before. The Heraldry Council which is the governing heraldic authority in the country is, therefore, most reluctant to register any more. This also applies to school ties. The future blazers will be plain, and the ties will show a pattern of the school arms.

Another problem is symbolism. When a new school starts and an emblem has to be designed the tendency often is to overload the design with symbols. An open book has to symbolize learning and a torch the enlightenment that (we hope) follows. The school will have only active and diligent pupils and all that has to be symbolized also. Unfortunately or fortunately those qualities should apply or should be desirable for every school in the country and the world at large. Consequently school arms bearing such symbols can be

counted in their thousands and it is literally impossible to try any combination of them that has not already been devised many times before. The Heraldry Council, therefore, decided not to accept such overworked symbols anymore unless in exceptional circumstances.



Coat of arms consisting of shield, crest and motto.

What should be chosen instead is some local symbol, a play on the name of the farm or estate on which the school is established or of the community which it serves to which, if unavoidable, can be added something symbolizing the old virtues, but in a more original manner. The arms need not necessarily be a mirror of the aspiration of the school which are, as everybody knows, to educate its pupils in the best possible way. They simply are a means of identifying the school among thousands of others with the same aspirations. A coat of arms in which there is no symbolism at all but which is striking and easy to remember is, therefore, far better than a device which can be explained in great detail but fails to stand out in any way and may easily be mistaken for any other.

It is not at all necessary to have a motto but it seems that no school in our country can do without. In this field originality is practically impossible many schools having a motto of the Ora et Labora variety. Should

a motto be necessary let it in any case be a short one. In my experience a school motto is seldom the expression of the real spirit of the school but more often not more than a pious hope. How can it be otherwise as most mottoes are chosen before any pupil has registered? When a school is unilingual the matter is less complicated than in a bilingual school. A motto in two languages is unheraldic and should be avoided at all cost. In such cases a Latin motto solves the problem and offends nobody. The objection often heard that primary school children cannot understand Latin (do high school pupils?) has little real meaning. The motto has only once to be explained to them and they will know for ever.

These are some of the basic problems regarding school arms. Once the symbols are chosen there is the matter of presentation. One of the fundamental rules of heraldry is that metals should not be placed on metals and tinctures on tinctures. In other words a red lion should be on a field of gold or silver and not on black, blue or green, and vice versa. Another rule is that the symbol or charge should be bold and fill the space available as well as possible. Charges should also be stylized: the essentials stressed and the non-essentials left out. Extreme examples are the representations of lions and eagles in heraldry. They have no resemblance to their natural counterparts but are much easier recognizable. Heraldry is a decorative and symbolic, not a natural art. There are also no shades of colour: red in a coat of arms remains the same red wherever applied and the same applies to other colours and metals. Colours should also be vivid, not dull.

Heraldry is an art and a discipline with a history of eight centuries and books and periodicals on the subject could easily fill a large library building. It is thus obvious that anyone who starts designing a coat of arms should at least master one of the many handbooks and look at other arms to get the necessary "heraldic feeling". Besides its utility value the study of heraldry is very absorbing and enriching in itself.

A WOMAN'S WORLD

Dr. Devi Bughwan

DR Devi Bughwan, who was awarded a doctorate in English by the University of South Africa for her thesis entitled "An investigation into the use of English by the Indians in South Africa, with special reference to Natal", achieved the distinction of becoming the only Indian woman in South Africa to obtain a doctorate in English.

Dr Bughwan obtained her primary and secondary education in Durban. She continued her studies at the University of Fort Hare, where she obtained her B.A. Degree. Her career as a teacher started at a primary school in Durban and she later taught for five years at the Clairwood Indian High School, which was the first co-education high school for Indians in Durban.

Whilst teaching Dr Bughwan continued her studies on a part-time basis at the Natal University and

obtained her M.A. and B.Ed. degrees. She later did a three year Speech and Drama degree at the same university.

Dr Bughwan is keenly interested in Drama. In 1961 she took part in the American production in Durban of "King of the Dark Chamber" and in 1963 she was awarded a British Council Scholarship and spent a year studying in the Drama department at Bristol University and the Bristol Old Vic School. During this period she took part in two television plays

and a number of other productions. She obtained her L.R.A.M. diploma in Speech and Drama.

Dr Bughwan is married to a well-known Durban photographer and has three grown up children, two sons and a daughter.

She joined the staff of the then University College for Indians in 1966 as a lecturer in English and is still in the service of the University of Durban/Westville as Senior Lecturer in the Department of English.



Heraldry

(cont. from page 14)

A word should also be said about the official side of heraldry. This is governed by the Heraldry Act of 1962 which brought into being an official Bureau of Heraldry under the State Herald and a supervising Heraldry Council. All coats of arms may be registered with the Bureau: they are judged by the Council or its

Coats of Arms Committee and, if approved, "granted" by the State Herald. A very attractive certificate with the arms in full colours is issued and the arms are in this way protected by law. However, the State Herald only registers, he does not design coats of arms and so one has to put a completed design before him. Having such an Heraldic Authority created by law puts South Africa in a unique position among the countries of the Southern Hemisphere. The older countries of Western Europe all have their heraldic

organization since times immemorial. To the best of my knowledge in Africa only Kenya has followed our example and has appointed a State Herald.

Those who want to make a real study of the subject may join the Heraldry Society of Southern Africa, established in 1952, which publishes a quarterly journal Arma. There is, therefore, no excuse for bad heraldry in South Africa. On the contrary, for those who want it expert advice is usually readily available. (With acknowledgement to "Alpha")



PORT SHEPSTONE

its indian community

This is the series of

L. LEY
Department.



PORT SHEPSTONE is the largest town on the Natal South Coast, about 160 kilometres from Durban and is the main town in the magisterial district bearing the same name. According to the 1970 National Census, the District of Port Shepstone has an Indian population of 8 596 of which 4 285 are males and 4 311 are females. The main concentrations of Indians are to be found in the urban areas of Port Shepstone itself (1 975) and of Marburg (3 172) while the remainder live in the rural areas of the district. Port Shepstone and Marburg are the commercial and industrial centres for the agricultural area of the South Coast region.

ORIGIN

The origin of Port Shepstone takes us back to the year 1552 when a Portuguese ship carrying slaves was wrecked off the coast. Thus the first white people to see this beautiful country were the slave merchants from Portugal. In 1554 the survivors of yet another shipwreck found these earlier survivors living contentedly amongst the natives of the Umzimkulu. Before Port Shepstone received its present name it was commonly referred to as UMZIMKULU, a Zulu word which means "The Big Kraal" which refers to the 'multitude of creatures, visible and invisible, that

lived between the banks of the Umzimkulu'.

A significant milestone in the early history of Port Shepstone involves the famous Dick King who crossed the Umzimkulu in 1842 during the course of his famous ride to summon aid when the Voortrekkers besieged the English forces at Port Natal. In 1843 Natal became a British colony and Henry Francis Fynn set up a kraal on the Umzimkulu Bluff. The land around this area remained unsettled and was known as "no-man's-land" until 1865 when it was incorporated into the colony of Natal as Alfred County. Two years later in 1867 saw the creation and establishment of an area called SHEPSTONE after Theophilus Shepstone. The Natal Government assisted in the development of a harbour on the mouth of the Umzimkulu. Thus it came about in 1893 that the harbour was created a full fiscal port and named PORT SHEPSTONE. Unfortunately this had a very short life although a regular service between Durban and Port Shepstone had been instituted.

The silting of the Umzimkulu River mouth became a problem. The maintenance costs in keeping the mouth open rose steeply and eventually the further development of the harbour was abandoned and it was subse-

A simple but very attractive foyer with wall-to-wall carpeting is part of the imposing new Taj Hotel. The Manager of the Hotel is seen booking in a visitor.

Lunch time for the pupils of the Port Shepstone Indian High School.

Port Shepstone boasts of well stocked markets which are frequented by residents and holiday-makers.



quently closed. The sea-wall disintegrated and today the port has ceased to be, except in name.

EARLY EXPANSION AND GROWTH

Port Shepstone then entered a period of growth and expansion. At the turn of the century the Umzimkulu Sugar Estate and the Barrow Green Tea state were established. The discovery of immense deposits of lime and marble a short distance up the river led to further development and expansion.

It was about this time that the first Indian settlers came to Port Shepstone.

In December 1913 Port Shepstone affirmed the status of a township and became a Borough twenty one years later.

INDIAN SETTLERS

Before Indians settled in Port Shepstone in large numbers, there were a few early concentrations of Indians in the Langalibelele, Umbango-Marburg, Oatlands and Izotsha areas. They were mainly banana farmers and up to the present time this area of Natal supplies some of the best bananas for the local markets. Sugar cane is also grown and taken to the Umzimkulu Sugar Mill.

As Port Shepstone began to develop as a commercial and light in-

dustrial centre, more and more Indians began to settle in the town and were gradually integrated into its commercial and industrial life.

Port Shepstone not only serves as a focal point for the surrounding areas, the law courts, the banks and the larger commercial enterprises, but also for the Provincial Hospital which has a large section that caters for the needs of the Indian people of the area. Several Indian doctors and attorneys have established their practices in the town. The Port Shepstone area has a total number of 97 Indian sugar cane farmers with an annual output of 50 000 metric tons of sugar cane.

The Umzimkulu Indian Sugar Mill Group consisting of the Indian sugar cane farmers is an affiliate of the Natal Indian Cane Growers Association whose headquarters are based in Stanger on the Natal North Coast. Mr Y. S. Chinsamy a member of the Executive Committee of the South African Indian Council is the President of the Association.

EMPLOYMENT:

COMMERCE AND INDUSTRY

The Indian section of the community is represented in most of the commercial and industrial undertakings in Port Shepstone and plays an important part as employer and em-



This attractive double storeyed dwelling with a commanding view situated in Albersville is the property of one of Port Shepstone's merchants.

ployee in the economic life of the area. White manufacturing industries attract about 55% of Indian men and women; the retail commercial sector 21% and catering 17%. While traditionally the Indian has found employment in commerce and catering, the swing towards manufacturing industries and recently the building industry may have been encouraged by the attractive wages offered in these areas of employment. It is also interesting to note that young Indian women after high school training are finding gainful employment in shops and offices.

The future seems bright as the prevailing commercial mood in the Port Shepstone area shows a growth in the economic potential which appears to be rising faster than it did in the past. The steady growth in the commercial sector seems to confirm this.

These expectations are based on:

1. The central location of Port Shepstone and Marburg in relation to the rest of the district.
2. The influx of population in the area and the steady demand for housing.
3. The expected improvement in communications — electrification of the railways and the modernisation of the national road and bridges.
4. The industrial expansion in the district.
5. The growing popularity of Port Shepstone as a holiday resort.
6. The general improvement of the South African economy as a whole.
7. The progressive attitude of the people of Port Shepstone.

MARKET

One of the facilities offered in the town, is the municipal market

where fresh farm and garden produce are sold. This has encouraged even large sugar cane and fruit farmers to diversify their farming operations by setting aside portions of their land for vegetable production. The small market gardeners with small farm holdings in the outlying areas produce most of the fresh vegetable and fruit required.

LOCAL GOVERNMENT PARTICIPATION

Towards the middle of 1972, a Local Affairs Committee was established. While the five members of the first committee were nominated by the Administrator of Natal, Mr G. P. Govender, the Principal of the R.A. Engar Memorial School was elected its first chairman, and Mr I. M. Bux as Deputy Chairman. The other three members are Messrs M. M. Desai, S. P. Pillay and B. L. Maharaj.

This committee like all other Local Affairs Committees works in the interests of the Indian people of Port Shepstone in close liaison with the local authority of Port Shepstone. Similarly the Marburg L.A.C. works in close liaison with the Marburg Town Board.

SPORT AND RECREATION

Port Shepstone can boast of a very active and interested Indian community. A well laid out sportsfield with changerooms is the venue for the Soccer and Cricket Associations of the Lower South Coast both of which have their headquarters in Port Shepstone. These codes of sport are well organised and matches are played on the league and knock-out system. Tennis, tennisette and table tennis are less well organised but are played competitively at school level. Last year the Table Tennis Union was revived.

The Theatre Academy of Port Shepstone takes care of entertainment. Plays are produced annually and are well received by the appreciative community. In addition to this the schools in the area hold annual variety concerts. For the up-and-coming younger generation dances and band contests are held regularly.

A recently established amenity in Port Shepstone is the new Taj Hotel.

The first of its kind in the area for Indians, the hotel is modern in every respect and caters for all tastes. An interesting feature of the building is the motel type of bedroom accommodation.

The Casa Cinema situated in the Albersville area caters for the cine-magoers.

WELFARE

Today, the most important welfare organisation is the Port Shepstone Child Welfare and Benevolent Society which is a registered welfare organisation comprising prominent and dedicated members of the Indian community who offer their services voluntarily in the service of the less fortunate among them.

The Society is doing magnificent work and depends a great deal on the assistance of the community both financially and morally.

The Port Shepstone Care Committee of the Friends of the Sick Association has been in existence for twenty-eight years. The committee enjoys a very active membership of both men and women who supervise sixteen TB cases.

RELIGION AND VERNACULAR EDUCATION

The most prominent religion among the Indian townsfolk is Hinduism. The main linguistic groups, i.e. Tamil, Telegu and Hindi have their own associations and prayer groups. The Telegu speaking community is presently engaged in the erection of a community hall. The Port Shepstone Tamil Association will begin with its Temple and Prayer Hall project soon and the Arya Samaj has its own Prayer Hall in Marburg.

Vernacular Education is not neglected and classes are conducted at the normal day schools after school hours. The Muslim community has its own mosque in the town and vernacular classes are conducted in the afternoons.

There is a small Christian community belonging to various denominations.

TRANSPORT

Transport has eased tremendously today due to modern, efficient and fast methods of travel. Railways, buses, taxis and motor cars carry the daily commuters to work and back.

With the establishment of an airport at Margate travel to Port Shepstone from other areas presents no problem.

EDUCATION

The first school for Indian children in Port Shepstone was opened on August 4th, 1914 mainly through the efforts of a small Indian Committee with Mr I. Vahed as Chairman and Mr R. Moodley as Secretary. The building was in Reynolds Street. It was rented at R4.00 per month and there were 32 pupils on the roll. The school was run by the St Aidan's Mission.

In October 1914 Rev. A. A. Bailie, Superintendent of St Aidan's Indian Mission met the School Committee and financial matters were arranged. The school then moved into new premises on August 24th 1915.

By May 1917 the enrolment had risen to 44. On April 29th, 1921 the School had come under the care of the Wesleyan Indian Mission.

The Port Shepstone Hindu Educational Society with Mr P. Pillay as Chairman and Mr R. Moodley as Secretary was formed in 1926 to provide a suitable school building for the growing Indian population. The

Society purchased an old blacksmith's shop. This double-storeyed building was converted into a fine school with 3 large classrooms, a hall and a wide porch which was later developed into two additional classrooms. By end of July 1932 the enrolment was 205.

In July 1935 the school moved to new premises provided by the Government. This school situated in Smuts Avenue was an Old Government Hospital. Mr D. E. Mitchell, M.P., who was then a Member of Provincial Council officially opened the School on August 31st, 1935.

Through the kind generosity of the late M. K. Desai, a prominent businessman, a large classroom was added to the main building at a cost of R500 in August 1944. In 1946 the Indian Community added another classroom to the existing building to accommodate all children seeking admission.

Standard Seven Classes

Secondary classes were started for the first time at the Port Shepstone Indian School in 1960. Some 87 students sought admission. Prior to this children wishing to continue their studies beyond standard 6 travelled to

The front view of the newly built Taj Hotel. A unique feature of the hotel is the motel type bedroom accommodation.





The end of another day for the pupils of the Port Shepstone Indian Primary School.

Umzinto Indian High School which is about 80 km away.

New High School

Eight acres of land belonging to Mr M. K. Desai were bought by the Provincial Administration of Natal for the erection of a New Indian High School. A double-storeyed school comprising 13 classrooms including a biology room, a library and a domestic science room was occupied on 30th January, 1961. Further additions saw the building of a new administrative block, 10 new classrooms, spacious laboratories, a lecture theatre and a modern Domestic Science centre.

Today the enrolment stands at 670 with a teaching personnel of 29. The classes range from standard six to ten.

In addition to the high school there are two other primary schools catering for the educational needs of the Indian Community. The Port Shepstone Indian Primary School, a new school built by the State and officially opened by Mr G. Krog, Deputy Director of Indian Education on 22nd March 1969, has an enrolment of 737 and the class range is class I to Standard V. The Jai Hind State Aided Indian School situated in close proximity to the high school was erected

through the efforts of the Port Shepstone Hindu Educational Society in 1951. The school which has 410 pupils, has classes ranging from Class one to Standard Six. The three additional classrooms and a multi-purpose room were erected last year and are already in use. This was made possible through public donations.

The R.A. Engar Memorial State Indian Primary School situated in Marburg caters for the school-going children of the area. The present roll of the school is 332.

There are 81 teachers in the High and Primary schools in Port Shepstone.

EVENING CLASSES

In the early 60's classes were organised under the aegis of the M.L. Sultan Technical College to enable adults who are employed during the day to attend classes in the evening. A variety of courses were offered, some of the more popular of which were Afrikaans, English, Commerce, Accountancy and Domestic Science.

In 1972 the Education Division of the Indian Affairs Department began adult classes with the Port Shepstone Indian Primary School as the centre. Numbers had to be limited as there was an unexpectedly large number enrolling for Typewriting, Accountan-

cy, Afrikaans and Dressmaking.

THE FUTURE

We have here a community fully appreciative of its responsibilities. Evidence of this can be seen in the many welfare services provided by the Indian Community for its own people. In the absence of pre-school facilities, the local Indian Child Welfare and Benevolent Society has established 2 pre-school enrichment centres. In 1972 no less than 60 children were trained for school readiness by ladies who were given a crash course by Mr Lloyd of the Springfield College of Education. These ladies give their services free of any charge. It is hoped to bring this school readiness programme to every child in the area during the year preceding the child's enrolment at normal school.

Presently Albersville and Marburg are proclaimed Indian areas and both have their own Local Affairs Committees. Port Shepstone has already appointed an Indian Clerk to work in close collaboration with the Town Clerk. The eventual amalgamation of Albersville and Marburg into one Indian complex with its own management committee is an ideal which many Indians of the two areas look forward to. □

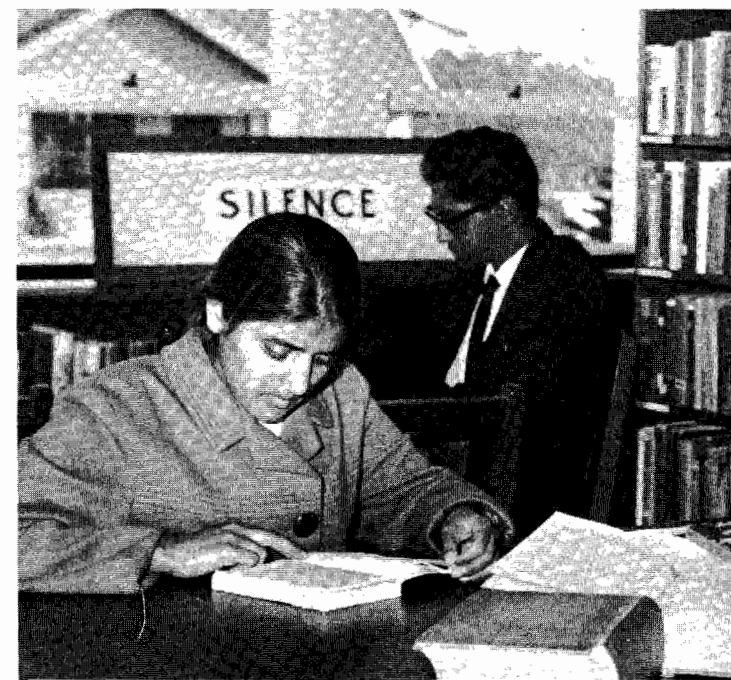
Reading for Leisure

NO MAN IS A FULL MAN if he lives by work alone, however splendidly he organises and controls it or, however much he enjoys it. Work must inevitably become routine, and routine can destroy one's soul unless it is complemented by interests beyond one's work. An important aim of education is not only the inculcation of the acceptance of the dignity of labour but also of a respect for leisure and the preparation of the young for its proper use and enjoyment.

The Greek word for school is also the word for leisure. Sadly, with an alarming number of us today School is Work; and Leisure is Play. This is a false dichotomy. Real education continues long after the formal instruction in school has ended. This is easily appreciated when a comparison is made between a pupil in a particular standard and adults who have had no formal education beyond the standard the pupil has reached. Most adults are infinitely superior in many respects because they have gained immeasurably from their experience — from merely living. This difference will be noticeably greater if the adult has made profitable and wise use of his leisure as well. The calibre of a man can very often be assessed by his leisure time activities.

As a leisure time activity reading offers the greatest good to the greatest number. One is always intellectually and spiritually the better for reading a good interesting book even if it is just for an hour. There can be no doubt that reading is one of the most rewarding of all leisure time activities. An Arab proverb says: "The ink of the scholar is as precious as the blood of the martyr."

Reading as a leisure time activity assumes a further dimension of im-



Two people engrossed in their books.

portance when one considers the principle of pleasure. In this day and age of spiralling costs it is the wise man who will always see that he gets value for his money. No entertainment is so readily accessible and so cheap as reading, nor any pleasure so lasting. There is no other leisure time activity that offers so much for so little to so many.

Present day reading habits need careful scrutiny if we are to guard against certain fallacies. Even in the matter of what one may regard as simply leisure time reading, one must be selective. It is not correct to assume that the greatest benefits are derived from reading what one enjoys. For the moment the light "blood and thunder stuff" or the popular picture-story book will probably give greater joy and satisfaction as they require a minimum of effort. But as the reading habit is cultivated and

flourishes the balance will be in favour of the book of literary merit — the book that can be termed "good literature".

Another misconception is the interpretation we put on the principle of "reading for relaxation". All too often then reading becomes a very passive process at the end of the day, which ushers in slumber but contributes very little to relieving tensions and refreshing spirits. Merely to run the eyes over the lines and see without understanding is effort put to waste. If the activity is to be a worthwhile one we must exercise the reason and the imagination. The reader must be involved in activity on an intellectual plane.

When "Reading as a Leisure Time Activity" is considered in this light there is little denying that "Reading maketh a full man". □

BRICK WORKS at PIETERMARITZBURG

SOME years ago the Moosa Brothers — Ismail, Goolam Hoosen (commonly known as Pat), Suleman and Abbas (who recently died under tragic circumstances) joined forces with their sister, Ayesha, brother-in-law Ismail Jaffer and went into the chicken farming business. Their experience in business was indeed varied. Pat had been conducting a transport business, the others managed a butchery, a bus service and the building of houses!

A small farm of 38 acres was purchased some 10 kilometres from the city centre on the Greytown National Road after which construction of the necessary buildings was com-

menced. Within a short time their flock numbered some 26 000 birds but their biggest problem was a constant supply of water.

To obtain a reliable supply of water a borehole was sunk on the property. It soon became apparent that the clay from the borehole was of a type highly prized for brick-making. To check the extent of clay available the borehole was sunk to a depth of over 100 metres. Although the supply of water from the borehole was more than adequate, the quantity of clay exceeded all expectations. The people living in the vicinity, incidentally, are allowed to draw their water requirements

free of charge from the borehole.

The Moosas soon realized the enormous potential of the unlimited quantity of clay and decided that one day they might consider the construction of a brickyard.

The building boom of 1970 and the acute shortage of bricks precipitated the issue and during 1971 they decided to enter the field of manufacturing bricks. Arrangements were made for the importation of expensive and modern brickmaking machinery from Italy. Engineers and a surveyor came to South Africa to supervise the installation of the imported machinery. Building had to be constructed to house these machines



Pat Moosa in front of the brick cutter.



Workers stacking wet bricks from the conveyor belt onto pallets.

and the drying sheds. Pat Moosa working virtually on his own managed this part of the work whilst Ismail Jaffer attended to the setting up and maintenance of the newly installed machinery.

It was a genuine family venture with members attending to the earth-moving machines, hysters, change and dressing rooms, conveyor belt systems and the thousand and one other items that were necessary. The inspiration behind this massive construction was provided by the friendly and hard working Ayesha.

Modern brickmaking is a far cry from the days when the clay was dumped by hand into moulds which had to be turned upside down to release the bricks, to drying in the open and firing under all weather conditions. Today it is a highly sophisticated operation requiring expensive machinery and scientific methods of production.

At the factory of the Moosa brothers which is known as the Crown Brick and Tile the raw material is poured into a bin at ground level, where conveyor belts carry the shale to the first crusher which breaks up the supply into a coarse grit of approximately one centimetre. This material is carried along another set of conveyor belts to the first set of rollers where there is a further break up of the shale to an overall size of

4 mm. The crushed clay falls directly into the Number One mixer where water is added. A third conveyor belt feeds this mixture to the second set of rollers which pulverises the clay to its final consistency.

The wet clay is now in the final stages of preparation. More water is added if needed before a worm drive in the extruder forces the material in one continuous slab to a cutting machine along the line. The clay slab is sliced into bricks that are moved along a final conveyor belt past a gang of Bantu workers who stack the wet bricks onto wooden pallets for removal to the drying sheds.

When the raw bricks have dried sufficiently they are stacked in kilns of up to 40 000 on open ground for firing. The method of firing with coal is effective but causes air pollution which is a problem. The Moosa Brothers have plans afoot to solve their air pollution problems. Arrangements are being made for the installation of Hoffmann oil-fired kilns. These firing devices will cost in the region of R250 000 but the end product will be of a high quality and production will not depend on local weather conditions. It is hoped that these modern kilns will expedite production of the bricks and solve their air pollution problem. At the same time efforts are being made to in-

stall machinery to raise the speed of drying the raw bricks. Brickmaking is one of those industries that needs artificial means to increase production.

Although over R300 000 has been invested in machinery the end is not yet in sight. The optimistic Moosas believe that at least a million rand will eventually be invested.

Hand in hand with brickmaking goes the making of tiles. The variety of tiles in demand is very great. Besides clay tiles, there is a growing market for cement tiles. Ismail Jaffer is at present busy negotiating for the purchase of modern machinery for the making of all types of tiles, especially cement roof tiles. It is expected that a further R50 000 will be invested in this branch of the industry.

At present the demand for bricks, according to Pat Moosa, is on the increase and numerous inquiries have been made about when supplies will become available. The Moosas feel that they will have to stockpile bricks before they are made generally available to the public. The demand locally is tremendous and the family have every confidence that there will be a ready market for their products. Initially about 50 000 bricks per day will be manufactured. This quantity, it is hoped, will be increased eventually to 100 000 to 120 000. □

"Depart to serve better thy country and thy kind"

By
M. HEAN

Head of the Technical High School
M. L. Sultan Technical College

TECHNICAL High Schools date back to the early part of this century in South Africa and it stands to their credit that since their conception they fully realised the hopes those early founders had for the vital role they would play in providing a very necessary, but different type of high school education.

CURRICULUM

Once it has been established that a young man's interests lie in the technical field it can only be to his advantage to enter a Technical High School for his secondary education and he should be discouraged from entering a purely academic or commercial biased school (which is very often done) before switching to a Technical High School.

The grades or "streams" at a Technical High School provide for students with differing standards of academic ability and at present we have:-

- (a) Practical Course
- (b) Standard Grade (Senior Certificate course)
- (c) Higher Grade (Matriculation — University entrance).

With the wide choice of Technical subject matter in these three different courses of study available, it is ensured that every possible door is open to the student. The advantages are obvious when one considers that a late developer can move up from the Practical grade to the Standard or even Higher grade and those students with a high standard of academic ability who enter a

Technical High School are automatically placed in the Higher grade class.

The basic curriculum of English, Afrikaans, Mathematics, Physical Science, Technical Drawing, Trade Theory and Workshop Practice is a course very similar to some obtainable at a comprehensive type high school, with the exception of the specialist trade subjects. The options at present on offer in the trade subjects at the M. L. Sultan College's Technical High School are:

Plumbing & Sheetmetalwork
Radio
Fitting & Turning
Woodwork
Brickwork
Welding & Metalwork
Motor Mechanics
Electrical

with Motor body repair work and Upholstering to follow in the near future.

Because Trade Theory cannot be taught purely as a theoretical subject every student is given practical training in a workshop which provides him with insight into the intricacies of his trade subject.

In the workshop of the M. L. Sultan Technical College where, at present, the eight different trades indicated above are taught, the training given is designed to cover as wide

a field as possible in the trade chosen by the student. To begin with basic handling of tools and simple setting out is taught in an effort to develop manual dexterity. Later, simple but useful projects are made which the students are allowed to take home at the end of the year.

The idea of "Project Work" is to avoid, at all cost, the possibility of a student simply going through the process of workshop training without a definite aim or objective. Projects involving useful articles, are carefully graded, leading up to a stage where senior students with proper guidance are able to produce reasonably complex articles which pass the scrutiny of a skilled artisan.

In addition to Workshop Theory & Practice there is a further "Specialist" subject which is Technical Drawing, where the pupil is taught "Draughting". This enables him to "read" drawings or in the more advanced stage to prepare working drawings of the type used by technical men in industry. The method of representation is very specialised and universally adopted by those employed in the technological field throughout the world.

As is the case with the Workshop Teachers, the staff employed to teach Technical Drawing are all highly qualified specialists with a wealth of industrial experience behind them.

The misconception whereby Technical High Schools are confused with Trade Schools is very common and it would benefit all concerned if pa-

rents, and the public as a whole were made aware of the real function of a Technical High School.

The old Trade School idea where the academically weak students spent more time on practical training in the workshop than they did on academic work in the classroom has faded completely from the educational scene and today under the new differentiated scheme of education this type of student is placed on the Practical Course which is conducted in the normal Technical High School, or Comprehensive High School.

A closer look at the title of this article gives a hint as to what a Technical High School education means. "High School Education with a Technical Bias" is possibly the nearest definition and "High School" is the operative word. As with other high schools the object is to give a boy a sound and well balanced education to prepare him for adult life.

Technical High Schools

DO NOT

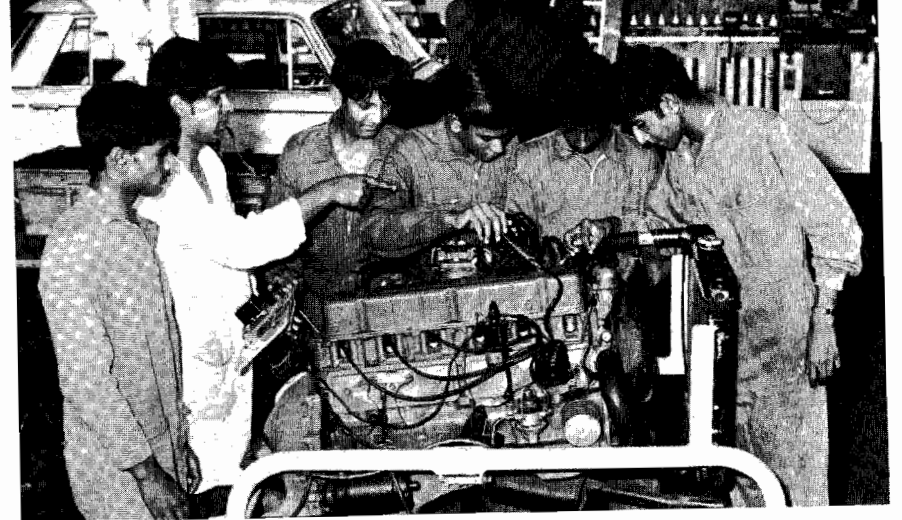
- (a) Train young men to be artisans in a trade.
- (b) Enrol boys as apprentices.
- (c) Provide training at Technician level.

THEY DO

- (a) Give a sound, balanced education in accordance with the aptitude, interest, and ability of the individual.
- (b) Prepare young lads to take their place in the world, whether they want to become engineers, technicians or artisans.

Although young men who have completed an academic or commercially biased high school education are at liberty to embark upon a course of Technician training or to enter the trades as apprentices, the benefits derived from a Technically biased high school education are numerous. Some of the advantages not readily realised are:-

- (i) Other than the languages, subjects taken closely resemble those offered to Apprentices and have a strong link with Technician training and the University.
- (ii) The greater prospect of the pupil obtaining an apprenticeship in the trade of his choice



High School Students in the motor Workshop.

owing to the close contact Technical High Schools have with industry.

- (iii) A student who has seen eight different workshops operating and has spent some time in one or possibly two of these is better able to decide where his interests lie, or better still, is more qualified to decide on what he is definitely **not** interested in.
- (iv) Additional remission on the period of apprenticeship for boys obtaining Technical Junior, Intermediate and Senior Certificates.

Employment opportunities available to students taking the three different courses obtainable at a Technical High School are:

- (a) The Practical or Vocationally orientated course caters for the lads who are interested in a Technical career but have little

or no aptitude for the purely academic type of subject. The course ends at Std. VIII level and allows those qualifying to start an apprenticeship in the trades of their choice and leads to Artisan status and with further study at a Technical College these men may become Technicians which means enhanced status and a very comfortable living.

- (b) The Standard Grade source at a Technical High School leads to the Senior Certificate. With this certificate it is possible to embark upon a Technician course at the M. L. Sultan Technical College for Advanced Technical Education which ensures, for the well trained specialist, a lucrative position with the appropriate status.

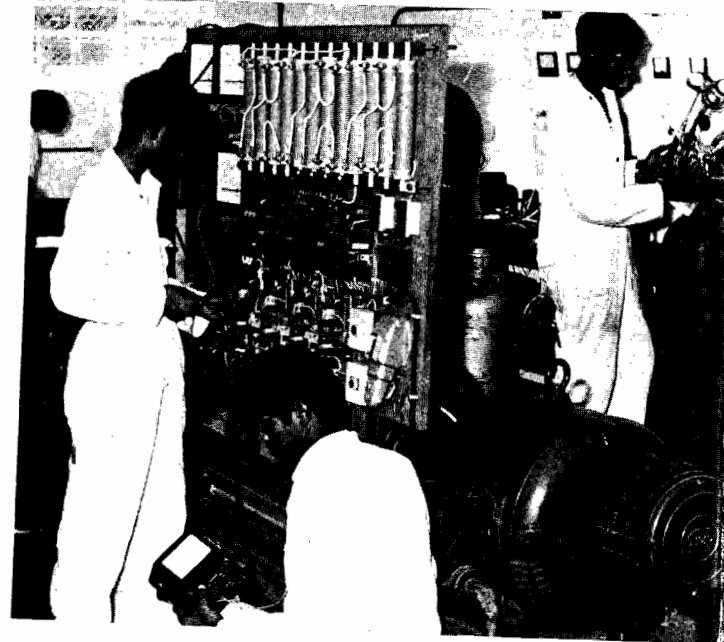
Boys who leave school before completing the Senior Certificate may enter the trades as an

A technical drawing class in progress.





A standard IX group in the woodwork shop.



Workshop practice for electricians

apprentice.

(c) The Higher Grade course which provides for University entrance allows for admittance to University for a degree course in one or other of the professions in the Engineering or Building industries. The Professional man enjoys the highest possible status and is paid accordingly, but it must be pointed out that opportunities for professional men are limited in the industries mentioned as can be seen from the "pyramid of labour" which has a very broad base of skilled artisans, with a very much smaller group of technicians over them and the very few, but select group of professional men forming the pinnacle.



VOCATIONAL TRAINING

The training of the very large artisan and technician groups takes place outside the university and in the spectrum of technical institutions, which provide tuition for this adult group, we have:

1. The Technical College — (more commonly known as the Apprentice School) where lads in full-time employment are sent to further

their education. The subjects taken have a strong technical flavour and vary to suit the individual requirements of the men from the various trades. Only Classroom or "theoretical" work is given at these classes as it is the responsibility of the employer to cater for the practical side of the training.

The vast majority of those attending classes are compulsory students who are registered apprentices and sent by the employer who is obliged to pay the student his normal salary in addition to his tuition fees whilst on a course.

Because of the full-day, intensified nature of this course which is conducted over three months when the student is released from his normal work, they are called "Block Release Classes".

An apprentice can have his four years contract of apprenticeship reduced by as much as 2 years and increase his earning by up to R5,00 per week in certain trades by attaining further technical qualifications while attending "Block Release Classes" at a Technical College.

2. Colleges for Advanced Technical Education — where post secondary training is offered in a vast number of courses to young men who are in possession of a Senior Certificate. For those interested in a career in the Technological sphere the choice is very wide and prospects for the future are excellent. Some of the

courses at present on offer at the M. L. Sultan Technical College's Department of Technology are:

National Building Draughtsmans Certificate

National Certificate in Site Surveying, and the

National Diploma Courses for Health Inspectors

Civil Engineering Technicians

Medical Technologists

Chemical Technologists

With the demand for more and more trained men of this nature the M. L. Sultan Technical College in its attempt to keep apace with developments is preparing for the future by planning technological and paramedical courses such as:-

Water Technology

Optometry

Food Technology

Orthopaedic Technicians

Super Technology, etc.

EMPLOYMENT OPPORTUNITIES

The flourishing economy of our country with its attendant demand for more and more skilled men has created a situation where the young man of today who is prepared to enter whole heartedly into one of the many training schemes available to our youth, can provide for a future in any of the lucrative, interesting and satisfying careers available. The demand for school leavers by public institutions and industrial or building organisations wanting apprentices and Technicians has skyrocketed in recent years, and a study of the

comparative enrolment figures from the Apprentice School of the M. L. Sultan Technical College proves the point.

With a mere handful of apprentices in 1959 the Apprentice School enrolment increased to 175 in 1969, then to 530 by 1971, and calculated enrolment for this year (1973) is 708 students.

As can be seen from these figures it would not be unreasonable to expect the number of apprentices attending classes to reach 900 by 1975 and possibly 1 400 by 1980.

Twenty years ago the only Indian apprentices or "trainees" were those in the Furniture Industry. Ten years ago it was the turn of the Building Industry to begin recruiting Indian youths on a large scale in an endeavour to meet the demands being placed on their growing industry and today as our country becomes more and more industrialised it is the turn of the Metal and Engineering Industry to call on the Indian youth of South Africa to come forward and offer themselves for training.

Engineering firms which until very recently had never considered employing Indian youths as apprentices in the trades of Fitting, Turning, Welding, Boilermaking or Electricians are now offering apprenticeships to our Technically trained lads to meet the demands of their expanding organisations and at the Technician level new employment opportunities are presenting themselves almost daily.

With all the technological development taking place and the consequent clamour for more technical knowledge and skills it is apparent that young boys with technically orientated interests should choose the Technical institution for their secondary schooling.

The men guiding the destiny of Technical High School Education are not unaware of the value of a fuller education which provides for the complete development of the adolescent. In addition to the usual ancillary subjects considerable time is devoted to Oral Communication, Physical and Aesthetic Education during the normal school week and students are encouraged to pursue these ac-



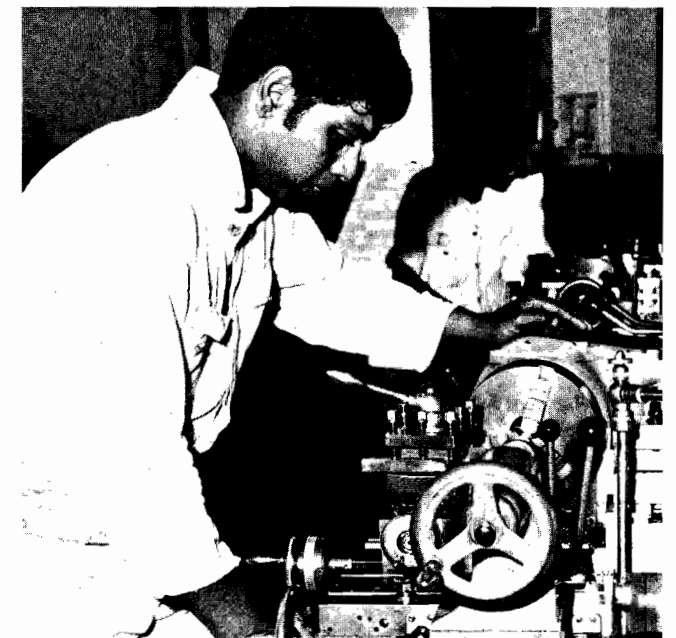
"All work and no play makes Jack a dull boy" Students enjoying a game of tennis.

tivities in their private lives. Affiliation to the Natal High Schools Sports Association which controls a comprehensive range of outdoor games helps generate sporting activity and this along with the extra-mural activities which are encouraged on a "Club" basis, such as Philately, Chess, Debating, Hiking, etc. help provide the necessary balance to our type of high school.

Technical High School Education was introduced for Indians in 1955 and in the brief period of eighteen years has made considerable progress, and today it not only compares favourably with similar type institutions in this country but with the older institutions of Europe and other developed countries. Its popularity and proven usefulness has re-

sulted in very heavy demands being placed on the existing facilities, which has created a position where every year an increasing number of pupils are seeking a Technical High School education. With the Department of Indian Education dedicated to a policy of providing more schools of this nature, it is envisaged that in the near future all boys wishing to further their secondary education in the Technical field will be given the opportunity.

Developments in education generally, and Technical Education in particular are continually taking place in this fast moving, ever changing world and by keeping in close touch with industry and taking heed of developments in education the future of Technical Schools is more than assured. □



Engineering students at work.



Mr. R.R. Gopaulsingh was seconded as School Librarian from the beginning of this year.

After matriculating externally with Afrikaans as second language in 1943 Mr. Gopaulsingh took his B.A. Degree with the University of South Africa. A Master of Education Degree for his thesis on Junior Certificate Failures was awarded by the University of Natal.

His first teaching appointment was at Windsor High in 1946 and he subsequently taught at Depot Road, Sastri College, Malvern, Clairwood High, Centenary High and Springfield College of Education. Was Vice-principal of Glencoe High and Pinetown High before being appointed to Principalships of Marianhill Primary and Reservoir Hills No 3 Schools. In 1972 he was seconded as Principal of Junagarth Road Primary School in Merebank for a year.

As Chairman of Civic Associations he submitted the following reports to the authorities concerned:-

- 1) Indian Housing in Dundee in 1966.
- 2) Town planning scheme and its effects on Clare Estate in 1967.
- 3) Phoenix-Mt. Edgecombe Housing Scheme in 1970.
- 4) The sanitary conditions and Sewerage in Clare Estate in 1971.

Mr Gopaulsingh undertook an educational tour of Western Europe and the British Isles in 1968.

NEWS and PHOTO FLASHES

Three girls who matriculated in 1972 became pioneers when they spent four days in February 1973 on a Wilderness Leadership School trail in Zululand.

This is the first time Indian girls have attended a leadership course.

For Camilla Thumbadoo, Kamini Somers and Marilyn Harris, all of Durban the course was a never-to-be-forgotten experience. Under the guidance of Leadership School field officer Mr Hugh Dent, the girls visited the Pennington Park, Umfolozi Game Reserve and St. Lucia.

All three girls are first year B. Sc. Degree students at the University of Durban-Westville.



Our picture shows a group of doctors who received their M.B. Ch. B. degree at the University of Natal's Graduation Ceremony held recently. Degrees were conferred on twenty-nine Indian doctors at this ceremony. From left to right: Drs. D.M. Clarke, J. Pillay, I.C. Maharaj, R. Behari, M.Y. Mudaliar and P.R. Singh.

A group of 22 Indian cane growers recently took part in one of the Experiment Station's short courses on diseases recognition and field inspection technique.

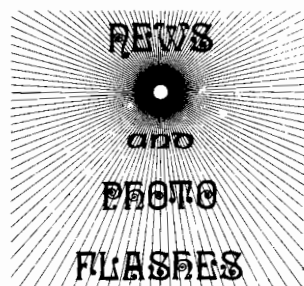
The course consisted of a short introductory talk describing the main diseases that might be encountered; how they are spread and the steps that can be taken to control them. Special attention was paid to the problem of volunteer plants. After the talk the party moved to the field, where the diseases were demonstrated together with the methods of inspecting seedbeds.

The course was led and arranged by Messrs. G.M. Thomson and A. Stead, and this photograph shows Alan Stead (Extension Officer, Indian Growers) with the Indian growers. (With acknowledgement to the South African Sugar Journal).



Miss Jayshree Haripersadh was successful in the XX OLYMPIC ART EXHIBITION which was held in Kiel, West Germany, in 1972. The theme of her effort "Sports in My Country" was one of those selected from 18 000 entries from 67 countries for meritorious mention. It was unique in that it was the only entry from South Africa which was accepted for inclusion in the souvenir brochure.





LOCAL AFFAIRS COMMITTEE OF WESTVILLE HOLDS SUCCESSFUL FUNCTION

THE Westville Indian Local Affairs Committee held its Annual "Get-together" in the Supper Room of the Westville Town Hall during February, 1973. Presided over by Dr A. N. Naidoo, the Chairman of the Local Affairs Committee, it was a most successful function which was attended by many prominent personages among whom were Mr Percy Fowle, M.E.C., the Mayor and Mayoress of Westville, Councillor and Mrs. W. H. Bamber and the Chairman of the Town Board of Isipingo, Mr M. H. Keerath. Many of the Councillors and the senior officials of the Municipality were present as well as a representative group of the residents.

During the course of their addresses both Dr Naidoo and Mr Bamber commented favourably on the excellent relations which existed in Westville between the Municipality and the Local Affairs Committee. Dr Naidoo made a special appeal to the residents of Westville that they should take an active interest in community affairs and particularly that they should take immediate steps to ensure that all persons who were eligible, had their names added to the Voter's Roll.

Mr Fowle, who attended the function in his capacity as the Member of the Executive Committee of the Provincial Council of Natal responsible for Local Government and as Chairman of the Non-White Local Government Committee addressed the gathering and said that he was pleased with the progress made in the field of Local Government by the Indian community of Natal, which had shown itself capable of handling its own affairs at the Local Authority level. He felt that the fact

that most of the Local Affairs Committees in Natal were now elected bodies, was an achievement of which the Indian people of Natal could be justly proud. He added that those Local Affairs Committees which were not fully elected bodies, would become so before the end of 1973. He echoed the appeal made by Dr Naidoo that the success of any Local authority depended upon how representative of the people the Committee was and that the only way to attain this ideal was for every qualified person to ensure that his or her name appeared on the official Voter's Roll of each particular area. □

COMMITTEE FOR INDIAN CHILD WELFARE WORK MEETS IN JOHANNESBURG

THE South African National Council for Child Welfare is one of the largest welfare organisations in the country. It creates the opportunity, through its four national forums, one for each population group, for member organisations to regularly and systematically present for national deliberation, the problems experienced in securing the best interests of children.

On the 6th and 7th February, 1973, the said Council's Committee for Indian Child Welfare Work met in Johannesburg under the chairmanship of Mr M. E. Sultan of Durban. The meeting was well attended by delegates from Indian Child Welfare Societies affiliated to the National Council, representatives from State departments such as Health, Justice and Indian Affairs as well as certain advisory members of the National Council itself.

Matters of a varied nature pertaining to the welfare of the Indian child were discussed at this meeting which is an annual event. Health matters included mothercraft training facilities for Indian nurses, paediatric education, subsidisation of child health clinics. Under child protection various facets of adoption were discussed. Special mention was made in this regard of the printed "Guide to Adoption Practice", copies of which are on sale. This guide is the brainchild of the S.A. National Council for Child Welfare. Children's homes

came into their own with discussions relating to grants, subsidies and training of institutional personnel. Social assistance was discussed, particularly maintenance grants and foster-parent grants. Educational matters such as compulsory education were also raised.

All in all it was a stimulating gathering consisting of persons vitally interested in the welfare of the Indian child, and as such, persons acting in the best interests of the Indian child. □

MEETING OF THE NATAL ASSOCIATION OF LOCAL AFFAIRS COMMITTEES

THE Natal Association of Local Affairs Committees came into being during 1972 with Dr M. G. H. Mayat as its first chairman and Mr R. Narain as secretary/treasurer.

The first conference of the Association was held at Ladysmith, Natal, on Saturday, 27th January, 1973. Delegates were welcomed by the Mayor of Ladysmith, Councillor H. E. Ries.

The guest speaker, Councillor J. Hylton-Smith, Chairman of the Natal Municipal Association stressed the importance of local authorities under the three-tier system of government in South Africa and said that local authorities are directly concerned with the daily needs of the people such as housing, amenities, etc.

Dr Mayat, Chairman of the Association in his address drew attention to the lack of amenities in Indian areas and to the acute shortage of suitable housing for the Indian community. He also said that consideration should be given to the amendment of the Housing Code in two respects. First the maximum income ceiling of R60 per month should be raised so that more people could qualify for sub-economic housing and secondly the maximum income of R225 per month for economic housing should be raised so that more people could qualify for loans from the National Housing Fund.

In concluding his address he thanked the City Council of Ladysmith for making the new civic hall available for the conference and for the generous contribution towards the cost of providing a luncheon for the delegates. □

The Campus of the University of Durban/Westville



A recent aerial photo of the University of Durban-Westville which is to be officially opened on May 12th by the Prime Minister, Mr. B.J. Vorster. Some of the sportsfields are clearly visible in the lower left and middle foreground, whilst more tennis courts can be seen in the middle right foreground adjoining the Women's Hostel.

ARRANGEMENTS are well under way for the official opening of the new campus of the University of Durban-Westville by the Prime Minister, Mr. B. J. Vorster, on Saturday morning, May 12, 1973. The annual graduation ceremony is to take place that afternoon in the University Hall, and the degrees will be conferred by

the University's new Chancellor, Senator O. P. F. Horwood. The installation of Senator Horwood as Chancellor takes place in the Main Science Lecture Theatre on Friday evening, May 11. Senator Horwood, who is Minister of Indian Affairs and of Tourism was unanimously elected Chancellor to fill the vacancy caused

by the death of Professor A. J. H. van der Walt.

The enrolment of students at the University of Durban-Westville is still increasing rapidly. The figure for 1973 is more than 10 per cent higher than that of last year. A total of 2302 students have enrolled. Nearly a third are new students and 490 are

THE CAMPUS OF THE UNIVERSITY OF DURBAN-WESTVILLE

(Continued from page 31)

studying part time.

The courses for the B.A. degree are still the most popular with an enrolment of 597. However, a higher number of new students have registered for the B.Sc. degree. A total of 490 students are following the B.Sc. course of which 231 are new enrolments. Less than 10 entries behind is the enrolment of 489 for the B. Com. degree. The B.Com. courses have attracted 158 new entries and 331 existing students.

A new era in the University education of Indians in South Africa was entered last year with the occupation of the extremely modern, well designed and impressive campus about 12 kilometres from Durban. Known since the beginning of 1971 as the University of Durban-Westville with full University status, the multi-million-rand complex situated on 162 hectares has commanding views in all directions. Although a few buildings had not been completed at the beginning of the first semester in 1972 it did not deter students to enrol to the record number of 2037.

In 1960 the Government decided that the Indian Community would become an integral part of the South African population structure and that full responsibility had to be assumed for their future development. Educational opportunity and the reconstruction of the educational ladder were priority number one. And the

most pressing need appeared to be in the field of university and tertiary education, so that from an educated middle class, leaders could arise able to take on the responsibility of putting this new approach into practice.

Established as the "University College, Durban" at Salisbury Island in the Durban harbour in 1961, it was temporarily housed in buildings which were used during the Second World War for Naval purposes and subsequently for accommodating the Hungarian refugees. From the first year when 114 enrolled, it meant a daily ferry trip for the students — now a nostalgic memory!

If, in the initial stages progress and planning of buildings were a trifle slow, it was mainly due to the thoroughness with which the task of starting a new modern campus had to be embarked upon. Not only were the new buildings required to conform to the best in modern architecture, but its facilities which had to incorporate the most modern techniques and teaching methods had to be sufficient for at least the next 10 to 15 years.

The University College started its work under the academic aegis of the University of South Africa — which has led practically all of South Africa's universities to their academic autonomy. Under its watchful eyes, the basic arts and science courses with which it started, the University

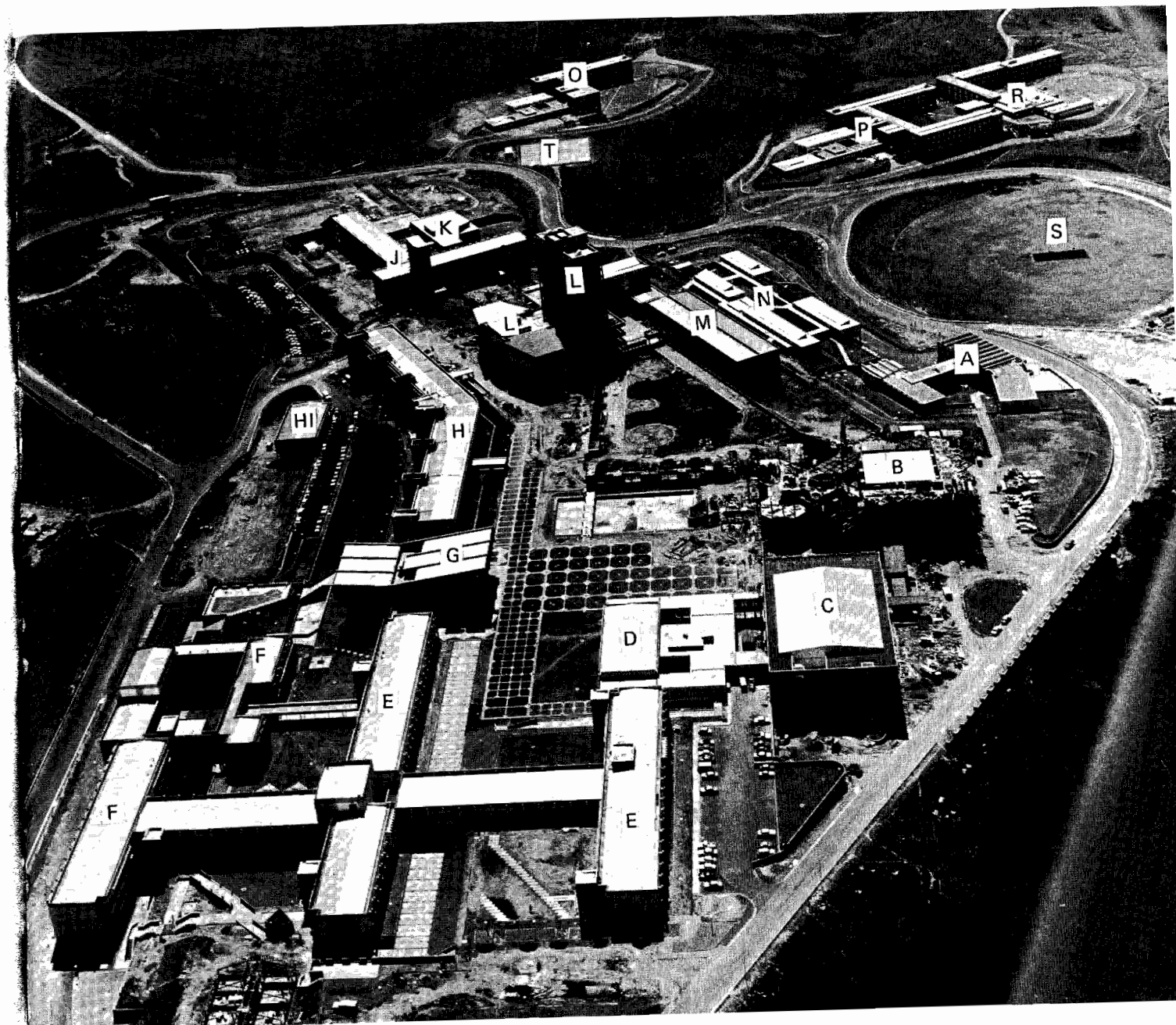
College expanded its facilities into five faculties — Arts, Science, Education, Law, Commerce and Administration — with more than 50 departments. Some of the courses that are provided include Modern and Classical Languages, Semitic and Oriental Languages — including Arabic, Persian, Urdu, Hindi, Sanskrit — all the humanities such as History, Philosophy, Political Science, Theology etc., Commerce, Public Administration and Accounting enabling Indians eventually to enter the profession of Chartered Accountants, all the law courses qualifying students for professional careers, the basic science courses including Microbiology Physiology, a full Pharmacy and an excellent Engineering course, the complete Teacher training ladder, Fine Arts, Librarianship, etc.

The basic first degrees — the Bachelor Degree for which the admission requirements are of course matriculation exemption — are followed by facilities for the Honours, the Master's and the Doctor's degree in all these fields.

The academic staff of more than 200 provide a staff-student ratio of 1 to 10, which is considered fair at this stage of the University's development.

Full board and lodging are provided in the three extremely modern hostels for about 600 students.

The growth of the University College Durban since its inception to its present autonomous status has been an investment for the future and an act of faith in the Indian Community. In them, as Indian South Africans, the present structure stands not only as a crowning monument of their constant sacrifice for and belief in education, but as an open door for the realisation of their full productive potential in and service to the total South African economy and way of life. □



A close-up photo of the University of Durban-Westville showing the various buildings and a few of the sports facilities. The key to the various letters are as follows:—

A. Administration
B. Library
C. Hall
D. Cafeteria
E. & F. Biological Sciences
G. Science Lecture Theatre

H. Natural Sciences
HI. Engineering
J. Education & Psychology
K. Speech & Drama
L. Arts, Commerce & Law
M. Arts Lecture Theatre

N. Fine Arts
O. Women's Hostel
P. & R. Men's Hostel
S. One of the Soccer/
Cricket Fields
T. Women's Tennis Courts.



new arrivals!
have **YOU** registered
your child's birth?