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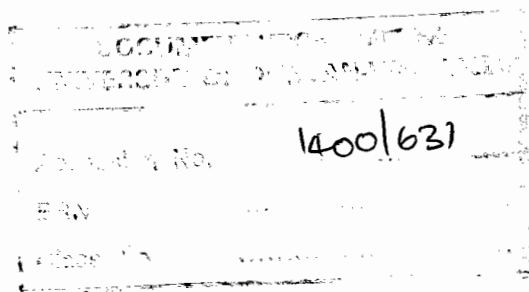
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Front cover: Picnicking in the sunshine at Orient Park, Lake Midmar.



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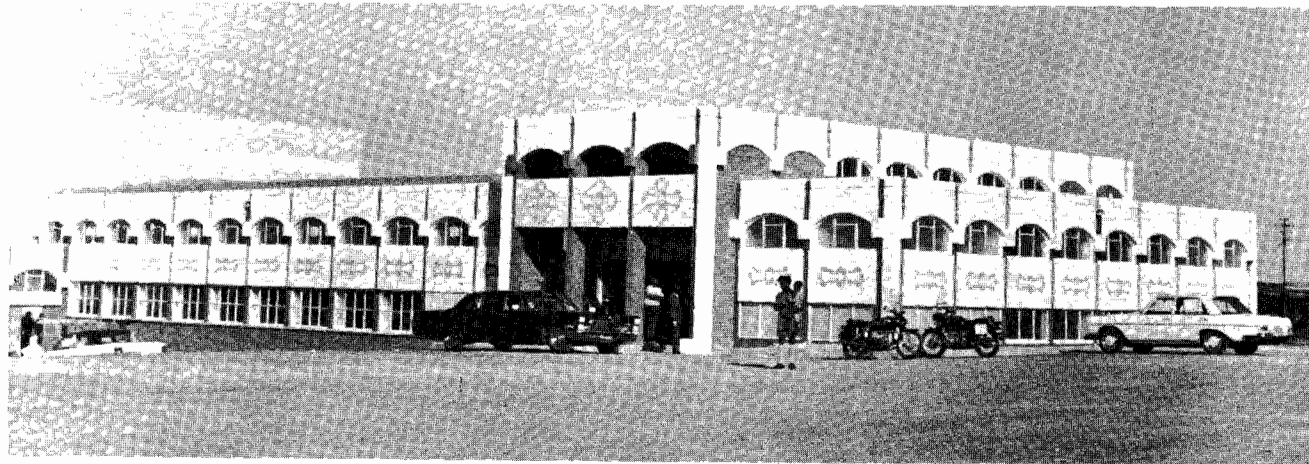
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THE EDITOR
FIAT LUX
PRIVATE BAG 4332
DURBAN



The New Indian Community Centre, Ladysmith.

THE HEART OF A COMMUNITY

THE INCREASED TEMPO of industrial development of Ladysmith "will result in ever increasing additional employment opportunities being made available to the Indian community who, in other centres, have shown that they possess the ability to man the offices, machines and workshops of factories turning out a wide range of manufactured goods," said Senator O. P. F. Horwood, the Minister of Indian Affairs, at the official opening of the new community hall for Indians in Ladysmith.

He said that he was pleased to learn that Indian girls were entering the labour market in increasing numbers. "I know that they are proving to be first-class clerical workers, typists and switchboard operators."

The expected development will not be confined to industry only, he said. "It is certain to spread to the commercial and other sectors of the local



The Minister, Senator O.P.F. Horwood, unveils the plaque with (centre) Mr A.M. Rajab, Chairman of the Indian Council's Executive Committee and the Mayor of Ladysmith, Councillor H.E. Ries.

economy. Planning for the Ladysmith Indian community's participation in the envisaged commercial development centres around the free trading area set aside for Indian traders adjacent to the town's main shopping area. The Department of Community Development, which is responsible for the development of this free trading area, has already drawn up plans for a very attractive business and shopping complex."

He said that in the planning of this complex, special attention had been given to the following aspects:

- ★ vehicular and pedestrian circulation will be separated as much as possible;
- ★ there will be easy parking access disadvantageous to him in relation to other shops in the complex;
- ★ there will be easy parking access to all shops; and
- ★ there will be free pedestrian circulation between the various shops.

"I have every reason to believe that this proposed new commercial centre will become one of Ladysmith's major shopping centres and will draw shoppers from all parts of the town," the Minister said.

"The scene in Ladysmith is thus being set for an era of progress and growth, and I know that the Indian people will not be slow to take advantage of the opportunities that are being afforded them to share in the



The Mayor welcomes the Minister.

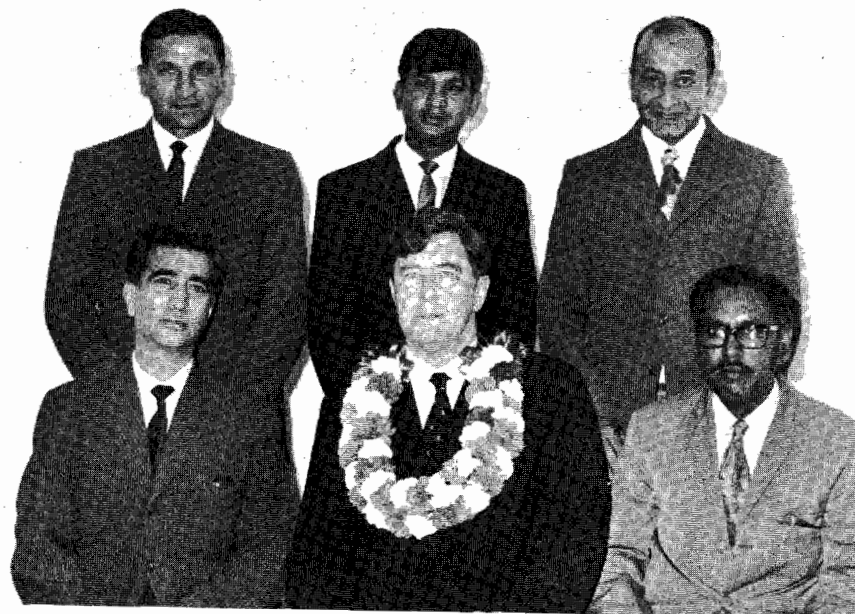
prosperity that will go with it.

"In so far as housing is concerned I understand that the Town Council has already erected 199 economic houses under the home-ownership scheme for the Indian community, whilst the erection of a further 187 sub-economic and 205 economic dwellings (for which tenders will be called as soon as funds have been allocated) has been approved of by the Department of Community Development.

"I am also pleased to learn that sites for the building of houses for the middle and higher income groups are readily available and it's encouraging to see the number of well-designed attractive houses which have been erected by private enterprise and individuals. In order to meet the growing demand for sites for the erection of privately built houses, an additional layout of 150 residential sites has recently been approved. Provision has been made in this township lay-

Inside the Hall.





The Local Affairs Committee with the Minister. (Left to right) Standing Mr D.M. Seedat, Mr A.H. Singh and Mr M.A.E. Moolla. Seated Mr R.T. Riga (Chairman), the Minister and Mr S. Pachai (Vice-Chairman).

out for a limited number of flat sites, a primary and secondary school, a business centre and a drive-in cinema. It is expected that when these sites become available, the new township will be developed to its full potential. I have been given the assurance that whilst the housing schemes initiated by the Town Council and the sites which will become available shortly are expected to meet the present needs of the community, a watchful eye is nevertheless being kept

on the position and additional municipal housing and residential sites will be planned to keep pace with the needs of the growing community."

Senator Horwood said that the Department of Indian Affairs would, as in the past, play its part in the whole development programme affecting the Indian community in just about all aspects of their lives. "I am thinking especially about the education and training of Indians to prepare them to take up employment in the

various spheres of economic and social activities which will become available," he said. There are this year 175 742 Indian children at school in the Republic, which is 28,3% of the total Indian population. "The ratio of primary to high school population in Natal is a very satisfactory less than three to one, which is a vast improvement on the sixteen to one ratio of less than ten years ago. High-school pupils can follow a wide range of subjects, in fact, they have a choice of 15 subjects at least and these subjects are taught to them with the aid of modern educational facilities and equipment."

He said that the training of the teachers was progressing at as fast a pace as the Department could maintain with the human and material resources at its disposal. "This year, 1 351 students are studying at the four teacher-training establishments under the Department's control and 1 090 of them are doing so with non-refundable bursaries supplied by the Department. I want to mention too that Indian education today is in the happy position that we have to employ only 291 unqualified teachers out of a total of 6 190 — five years ago one teacher in every five was unqualified. A modern new teacher's training college is also on the planning boards for Laudium, Pretoria.

"Technical training is at present concentrated at the M.L. Sultan Technical College, Durban, but a high school with a technical bias is under construction at Lenasia. The M.L. Sultan Technical College, which by legislation became a college for advanced technical education in 1969, is annually producing, at an increasing tempo, technically and commercially qualified men and women to take up sophisticated positions in all sectors of the economy. To enable it to do so, my Department liberally subsidises the college — more than R1 million was paid over to the College last year," he said.

"It has been said that the University of Durban-Westville is unique in its lay-out and its modernity and I am sure that those of you who have seen it will agree. The University this year has more than 2 000 students studying for a wide range of professional careers. Up to last year, the

University and its predecessor, the old University College, had awarded 991 degrees and 645 diplomas, which in fact means that the institution has produced 1 636 professionally qualified men and women who are today contributing to the country's advancement in a diverse employment field.

"We have, by our mutual efforts, made excellent progress and I am sure that we would all like to see the progress maintained and quickened at all levels. Progress, however, implies co-operation, and I am happy to have been given the assurance that every cordial relationship exists between the Ladysmith Town Council and the Indian Local Affairs Committee, the body set up to look after the interests of the local Indian community and which, in accordance with the underlying principle of the Government's policy, will in time make way for the establishment of an all-Indian local authority for the Indian community as has already happened at Verulam and Isipingo. It is largely due to the co-operative effort of both the Local Affairs Committee and the parent local authority that amenities, which up to now were lacking in the Indian residential area, are being provided. The provision of this hall is evidence of this co-operation on both sides."

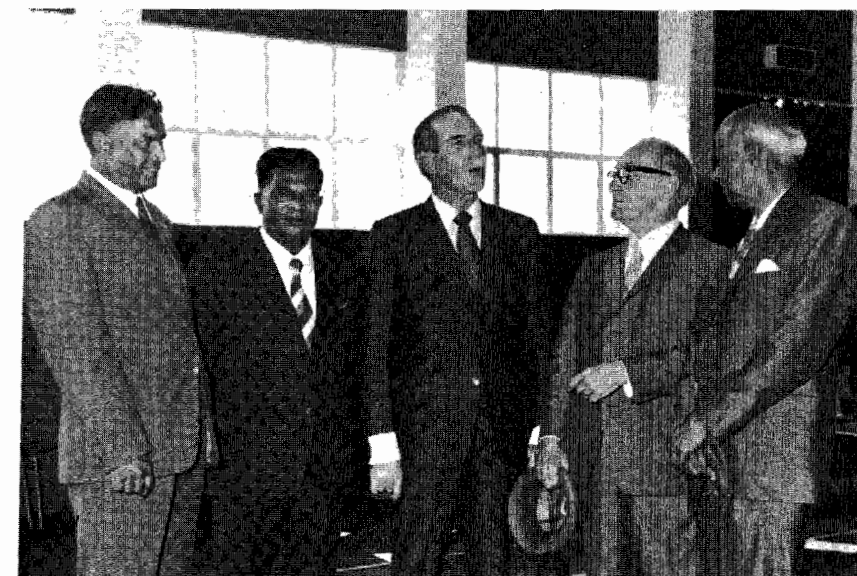
The Ladysmith Town Council built the new community hall at a cost of R125 000.

Also speaking at the official opening, Mr E. P. Fowle, M.E.C., who is in charge of local affairs in the Provincial Council, said that "a community hall is the heart of a community".

Speaking at the civic cocktail party which followed the official opening, Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council, complimented the Town Council on the high standard which it had set in planning and erecting the community hall. The hall, he said, was a practical example of the co-operation existing between the authorities and the Indian Local Affairs Committee, proving that the Town Council had the interests of Ladysmith's Indian citizens at heart. □



Mr M.A.E. Moolla garlanding the Minister.



Chatting afterwards (from left) Mr C.R. Chetty, Principal of the M.L. Sultan Primary School, Mr Y.S. Chinsamy, Member of the Indian Council's Executive Committee, Senator C.C. Henderson, Mr E.P. Fowle, M.E.C. and Dr M.B. Naidoo, Executive Member of the Indian Council.

Dr Ayesha Seedat (right) presents Mrs Horwood with a bouquet.



Community Centre for Dundee

"I BELIEVE that the Local Affairs Committees play a vital role in bringing about a better understanding of the needs of the Indian people to the attention of the Local Authority concerned," said Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council, when he was officially opening the new Indian community centre in Dundee on 18 November 1972.

The community centre, built by the Municipality of Dundee at a cost of R80 000, includes a hall, council chamber and library.

"Local Affairs Committees prove their effectiveness and worth by progressively improving the standard of amenities in Indian areas, through the grant and allocation of funds and services which are controlled by the White Local Authorities," said Mr Rajab.

"The regular monthly meetings of the Local Affairs Committee with representatives of the Municipality provides an effective forum for discussions to remove shortcomings, while the Local Affairs Committee in turn gains valuable experience in Municipal affairs preparatory to the takeover of control of their own area when they are elevated to the status of a full-fledged local authority themselves — like Verulam and Isipingo."

Mr Rajab congratulated the town's Mayor and Town Council on "the magnificent co-operation and guidance" given to the Indian Local Affairs Committee, and through them the Indian community in Dundee.

He said that the opening of the civic centre was a vindication of the existence of the Dundee Local Affairs Committee and of the Local Affairs Committee system itself.

When Dr Verwoerd outlined his policy for the Indian people in

August 1963, he said, *inter alia*, 'The Indians should be given the opportunity of controlling their own affairs from the bottom up. The way in which this could be done was first to give them control over their own local affairs.'

'The object was to allow the Indians to build up fully fledged communities of their own. They should be able to elect their own Councillors and Mayors and run their own institutions. After this had been achieved the Indians could have proper contact with the leaders of other groups and play a full role in the country.' In a broad sense, therefore, the realisation of this Civic Centre is perhaps symbolic of the vision and plan of Dr Verwoerd on which basis Government policy was formulated and subsequent legislation enacted to give meaning and force to the policy statement by the Prime Minister in 1963 regarding the future of the Indian people of South Africa.

"This is perhaps a good occasion to review briefly how this policy has

been implemented in regard to one aspect, which I consider to be of great importance, and that is the grant of local autonomy for Indians. There are some people who do not appear to understand what is going on and are opposed to Local Affairs Committees. I am convinced that these people do not realise the significance of the change that resulted from the new policy announced by Dr Verwoerd at that time and their lack of knowledge and misunderstanding keeps them away from the main forward stream of progress that is now strongly in motion. This is a pity because our forward thrust would be greater if everybody participated fully instead of trying to impede progress by carping criticism which is both unfounded and non-constructive. However, I have noted in recent months, very encouraging signs that there is less opposition from our intellectuals, academics and others who are dropping their 'sit on the fence' attitude of being non-committed and are now coming forward to

The Local Affairs Committee with the Mayor. Standing (from left) Mr A.M. Govender, Mr G.D. Naidoo, Mr N.V. Morar. Seated Mr B. Jeebodh (Chairman), Councillor D.L. Levine (Mayor) and Mr Ismail (Vice-Chairman).



contest seats on elected LAC's. May I congratulate them for their changed approach. I respect people who have the flexibility of mind and bigness of heart to accept change when circumstances warrant it. I have no respect whatsoever for those people who refuse to reconsider and are rigid once they have taken a stand no matter what changes might have come about in a given situation. Life is a dynamic process of continual change and those who cannot adapt themselves to change must eventually perish," he said.

"I advocate a policy based on realism and practicality as opposed to narrow emotionalism and sentimentality. People who stand on the sidelines hurling abuse and criticism against those who are serving the Community, are useless to us or to themselves. Their worth will be judged by what they achieve for the community progress and advancement, and on nothing else."

He said that, as far as Indians were concerned, a very significant change had resulted from the policy statement announced by Dr Verwoerd, bringing about a release of power to Indians at the local level of government, in those areas proclaimed for them in terms of the Group Areas Act.

"In 1963, two years after the date of the acceptance of Indians as an integral part of the population of South Africa, the Local Government Extension Ordinance, No. 23 of 1963, was passed. This Ordinance brought into being the Local Affairs Committee which the Administrator is empowered to establish for any Indian Group Area. It is a statutory body which has certain consultative, advisory and other functions with respect to the area for which it is established. The Local Affairs Committee represents the first stage in the political development of the Indian people towards independent autonomous control of their own areas. The LAC is, therefore, the forerunner of the autonomous and independent Indian local authority that will succeed it."

Giving Indians a say in their own affairs, as forerunner to independent control of their own affairs in their



Mr A.M. Rajab unveiling the plaque, with Mr B. Jeebodh, Chairman of the Dundee Local Affairs Committee (left) and the Mayor, Councillor D.L. Levine.

own areas, was "the most significant and most meaningful development that has come about in the affairs of our people," Mr Rajab said.

"I believe that other significant changes are on the way and there will be further releases of power to enable the Indian people through the South African Indian Council to manage their own affairs from top to bottom. Legislation was enacted this year to transfer certain functions such as the control of education and social welfare to the Indian Council. It is planned that other matters of a similar nature like Hospital and Health Services and Local Government Administration will also be transferred to the Indian Council in time. As the Indian local Authorities that are now established will have independent control of Indian areas at local level, so will the Indian Council moving towards elected status be in independent control of Indian affairs

at top level. This will mean that Indians themselves will be in autonomous control of their own affairs, responsible only to Parliament through the Minister of Indian Affairs. This is the meaning of the message to the Indian people given by Dr Verwoerd in August 1963. Its application has resulted in the notable progress achieved by the Indian people since that time and the vastly increased contribution that they are making in every way to the country's development as a consequence."

Mr M. J. de Wit van Eyssen, the Department of Indian Affairs Regional Representative, in conveying the Department's appreciation to the Town Council for providing this amenity for the Indian community, assured the Indian community of the Department's co-operation and support in their desire to play a full role in the management of their own affairs. □

The New Community Centre.



Orient Park

NEITHER in thy actions be sluggish nor in thy conversation without method nor meandering in thy thoughts, nor let there be in thy soul inward contention nor external confusion, nor in life be so busy as to have no leisure.

These words by Marcus Aurelius are as true today as when they were spoken in 121 A.D.

In today's affluent society we live in a world of nerves, and are in grave danger of losing the art of relaxation. As our cities grow steadily, our social problems increase. It becomes more and more difficult for city dwellers to find open space. In South Africa we are fortunate indeed to be able to breathe comparatively pure air on the whole, although in industrial areas and congested streets the problem of air pollution is fast becoming

alarming.

The need for relaxation — to be close to Nature with its infinite variety of changing patterns — is a psychological necessity. It clears men's minds and invigorates the spirit. It brings peace. The benefits of visits to a nature resort cannot be over-emphasised.

The Afrikaans equivalent of 'resort' is 'toevlugsoord'. What better description could there be? A refuge where you can escape the drudgeries and staleness of your daily existence.

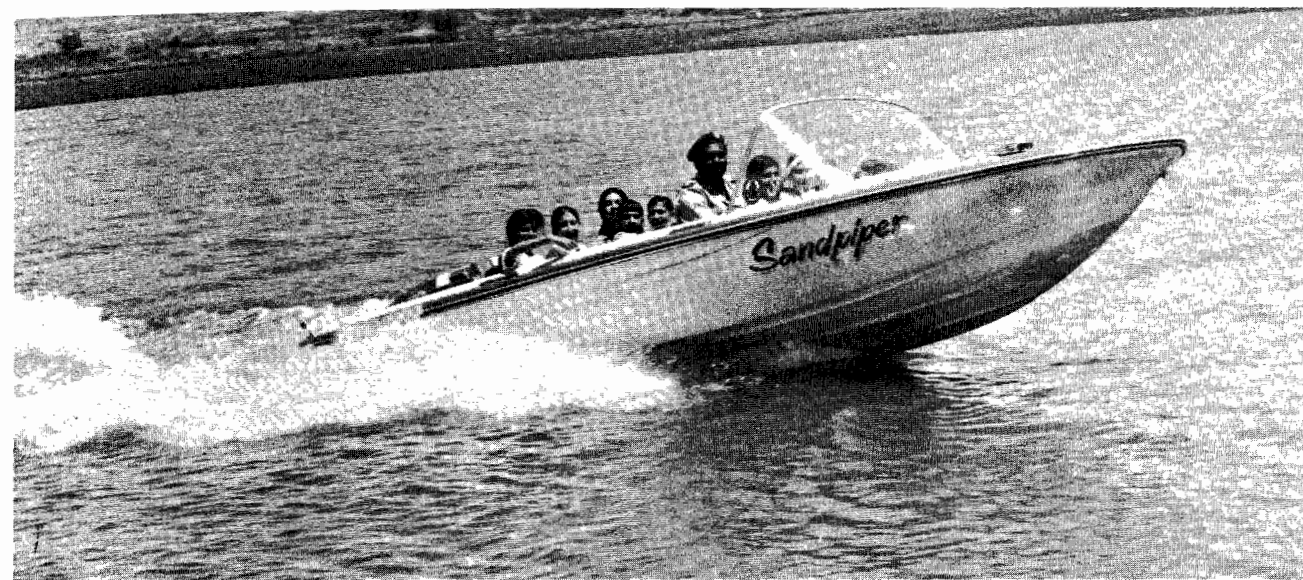
Orient Park, the Natal Parks Board's resort for Indians, on the banks of Lake Midmar, some thirty kilometres from Pietermaritzburg, is such a place. It has become a well established and popular holiday resort for people from Durban, Pietermaritzburg and many smaller Natal

towns, who visit the park in increasing numbers. More than 1 500 people visited the resort between 1 July 1971 and 30 June 1972.

Facilities at the resort now include:

- i) A camping site and a caravan park, where visitors may pitch their tents and park their caravans. Hot and cold water is available.
- ii) Children's playground complete with swings, see-saws and other paraphernalia to bring joy to the child. It is the most popular spot for the children.
- iii) Two all-weather tennis courts. Admission is free, the only requirement being the possession of a tennis racquet and small balls. Inquiries should be directed to the ranger on duty.
- iv) An open air dance floor where

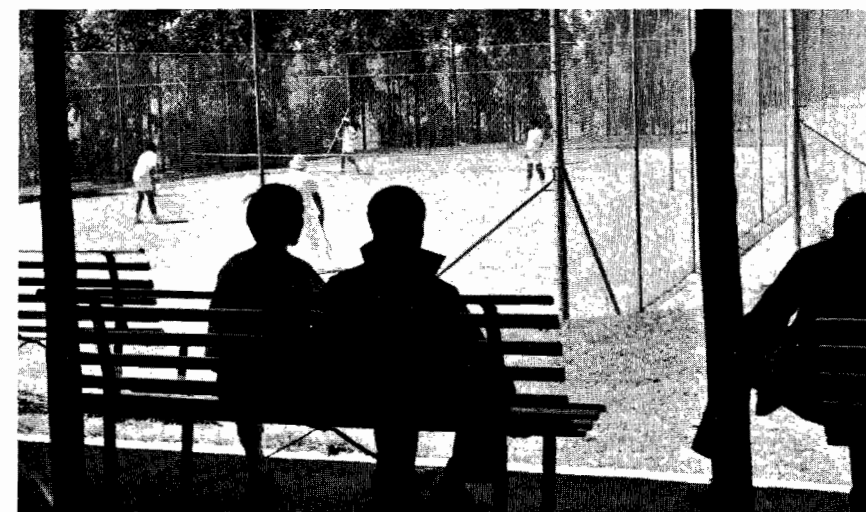
If you want to camp.



Above: A trip across the lake is a great attraction.

Right: For those who like tennis, courts are provided.

Below: There is dancing at Orient Park in this hall.



- parties and dances can be arranged. It is also suitable for meetings and conferences.
- v) Two fully furnished two-bedroom chalets have just been completed, and it is expected that they will be much in demand by those who prefer to relax in comfort, yet close to nature. Charges are still to be determined but, in keeping with the policy of the Parks Board, they will be very reasonable.

The modern and fully equipped restaurant provides all the requirements of visitors, from the odd packet of sweets to full meals. The restaurant is run by the Parks Board, and exceptionally high standards are maintained.

During weekends visitors may board one of the Parks Board's motor boats for a cruise on the lake, followed by a conducted tour of the game park in one of the Board's buses. Fees are 75c for adults and 45c for





Above: The type of chalet you can rent.

Right: An amusement park caters for the children.

Below: and a restaurant for the hungry or thirsty.

children, inclusive. Special concessions are made for organised groups.

Animals in the game park include Rhino, Eland, Impala, Black Wildebeest, Blue Wildebeest, Hartebeest, Blesbok, Springbok, Zebra, Reedbuck and Oribi. Don't forget to bring your camera as there are ample opportuni-



ties to photograph the game at close range.

Fishermen may try their luck along eight kilometres of the shoreline.

The Parks Board intends to extend amenities in step with increasing demand.

The development of public recreational facilities at all Natal's major dams has now been vested in the Parks Board which is drawing up plans for the establishment of facilities similar to those at Midmar, at Wagendrift near Estcourt, Spioenkop near Ladysmith, Chelmsford near Newcastle and at the dam being constructed at Albert Falls near Pietermaritzburg. □

FOTOFLITSE PHOTO FLASHES



Mr Rungith Jagath, Registrar of the M.L. Sultan Technical College in Durban, who was awarded a British Council Scholarship/bursary to attend two study conferences in Bristol early next year.

The first conference will examine "the role of a registrar, with particular reference to his position as clerk to the governing body and his relationship with the students' union". The other is a two-week study conference for principals concerned with the problems of management and organisation of colleges. Both will be attended by senior staff members of various British universities and government institutions, as well as representatives of commerce and industry. In addition to the study conferences, he will also undertake a study programme, including various visits, with special emphasis on Hostel Management.

Mr Jagath, who joined the College's staff in 1954, became the Registrar in 1965 at the age of 27. The knowledge he is to gain in Britain will be of great benefit to the College, which plans developments costing more than five million rand, over the next decade.

Mnr Y.S. Veldhuizen die hoof van die Departement Vaardigheidsvakke van die Springfieldse Onderwyskollege word binnekort bewonder tot rektor van die Transvaalse Onderwyskollege.

Mnr Veldhuizen stel hoofsaaklik belang in audio-visuele onderrig. Hy het gedurende 1972 'n in-diens-opleidingskursus in audio-visuele onderrig vir onderwysers gereël. Mnr Veldhuizen het baie goeie onderrig in Laer- sowel as Hoërskool onderrig. Hy was prinsipaal van die Witbankse Laerskool en Kemptonparkse Hoërskool onderskeidelik.

Nadat hy in Krugersdorp gematrikuleer het, het hy 'n B.A. graad aan die Universiteit van die Witwatersraad behaal. Verder het hy 'n I.O.D. en 'n B. Ed. aan die Johannesburgse Onderwyskollege en die Universiteit van Potchestroom onderskeidelik behaal.



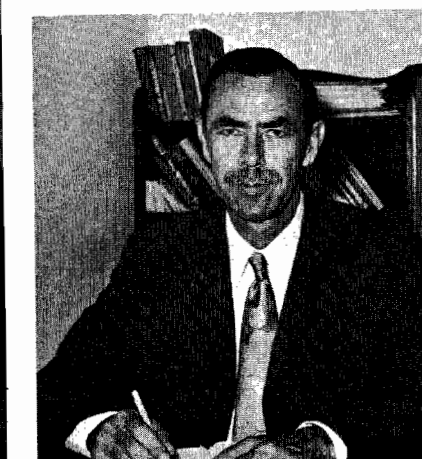
Five teachers were recently promoted to Senior Teachers at the M.L. Sultan Technical College, Durban.

Standing they are, second from left, Mr V. Chinsamy who will teach academic subjects in the Catering School, Mr L. Paliathan who will teach practical subjects in the Catering School, and Messrs B. Chinnappa (fourth from left), N. O'Jageer and R. Valjee who are becoming Senior Teachers in trade subjects at the Technical High School, which forms part of the College. Seated, from left, are Mr M. Naidu (Head of the Hotel and Catering School), Mr W.E. Lovell (Deputy Rector), Dr A. Solomon (Rector), Mr R. Jagath (Registrar) and Mr M. Hean (Head of the Technical High School).

Standing, extreme left, are Mr J.P. O'Gorman (Head of the Department of Technology), Mr C.U. Webber (Senior Teacher in Technical Subjects, fourth from left) and Mr L.B. Webb (extreme right, Senior Teacher in Technical Subjects).

Die President van die Suid-Afrikaanse Spoorwee (Natal-Streek) se Indiëpersoneelvereniging, Mnr M. Muthen, hang 'n Sierkrans om vir Mnr J.G.H. Loubser, Hoofbestuurder van die Spoorwee, tydens die amptelike opening van die Vereniging se jaarlikse kongres wat onlangs in Durban plaasgevind het.

In sy toespraak tydens die kongres, het Mnr Loubser gesê dat die getal Indiërs wat by die Spoorwee werksaam is met 35 persent vermeerder het gedurende die tydperk Junie 1971 tot Junie 1972.





Kers- en Nuwejaarsboodschap van Sy Edelle die Minister van Indiërsake, Senator O. P. F. Horwood

Christmas and New Year Greetings from the Hon. the Minister of Indian Affairs, Senator O. P. F. Horwood

Graag wil ek hiermee aan al die beamptes en werknemers van die Departement en lede van die Indiërgemeenskap my hartlike groete en wense oordra vir 'n geseënde Kersfees en voorspoedige Nuwejaar.

Daar die einde van die jaar voorhande is, wil ek ook van die geleentheid gebruik maak om my dank en waardering te betuig aan al die lede van die personeel van die Departement van Indiërsake vir die lojale en toegewyde wyse waarop hulle die Departement gedien het, aan die lede van die Suid-Afrikaanse Indiërraad vir hulle onvermoeide arbeid aan die dag gelê in belang van die Indiërgemeenskap van Suid-Afrika, en aan die Republiek se Indiërgemeenskap in die algemeen vir hulle bydrae wat so baie meegehelp het om vordering te bewerkstellig op alle terreine van die Departement se werksaamhede.

I wish to take this opportunity of extending to all officials and employees of the Department and to members of the Indian community my heartiest greetings for Christmas and the New Year.

As the year 1972 draws to a close, it is also appropriate for me to express my sincere thanks and appreciation to all members of the staff of the Department of Indian Affairs for the loyal and devoted manner in which they have served the Department, to the members of the South African Indian Council for their untiring labours in the interests of the South African Indian community, and to the Republic's Indian citizens in general for their contribution to the progress achieved in all fields of the Department's activities.

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FAILURE AT SCHOOL

The second of two articles

by

Dr. N. van der Walt

IN THE FIRST ARTICLE the causes and extent of failure at school were pin-pointed. This article underlines the importance of language as a cause of failure and also gives a overall view of how the new system of differentiated education may affect the failure rate.

Language and Failure

I think it would be wise to think of English not so much as main language but rather as a study in verbal communication which affects all subjects and all aspects of academic growth. Thinking in all subjects depends on verbal communication; and obviously the extent to which the pupils' linguistic abilities are developed will affect their response in all subjects.

It is not readily realised how important a role language plays in all subjects in the curriculum, e.g. mathematics. Consider a problem in geometry. It is stated in words which must be read and understood. There is then a conversion into a figure which represents the words. The thought process involves manipulation of or reasoning about the figure. These thought processes must be expressed in language. Inadequate language must lead to bad mathematics.

Kelmer Bingle, a noted educationalist in "Deprivation and Education" states: "Speech helps children to

learn to reason, to think and understand the world around them, it helps them to make relationships, both with adults and with their contemporaries, and eventually the child's response to school and the progress he is able to make will depend in no small measure on his ability to express himself and on his mastery and enjoyment of the spoken word."

The most important external factor affecting the rate of verbal development is the quality of a child's early linguistic environment. The consequences of the linguistic environment are far-reaching.

Bernstein, in comparing children who grew up in favourable linguistic environments with those who did not, found that the latter had:

- shorter memories (weaker linguistic connections);
- more limited powers of verbal comprehension; and
- a shorter span of attention.

It seems as if linguistic retardation slows down intellectual maturation.

In the investigation carried out by Dr Hosking he found that 20 to 25% of Class I and 20% of Std. 5 pupils still have linguistic problems. The High School pattern does not differ from that of the primary school. The average chronological age of the sample of Std. 10 pupils tested was 17 years 8 months. Over 20% had reading ages of less than 15 years.

Dr Hosking found a marked difference in respect of A and O stream pupils.

The sample tested revealed the following:

VOCABULARY

A-Stream	O-Stream
55 percentile	19 percentile
READING COMPREHENSION	
A-Stream	O-Stream
65 percentile	26 percentile

It would seem that a lack of ability in the main language may well be a major factor in the relatively poor academic performance of O-stream pupils.

To what extent is the linguistic factor a cause of academic failure?

According to Dr Hosking it may well be a major cause.

He demonstrated that linguistic retardation slows down intellectual maturation.

At its simplest level, it must be apparent that poor reading ability will affect a pupil's ability to use text-books effectively.

To reduce the percentage of backwardness or retardation the following may be considered:

- The role of the primary school must be to promote by all means all aspects of verbal communication; particularly speaking, reading and writing.
- By improving the quality of instruction.
- By realising that the pattern set in the pre-school and primary school invariably appears to set the academic pattern for life — extract from the Newsom Report.

We simply do not know how many people are frustrated in their inability to express themselves adequately or how many never develop intellectually because they lack the words with which to think and reason.

This shortcoming must be countered if we are to improve the progress of pupils in school.

To fail or not to fail

What do we expect to achieve by failing a child? Do we expect that repeating a standard will remove the shortcomings that cause failures? These causes may be due to lack of mental ability, lack of concentration, low educational aspira-

FAILURE AT SCHOOL

tions or socio-economic causes to name but a few.

What does research say? Ayers in his book "Laggards in our Schools" was one of the first to investigate this problem. He found that repeaters in the primary school constitute a serious problem to teachers, they are misfits because they are too old for the class, require special attention and are more difficult to work with than other children. He advocates automatic promotion.

The fundamental purpose of promotion according to Saunders may be stated as provision of opportunities for experience to ensure the child's maximum social, emotional, physical, intellectual and moral growth. Non-promotion may be considered to be justified only when it permits the pupil to profit from repeating a standard. His investigation proves that non-promotion does not provide the pupil with these benefits.

Does failure really improve scholastic results? Arthur's investigation shows that non-promoted pupils achieve less in the two year period than controlled promoted pupils achieved in one year. The only way to improve results is to remove the obstacles causing failure.

McKinney did research with pupils who should have failed but were promoted. He found that 75% passed unconditionally in the higher standard. Diagnostic and remedial work thus cut down the failure rate by 75%.

Coffield and Blommers concluded that slow learning children who are required to repeat a standard and slow learning children who are promoted, ultimately perform at about the same level when this performance is measured in the same higher standard, in spite of the fact that the repeaters have each spent an additional year in attaining the higher standard.

In his Overseas Report Mr P.R.T. Nel, Director of the Natal Education Department states: "Research has shown that the majority of pupils do not benefit as a result of retard-

ation. The average gain in the ten months of repeated schooling has generally been from two to three months. This has been substantiated by the Natal Education Department's experience with pupils who have been retarded in Standard VI. Experiments have shown that promotion plus a course of study adapted to the interest and aptitudes of these pupils, does much to improve their motivation, their sense of personal worth and their academic achievement."

The consensus of opinion then is: Retardation cannot compensate for lack of scholastic ability and retention does not prepare pupils for High School work.

It is therefore not surprising to find countries applying automatic promotion in their primary schools. In systems, like that in England, all children go forward through the primary school course with their age peers, there is no repeating a class. This kind of system is always allied to a highly flexible curriculum where much is left to the discretion of the teacher and to an organisation of parallel classes into which children are grouped roughly according to their level of ability. This practice of automatic promotion is also followed in certain parts of Sweden.

Over the past two decades Australia has moved from a form of restrictive promotion with harsh standards in the three R's and consequent failure and retardation of numerous pupils, to the policy of promoting all pupils except those few who would greatly benefit from repeating a standard.

Certain States in the U.S.A. apply one hundred percent promotion or continuous progress. Retardation in the primary school in the U.S.A. is less than 2% — and according to Caslin: with dragging feet the high schools — though a long way behind — were presumably on the way to a similar goal.

In our Department we work according to a fixed syllabus and time table for each standard, the material which must be taught and the standard of mastery which must be attained by the end of each year's work. It is assumed that the work prescribed will, given suitable industry by the pupil and sufficient

skill on the part of the teacher be mastered in the school year. It is also assumed that unless a pupil has mastered one year's work he cannot successfully undertake that of the year following and that repetition will lead to a greater mastery of it and improve a weak pupil's chance of uninterrupted progress.

In his "Report on Education in the Seventies", the Director of the Natal Education Department, Mr P.R.T. Nel found that there is much evidence that systems of continuous assessment and evaluation are replacing examinations. The fact that in most countries promotion is automatic has further undermined the importance of promotion based on an examination result. Should the promotion of pupils be automatic? To a considerable extent, the answer depends on decisions made in respect of the admission of pupils to the present Class I.

If only those pupils who are school ready are accepted for formal instruction, the basis being maturity and not chronological age, then there is no reason why, save in exceptional circumstances, promotion through the various grades should not be automatic. Failing a child is a very serious matter and such a step must not be taken lightly. I do feel our policy should be:

When in doubt: Promote.

We can cut down in the failure rate, and cut down drastically if:

- (i) all teachers in our schools are professionally sound;
- (ii) all teachers are fully qualified for the task;
- (iii) the curriculum can be flexible enough to cater for all children.

The New Differentiated Education System and the prevention of failure in school

The report of the Committee on which the new differentiated system of education is based — entitled: "Report of the Committee for differentiated education and guidance in connection with a national system of education at primary and secondary school level with reference to school guidance as an integrated ser-

vice of the system of education for the Republic of South Africa and South-West Africa" — recommends that the promotion of pupils from one standard to the next should be organised inter-departmentally but the whole spirit of the report can be summarised as education to suit the ability, aptitude and interest of each child. The central theme is **guidance** to this end.

The Junior Primary Phase

The introduction of special Readiness Programme for class I and the training of specialist infant teachers, will enhance the quality of instruction and ensure that every child will have a sound foundation to progress in all levels of educational activity. Provision should be made for the culturally deprived child to get the necessary experience at the pre-primary level. The failure rate in class I will be reduced by the readiness programmes.

The Senior Primary Phase

The highest failure rate in this phase has been in standard III, which has been the phase during which the first written examination was held. Inadequate understanding and restricted knowledge of language for expression have been the deciding factor for this failure. With the emphasis on language teaching and the trend to move away from a formal written examination in this phase, failure will be reduced. Every teacher should be a remedial teacher.

If the practical course is tailored to the needs and abilities of this group, every pupil should have a measure of success. But we must have very clear objectives for this course. This is a course for dull normal pupils; it must be practical and cater for the needs of those who will leave school after Std. 8 — not because they want to but because that is the best they can do. The dull normal pupils' powers of comprehension are such that they cannot proceed further than Std. 8 in the present educational system. (There is a possibility that they may proceed to Std. 10 in future in this direction of study.)

All those pupils who usually fail in Std. 6 plus those borderline cases who just scrape through and come a cropper in Std. 7 should follow the practical course. Very careful guidance and evaluation is needed here. About 20% of our Std. 6 pupils should be in this group.

If they still fail in the Std. 6 practical course and their achievement is in accordance with their ability, we know that the fault is with the course because the curriculum must be planned in accordance with the dull normal pupils' capacities and potential. If he is achieving according to his ability he should pass. A moot point is: Is the dull normal just dull in academic work or just dull?

With the dull normal child removed from the ordinary class — for some subjects in any case — the failure rate in Std. 6 and 7 should be greatly reduced.

The Senior Secondary School Phase

This constitutes the period in which fully differentiated education is offered — and again — education is offered in accordance with the ability, aptitude and interest of the pupils. In order to provide for this in the same field of study, there will be differentiation in the syllabuses of subjects, in addition to the variety of curricula which are offered in the secondary school period, i.e. a subject will be offered at more than one level: The report further recommends that a pupil should take as many subjects as **he is capable of** at the advanced level. Even if a pupil can take one subject at the advanced level he should be given the opportunity of doing so. The operative words are: **he is capable of** — thus not to aim at mediocrity but the highest your potential permits.

Evaluation at the end of the senior secondary school period as well as promotion of pupils from one standard to another will be organised inter-departmentally but on failing the report states:

"In various countries there are objections to the practice of failing and means are being found

to combat the problem. One of the most important methods used in this connection, is to do away with the written public examinations and to pass pupils on the strength of a year mark and according to the judgement of the teachers or to pass pupils per subject. Furthermore, no prescribed combination of subjects for university entrance is laid down except in respect of core or major subjects for a specific field of study."

One thing must be borne in mind: The aim of examining and testing is not to promote or retard a pupil but — and I am quoting the Report on Differentiated Education —

- (i) to determine pupils' **problems** with regard to the mastery of the content of a specific subject so that **remedial** education can be given;
- (ii) to obtain a picture of the pupils' school achievement, which can serve as an **aid** for the guidance of pupils in their choice of education and field of study;
- (iii) to determine whether pupils have an insight into and an understanding of their school work or whether they possess only memorised factual knowledge and
- (iv) to determine whether the pupil complies with a specific standard of knowledge or competence. A very serious consideration here naturally is the requirements of the J.M.B.

Please note: The examination is not looked upon as an end in itself but as an aid to learning. Key words are remedial education and guidance.

Guidance

A striking feature of the system of Differentiated Education is the emphasis on guidance.

Broadly stated the aim of guidance is:

1. to provide parents with information and to advise them regarding school courses and vocations so that they can assist their children to choose the right type of school, the right course and, eventually, the right vocation;

FAILURE AT SCHOOL

2. to determine the pupils' capacities and to point them out to the teacher so that the teaching can be co-ordinated with these capacities; and
3. to provide the pupil with information in connection with vocations, to stimulate their interest in a specific vocation and to identify and eliminate their learning problems.

Thus, guidance, if correctly undertaken will help the child to choose the correct type of education, it will help the teacher to understand the problems and eliminate these.

In the new national system the school guidance service forms an integrated part of the national system of education. Guidance will be an auxiliary service in all schools and must be administered by specialists.

Just one minor aspect of guidance — helping the children to choose the correct courses should help to curb failure at school.

To this end, too, the Department is planning as full a range of courses as possible.

In conclusion:

1. Many an Indian child fails before he reaches school. Pre-school education should receive the serious attention of the Indian community.
2. The influence of the mother cannot be stressed enough. Adult education must be fostered and encouraged.
3. Special classes must be expanded and a thorough testing programme must be applied to identify these handicapped youngsters at as early an age as possible.
4. Every teacher, but especially every primary teacher, must do remedial work. Diagnostic and standardised scholastic tests must be used as part of the teaching programme.
5. In the Secondary School guidance must play an important role.
6. Every teacher should be a dedicated professionally qualified person rendering a service to his community. □

CHOOSING AN OCCUPATION

by
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EVERY YEAR a large number of scholars and students are faced with the problem of choosing an occupation. The choice of an occupation is — because of its implications — one of the most important single decisions in every individual's life. The choice of an occupation may determine whether the worker will be employed or unemployed, successful or unsuccessful and whether he will enjoy or detest his work. The choice of an occupation influences almost every other aspect of life, like where the worker's family will live, where his children will go to school, whom the worker will associate with, etc. Occupational choices also determine how a society will use its manpower.

To choose an occupation implies some knowledge about occupations. Occupational information is indispensable because many occupations are unknown to a large number of scholars and students. The wise choice of an occupation requires accurate information of the requirements of different occupations and the opportunities for training and employment in these occupations.

Occupational information alone is

not enough. Knowledge and acceptance of his likes and dislikes, his aptitudes, abilities and limitations are equally essential. Just as self-knowledge can be effectively applied to the choice of an occupation only if something is known about occupations, likewise knowledge of occupations can be effectively applied only if selfknowledge exists. Either without the other is incomplete.

The following list of questions may be applied to any occupation about which information is required.

Employment prospects

Are workers in demand? Is employment in this occupation expected to increase or decrease in the future?

Nature of the work

What is the work of a typical day, week, month, year? What are all the things a worker may have to do in this occupation? Does he mainly deal with people or things? With what kinds of tools, machines and material does he work? Must he travel?

Work environment

In what kind of surroundings is the work done? Indoor or outdoor? Is the worker exposed to sudden changes of temperature, mechanical hazards, moving objects, burns, electric shock or other hazards? Does he work in cramped quarters, in high places or in any other unusual location? Does he work with others, near others or alone?

Qualifications

- ★ Age. What is the age limit for entrance?
- ★ Sex. Is it predominantly a male or female occupation? Are there reasonable opportunities for both?
- ★ Height and weight. Are there any minimum or maximum requirements?
- ★ Other physical requirements. Are there any other measurable physical requirements like average or superior hearing, physical strength, etc.?
- ★ Aptitudes. Minimum or maximum intelligence, mechanical aptitude, clerical aptitude, finger dexterity, etc.?
- ★ Tools and equipment. Must these be supplied by the worker at his own expense? What does it cost?
- ★ Legal requirements. Is a licence or certificate required?
- ★ Residence. Must the worker be a resident of the city or province in which he is employed?

Unions

Is the closed shop common or predominant? If so, what are the requirements for entrance?

Preparation

How long does it take? What does it cost? What does it include? What kind of high school training should precede entrance into the technical college or university? What subjects and ancillaries must or should be chosen? What provisions, if any, are made for apprenticeship or other training on the job? Is experience a prerequisite to entrance?

Entrance

How does he get his first job? By applying to employers? By registering with employment agencies or the Department of Labour? By saving to acquire capital and opening his own business?

Advancement

What proportion of workers advance? To what? After how long and after what additional preparation or experience?

Earnings

What are the average earnings by week, month or year?

Number and distribution of workers

Are most of the workers employed by private industry, by the Government, by some other kind of organisation or are they self-employed?

Advantages and disadvantages

What do workers say they like best and dislike most about their jobs? Are hours regular or irregular? Long or short? Is there frequent overtime or night work? Sunday and holiday work? What about holidays? Is employment steady or irregular? Is the work hazardous? What about accidents and occupational diseases? How will the work affect the family of the worker?

To obtain answers to these and other related questions, scholars and students are dependent on the original and intermediate sources of occupational information. The original sources include the worker who does the job, his employer and the organisations and Government departments involved. All other sources of occupational information are intermediate sources which obtained their information from the original sources. Intermediate sources of occupational information are leaflets, pamphlets, brochures, books and magazine articles.

Comprehensive occupational information from intermediate sources, for school leavers and graduates who wish to make a study of opportunities, is unfortunately limited in South Africa.

Brochures from the following professional bodies may be obtained free of charge by writing to:

The Federation of Societies of Professional Engineers, P.O. Box 61019, Marshalltown, Johannesburg.

National Council of Chartered Accountants (South Africa), P.O. Box 964, Johannesburg.

The Association of Law Societies of the Republic of South Africa, P.O. Box 1428, Pretoria.

The University of the Witwatersrand (Admissions Secretary), Natal University's Student Advisory Service and the Cape Town University's Careers Office have printed brochures on a variety of occupations available on request.

Fiat Lux has, since its inception in May, 1966, reviewed a number of occupations which include:

The implications of welfare services (Vol. 1, No. 2, June, 1966, pp. 38-41) and New future for trained Indian welfare workers (Vol. 1, No. 4, September, 1966, pp. 104-107).

The South African Police (Vol. 1, No. 6, November, 1966, pp. 176-181) and Bright future for police (Vol. 5, No. 5, June, 1970, pp. 24-28).

Nursing as a career for Indian girls (Vol. 2, No. 2, March, 1967, pp. 48-53, and A Worthwhile Career (Vol. 7, No. 6, August, 1972, pp. 4-7).

Does your child wish to become a teacher? (Vol. 2, No. 8, October, 1967, p. 256).

Indians in the printing industry (Vol. 3, No. 1, February, 1968, pp. 24-27).

The guardian of public health (Vol. 3, No. 2, March, 1968, p. 62).

Indian manufacturing jewellers (Vol. 3, No. 4, May, 1969, pp. 108, 122-124).

Physiotherapy — career of skill (Vol. 4, No. 2, March, 1969, pp. 49-53).

Indians in the tailoring trade (Vol. 5, No. 5, June, 1970, pp. 7-16).

Opportunities in the poultry industry (Vol. 5, No. 10, December, 1970, pp. 10-14).

Training and opportunities for Indian pharmacists in South Africa (Vol. 7, No. 3, April, 1972, pp. 18-21). □



Die Vryburgse Raadplegende Komitee en verteenwoordigers van die Stadsraad hou minstens een keer per maand samesprekings. Op die foto gesels die lede van die Raadplegende Komitee met mnr. M.G. Bonthuys, 'n amptenaar van Vryburg se Munisipaliteit. Mnr. J.M. Ghoor, die voorsitter, verskyn vierde van links. Samewerking tussen die Indiërgemeenskap en die plaaslike owerheid is besonder hartlik. Hierdie samewerking het reeds tot groot voordeel van Vryburg se Indiërs gelei.

VRUGTE VAN SAMEWERKING

NET BUITE VRYBURG, op die hoofpad na Mafeking, is 'n klein dog opvallend aantreklike woonbuurt geleë. Dit is by die eerste oogopslag duidelik dat dit 'n nuwe voorstad is, want al die huise is van moderne ontwerp (die oudste is slegs drie jaar gelede, in 1969, betrek). Die indruk word geskep dat die inwoners gelukkig is, en trots is op hulle omgewing.

Die voorstad is die woonbuurt van Vryburg se Indiërgemeenskap. „Ons voorstad het nog nie 'n naam nie,” vertel mnr. J. M. Ghoor, 'n plaaslike Indiërleier, „maar ons sal dit waar-

skynlik na 'n Suid-Afrikaanse blom vernoem. Ons dink aan Proteapark, want ons is burgers van Suid-Afrika en wil nie ons woonbuurt se naam in 'n vreemde land gaan haal nie.”

Die kwessie van naamgee mag onbenullig voorkom, maar dit weer- spieël in werklikheid die landsbewustheid van Vryburg se Indiërgemeen- skap. Hulle neem die destydse Mi- nister van Binnelandse Sake se ver- klaring op 16 Mei 1961 dat Indiërs 'n permanente deel van die Repu- bliek se bevolking is, en dat hulle verblyfreg in die land gevolglik on-

skendbaar is, ernstig ter harte.

Daar bestaan dus by hulle geen onsekerheid omtrent hulle status in Suid-Afrika nie. Om dié rede, maar ook omdat hulle die Indiërs van Suid-Afrika as 'n andersoort'ge ge- meenskap beskou, streef hulle selfver- wesenliking na binne die raamwerk van Suid-Afrika se beleid van aparte identiteite vir alle bevolkingsgroepe. Hulle streef dus sosio-ekonomiese en politieke volwassenheid na sonder om hulle eie identiteit, kultuur of geskie- denis enigsins in te boet.

Om dié rede werk die gemeen-

skap ten nouste met die owerheid saam om die grootste moontlike voor- deel in alle opsigte van ontwikkeling vir die groep as geheel en die in- dividue afsonderlik te behaal. En dié samewerking werp goeie vrugte af, hoofsaaklik omrede dit nie suiwer op 'n uitlokking en aanvaarding van gifte en gawes van die owerheid gegrond is nie.

Die Vryburgse Indiërgemeenskap, wat net meer as drie honderd siele tel, benut die ontwikkelingshulp wat hulle van die owerheid ontvang ten volle — maar vul dit ook self daad- werklik aan om hulle eie lewensgeluk en volwassewording snel uit te bou. Dit is 'n ekonomiese lewenskrachtige gemeenskap wat nie huiwer nie om die hand in eie sak te steek om hulle ideale te verwesenlik.

Die samewerking tussen die Raad- plegende Komitee en die Stadsraad van Vryburg is gul. 'n Kort oorsig van sommige van die mylpale wat in die afgelope paar jare deur dié samewerking bereik is, toon duidelik dat vele ander Indiërgemeenskappe in Suid-Afrika baie van die ontwikke- linge in die klein dorpie, Vryburg, kan leer.

Die pryse van erwe in Vryburg se Indiërdorp wissel van R100 tot R150, afhangende van die grootte. Kopers verkry volle eiendomsreg op die standplase. Daar is geen beperking op die oprigtingskoste van huise nie en van die gegoeede lede van die gemeenskap het dan ook woonhuise ter waarde van etlike duisende rand laat bou.

Die Vryburgse Stadsraad het 31 ekonomiese wonings teen 'n bedrag van R145 592 — of teen sowat R4 700 per eenheid — opgerig. Dié wonings word aan minder gegoeede lede van die Indiërgemeenskap be- skikbaar gestel. Ook het die Stads- raad reeds bykans R88 000 aan die voorsiening van noodsaaklike dienste (elektrisiteit, water en riolering) in die Indiërdorp bestee.

Die Indiërgemeenskap is in alle stadiums van die beplanning en aan- lê van hulle woonbuurt geken. Dit is 'n vaste reël dat die statuêre Indiër- Raadplegende Komitee en verteen- woordigers van die Stadsraad min- stens een keer per maand byeenkom om aangeleenthede wat die plaaslike Indiërgemeenskap raak, te bespreek.



Bo: Mnr. J.M. Ghoor (middel), voorsitter van die Raadplegende Komitee, bespreek 'n aangeleentheid wat die Indiërgemeenskap raak met die Burgemeester, raadslid W.A. Kotzé (links), en mnr. D.W. Nel, die stadsklerk.

Onder: Vryburg se Indiërgemeenskap is trots op hulle nuwe woonhuise en ontsien geen moeite of onkoste om hulle smaakvol te meubileer nie.





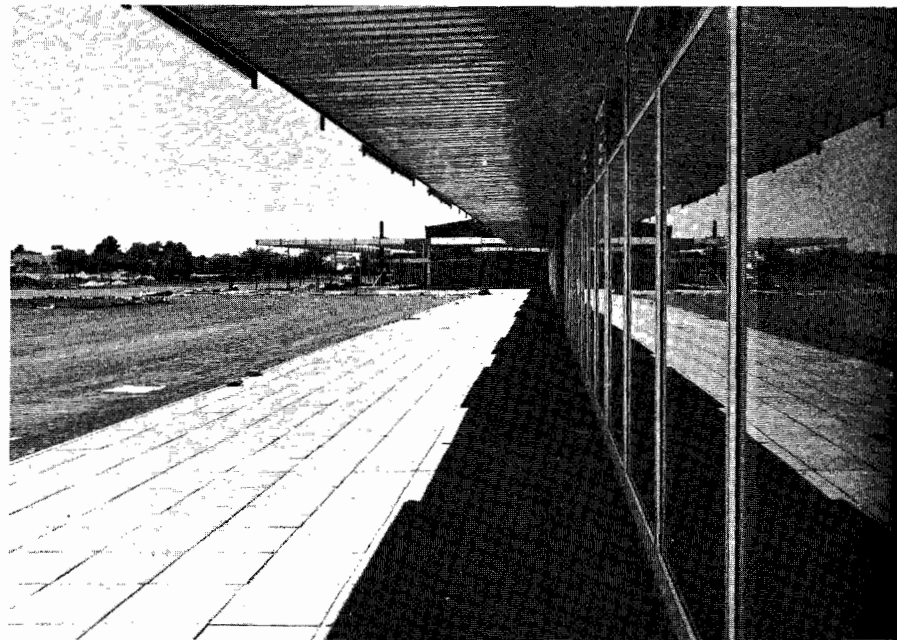
Dié openhartige gesprekke verskerp die noue samewerking wat die verhouding van die Indiërgroep en die plaaslike owerheid kenmerk.

'n Treffende voorbeeld van hierdie samewerking is die lening van R9 000 wat deur die Vryburgse Stadsraad aangegaan is vir die daartelling van sportgeriewe in die Indiërdorp. Die Indiërgemeenskap los die lening paalementsgegewyse af — maar word in d'ê opsig deur die Stadsraad bygestaan wat jaarliks 'n bedrag van R300 aan die gemeenskap bewillig om hulle skuldias te verlig.

Die strate in Vryburg se Indiërwonbuurt gaan geteer word: weer op 'n basis van samewerking tussen owerheid en gemeenskap. 'n Ooreenkoms is naamlik met die inwoners van die dorp aangegaan waarvolgens bereidwillige Indiërs R100 per erf vir die teer van die strate bydra. Die bedrag wat so gein word, dek die helfte van die koste van die verbetering van alle strate in die Indiërdorp.

Dit is ook samewerking wat eersdaags die oprigting van 'n luukse gemeenskapsaal in die Indiërwonbuurt moontlik sal maak. Die Stadsraad het ingewillig om 'n lening van R30 000 vir die oprigting van so 'n saal aan te gaan; op hulle beurt het Vryburg se Indiërs onderneem om

VRUGTE VAN SAMEWERKING



Heelbo: 'n Verkoophoekie in mnr. Ghor se ou afdelingswinkel. Dié groot winkel verskuif eersdaags na die nuwe, moderne winkelkompleks vir Indiërhandelaars.

Bo: Vryburg se nuwe Indiërwinkelkompleks is teen 'n koste van R600,000 opgerig. Die huur is uiters redelik. Die kompleks behoort teen die einde van vandeemaand betrek te wees.

Teenblad, bo: Die jong klomp geniet die laasnamiddagson. Die huise in Vryburg se Indiërdorp is van opvallend moderne ontwerp en die erwe is goed versorg.

Teenblad, onder: Dit is pret om snoepery vir 'n onthaal in so 'n moderne kombuis voor te berei! "Ons het getrek van krotte na kastele," sê Vryburg se Indiërs.



die helfte van die lening te delg. Die plan vir d'ê gemeenskapsaal is reeds deur 'n argitek opgestel en die boukoste daarvan sal, na geraam word, egter R45 000 beloop. Vryburg se Indiërs gaan dus, om aan hulle eie vereistes te voldoen, 'n bedrag van R30 000 vir dié doel bydra — die ander R15 000 kom van die Stadsraad.

Dit is slegs enkele voorbeelde van die goeie verhouding wat daar tussen die Indiërgemeenskap en die plaaslike owerheid bestaan. 'n Mens kan meld dat Vryburg se Indiërs elke jaar komberse bymekaar maak om aan die Burgemeester se Kersfonds vir verspreiding onder behoeftiges te skenk. Ook kan daar op gewys word dat die Stadsraad elektriese krag teen 'n spesiale tarief vir die speel van tennis in die aande aan die Indiërgemeenskap verskaf. Dit 's geen geringe vergunning nie!

Die wagwoord is dus samewerking en daaruit het die goeie verhouding tussen Vryburg se Indiërs en hulle plaaslike owerheid ontstaan.

Sowat 90 persent van die dorp se Indiërmans is ekonomies aktief en hoofsaaklik in die handel betrek. Toe groepsgebiede te Vryburg geproklameer is het die Indiërhandelaars, vanweë die ligging van hulle groepsgebied, onseker oor hulle toekoms begin voel.

Die klandisie van hulle winkels was hoofsaaklik Blankes en Bantoes: sou hulle nuwe sakesentrum strategies genoeg geleë wees vir dié mense om dit maklik te kan bereik?

Samesprekings met die owerheid het gevolg. Voorstelle vir die ligging en aard van die sakesentrum is gemaak en verwerp. Ander voorstelle is oorweeg. Uit hierdie beplanningsbesprekings het dit duidelik na vore gekom dat dit vir die Indiërhandelaars ekonomies onprakties sou wees om dit in die Indiërdorp te hê. 'n

VRUGTE VAN SAMEWERKING

Ander aspek was dat die ligging daarvan maklik vir die Blanke en Bantoe klandisie bereikbaar moes wees.

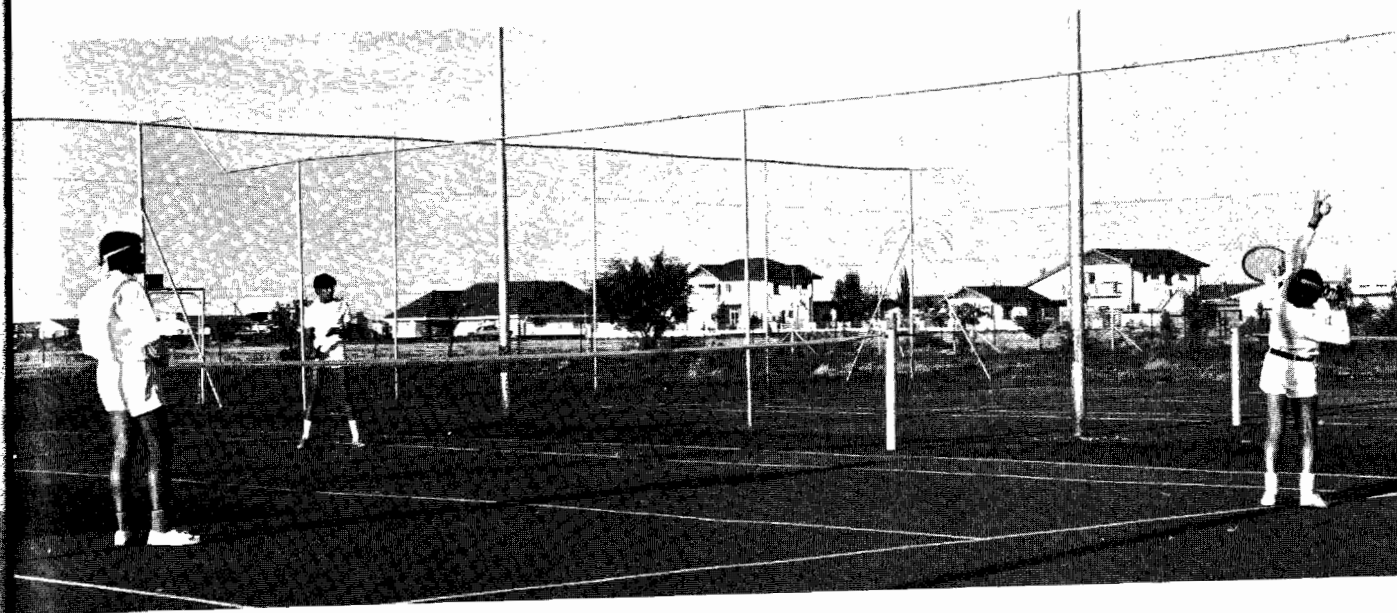
Die Departement van Gemeenskapsbou, wat die projek gekoördineer en beheer het, het uiteindelik na oorweging van alle beskikbare feite en voorstelle, beslis dat die sakesentrum binne die Blanke gebied suid van die middedorp op die pad na Schweizer Reneke opgerig moet word, dit wil sê, binne maklike bereik van sowel die Blankes as die Bantoes om sodoende te verseker dat die Indiërhandelaar nie van sy lewens-tog ontnem word nie.

Met hierdie beslissing was die In-

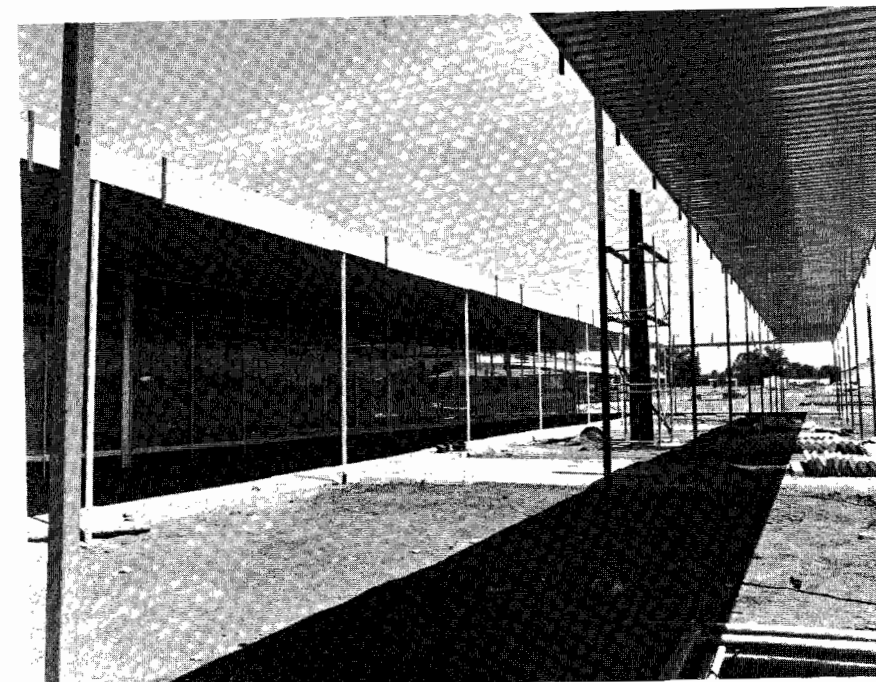
diërgemeenskap baie tevrede en is daar begin om die winkelkompleks van R600 000 op te rig. Dit is voltooi en behoort aan die einde van die jaar betrek te wees.

Die beginsel wat gevolg is met die toekenning van winkelpersle is die gewone: elke handelaar in Vryburg verkry 'n winkel met dieselfde vloeroppervlakte as wat hy voorheen gehad het. Die groot verskil — en dit is 'n belangrike verskil — is die nuwe winkels se moderne ontwerp, goeie beligting en dat hulle, vanweë hulle ontwerp, die indruk van ruimte skep. Die huur is uiters redelik.

Die handelaars is geesdriftig oor hulle nuwe winkelpersle en bestee



(Links) Dit is "Lekker harde werk" om ná 'n inspannende dag in 'n winkel in 'n mens se eie tuin te kan werk. Maar dit is nog meer aangenaam om op goed versorgde tennissbane te kan ontspan (bo). Elektriese krag vir spreiligte op die tennissbane word teen 'n spesiale tarief deur die Stadsraad verskaf. Onder: Indiërhandelaars bestee groot bedrae geld om hulle winkels modern in te rig. Elke handelaar is 'n winkel met dieselfde vloeroppervlakte as die oue wat hy sal ontruim, toegestaan. Die winkelkompleks is binne maklike bereik van Blanke- en Bantoe klandisie geleë.



groot bedrae geld daaraan om hulle so aantreklik as moontlik te maak. Daar is voorsiening vir verskillende soorte winkels, soos 'n slaghuys, 'n klerewinkel, 'n algemene handelaarsaak en dies meer. Die winkel van J. M. Ghoor en Seuns is die grootste in die kompleks; trouens, sommige mense is van mening dat dit die grootste afdelingswinkel op die Suid-Afrikaanse platteland is. Mnr. Ghoor, die besturende direkteur, het sowat R110 000 slegs aan nuwe toebehore en meubilering bestee! Daar word vertel dat dit minstens tien dae sal duur om van die ou winkel na die nuwe oor te trek.

Dit is die verhaal van die verskuiwing van Vryburg se Indiërgemeenskap na 'n nuwe, moderne woonbuurt, en van die Indiërhandelaars na 'n nuutopgerigte winkelkompleks. Hulle ou winkelpersle word deur die Departement van Gemeenskapsbou aangekoop. Die eienaars verloor dus niks, maar wen uiteensellig veel.

„U kan sê,” soos mnr. I. Ebrahim, 'n lid van die Raadplegende Komitee dit stel, „ons het getrek van krotte na paleise, van donker na lig.” □



OFFICIAL OPENING

"THE OPENING of a new school is always a very important milestone in the development of a community," said the Director of Indian Education, Mr P. W. Prinsloo, on October 14, 1972. He was officially opening the Shallcross State Indian High School.

The school building — which is one of the largest, best equipped and most modern in the country — cost R315 750. Besides 30 classrooms it has a laboratory for biology and one for physical science, a domestic science unit (which includes a kitchen, dinette and sewing room), an industrial arts centre (which includes a woodwork room, metalwork room and drawing room), a library and rooms for typing, geography, history and music. There are also two staff rooms and two sick rooms.

"What a privilege to teach or to be educated in such a fine building!" Mr Prinsloo said.

Schools of the Department, he said, were planned to serve certain educational functions, and so must be regarded as much more than a mere

roof over children's heads. "The building must create an atmosphere in which teachers can teach effectively and children can learn successfully ...

"To ensure that the best means of communicating knowledge to the pupils is applied, our schools are equipped with modern apparatus and amenities."

The new school, he said, had a two-fold task — developing the pupils intellectually and moulding their characters. The first task was a professional one, to be left in the hands of the principal and his staff. Parents, however, could do much to help by instilling into their children the correct attitude towards learning.

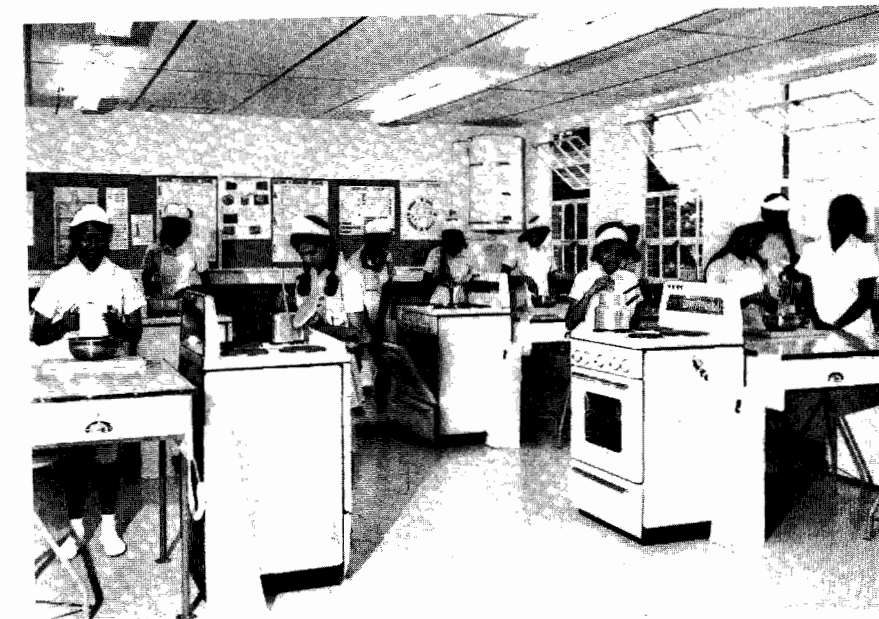
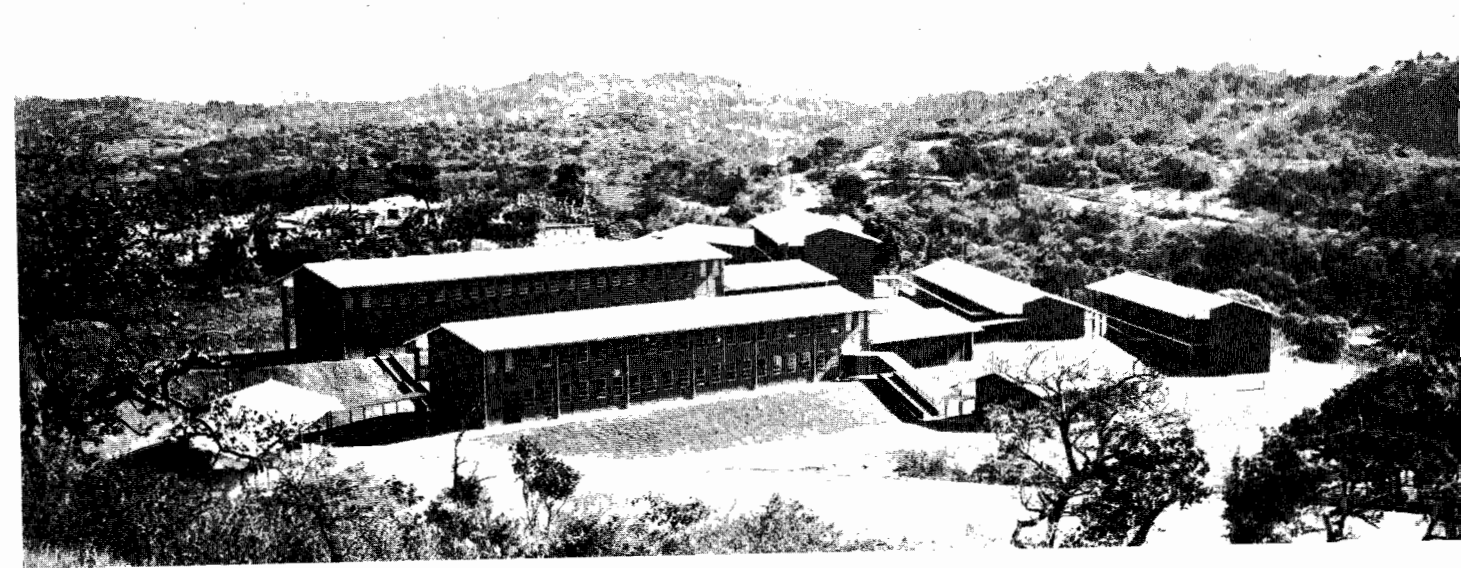
He stressed the importance of youth being prepared intellectually to take its rightful place in the world of tomorrow — a world that would not be the same as that of today. "Knowledge is essential to anybody who wishes to survive and succeed in this modern and complex world".

The Department is "fully alive to the changing educational needs of the times and takes steps to meet

them. Not only do we build modern schools and equip them with the newest teaching aids, but our whole educational system is reviewed from time to time and adjusted to keep pace with new developments. As from the beginning of next year a new system of differentiated education will gradually be introduced into our schools so as to make provision for the aptitude and ability of every individual child. A wider range of courses will be offered in our schools."

The school's second task was the "moulding of strong and reliable characters". He saw "the building of steadfast characters" as a great responsibility in which home and school should co-operate very closely. "Even the general public has a responsibility."

Sport was an important aspect of school life, ideally lending itself to the development of personality; but he reminded his audience, participation was of far greater importance than winning. He hoped that the school would build up a great tradition for sportsmanship. □

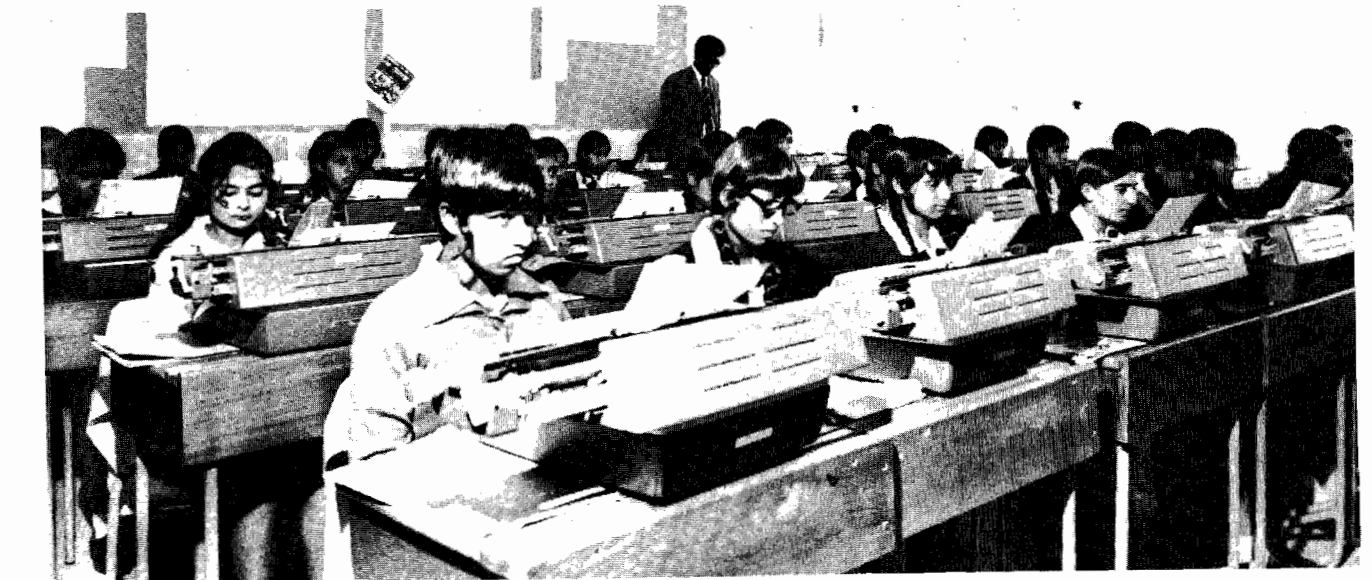


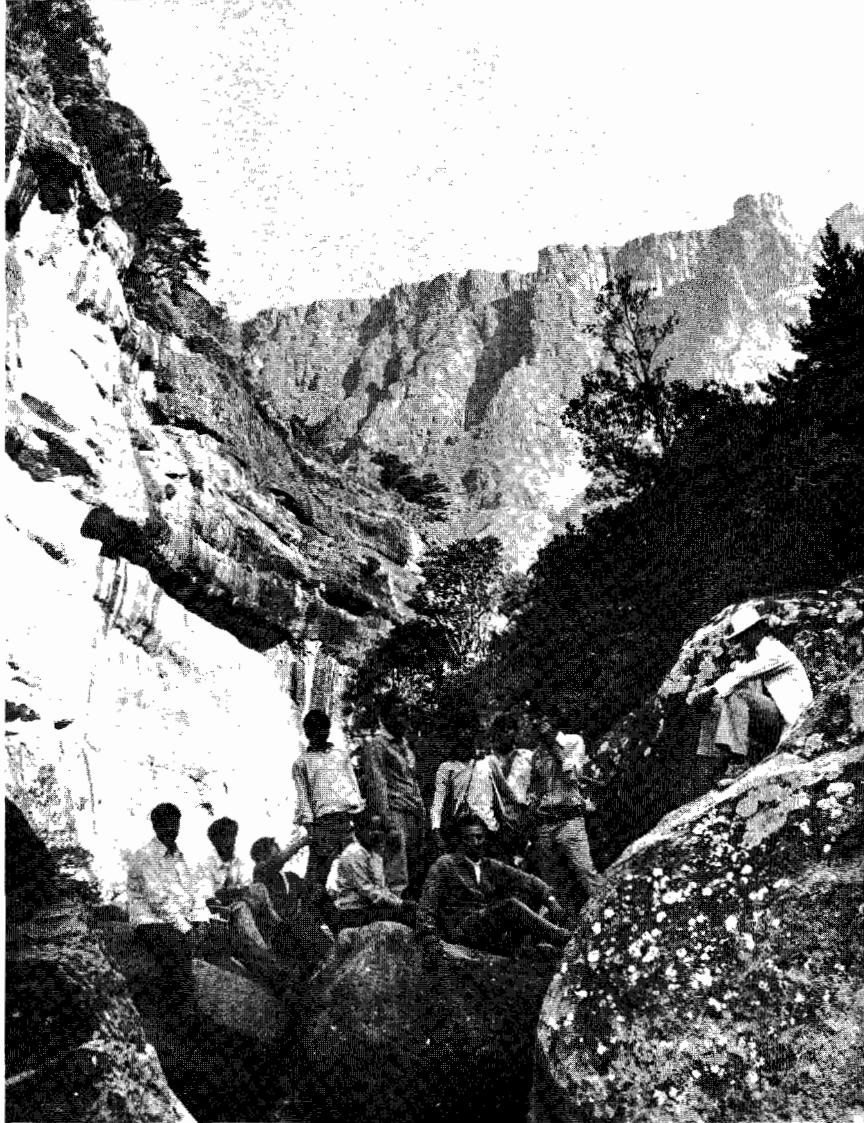
Opposite page: At the opening function are, from left: Mr R. Baliraj, Acting Vice-Principal; Mr G. de la Rey Nel, Inspector of Indian Education, Mr P.W. Prinsloo, Director of Indian Education, and Mr P.I. Devan, the Principal.

Above: The new school.

Left: A cookery lesson in the modern kitchen, which forms part of the school's domestic science unit.

Below: Future typists.





To the Drakensberg

SIXTY STUDENTS of the M.L. Sultan Glencoe State Indian High School and their teachers will long remember their one-day excursion, towards the end of September this year, to the Royal National Game Park and the Rugged Glen Nature Reserve.

These, which are situated amidst the most attractive mountain-scenery in South Africa, include such attractions as the magnificent Mont-Aux-Sources Peak — source of both the Orange and the Tugela rivers, which flow in different directions, one eventually finding its way into the Atlantic, the other into the Indian Ocean. In the game park and the nature reserve indigenous fauna and flora abound, while examples of rock art, fossils and fossilised tree stumps are among the interesting attractions which may easily be reached on foot.





**THE PRICE FOR NOT IMMUNISING
YOUR CHILD AGAINST POLIO
CAN BE VERY HIGH**