

FIAT LUX



*Christmas and New Year's Message by
the Minister of Indian Affairs
The Hon. F. W. Waring*

Once again I wish to extend my sincere greetings and best wishes for Christmas and the New Year to all members of the Indian Community, to officials and employees of the Department and to all those who have given so generously of their time and energy to furthering the interests of the Indians in South Africa.

I wish to take this opportunity of expressing my thanks and appreciation to the thousands of members of the Indian Community who by their devoted service and, above all, their willingness to help themselves, have contributed so much to the well-being and prosperity of the Indian population. This spirit of self-dependence augurs well and forms a stable basis on which the Community can build a prosperous future.



*Kers- en Nuwejaarsboodskap deur
die Minister van Indiërsake
Sy Edele F. W. Waring*

Weer eens wil ek my opregte en hartlike Kers- en Nuwejaars-groete oordra aan al die lede van die Indiërgemeenskap, aan beamptes en werknemers van die Departement asook aan almal wat so vryelik hulle tyd en kragte gewy het aan die bevordering van die belange van die Indiërs in Suid-Afrika.

Graag wil ek ook van hierdie geleentheid gebruik maak om my dank en waardering te betuig aan die duisende lede van die Indiërgemeenskap wat deur hulle toegewyde diens en bowenal hulle bereidwilligheid om hulleself te help, soveel tot die welsyn en vooruitgang van die Indiërbevolking bygedra het. Hierdie gees van selfstandigheid belooft veel en vorm 'n hegte grondslag waarop die Indiërgemeenskap 'n voorspoedige toekoms kan bou.

FIAT LUX

in die uitgawe in this issue

page

- 2 Current Trends in Primary Education
- 5 Cripple Care
- 6 Historic Happening
- 8 The South African Saving Movement
- 10 Crime—its control and prevention
- 13 Fields of Study for the Prospective Accountant
- 16 The Flat Dwellers
- 19 Photo Flashes
- 20 Art—A way of life
- 24 Police Passing-out Parade
- 26 Teaching the Toddler
- 27 Prevention of Blindness
- 30 Examination and the Future
- 32 The Sam China Cup

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FRONT COVER:

Christmas strengthens family ties

BACK COVER:

Life Saving Trophy presented to the Isipingo Life Saving Club by the Mayor of Capetown

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'N MAANDBLAD NAMENS
DIE DEPARTEMENT VAN
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DEPARTEMENT VAN INLIGTING
UITGEGEE

Artikels of gedeeltes van artikels wat in hierdie uitgawe verskyn mag gebruik word mits die bron erken word.

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SOME CURRENT TRENDS IN PRIMARY EDUCATION

By
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University of Durban-Westville)

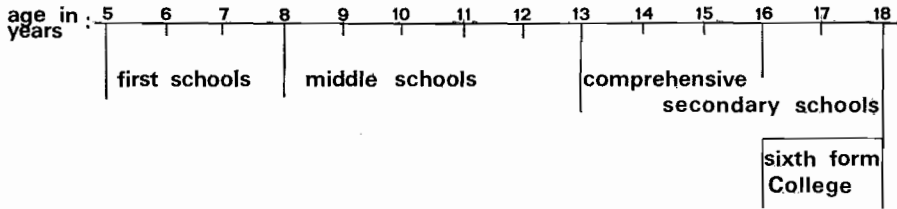
1. INTRODUCTION

A spirit of change pervades the educational activities in many parts of the world. Nowhere is this more apparent than in England and Wales.

The Plowden Report on *Children and their Primary Schools*, published in 1967, gave impetus not only to changes in primary education but to secondary education as well. The secondary system has shifted more and more towards comprehensive

schools for all, and this has freed the primary schools from the shackles of the "eleven plus examination". For more than a quarter of a century this examination virtually determined the vocational prospects of pupils, and dominated the upper-reaches of primary school work, often with stifling results.

The new school system taking shape in England and Wales today is best illustrated by means of the diagram below.



Primary schooling comprises two phases, first schools for children in the age range 5 to 8, and middle schools for those aged 8 plus to 13. The comprehensive secondary school will cater for those in the age range 13 plus to 18. The statutory leaving age will be raised to 16 years in 1972. The Sixth Form College, when introduced, will serve a number of comprehensive schools in the neighbourhood. The essence of the Sixth Form (whether separate or part of the comprehensive school) is its tutorial system, i.e. the give-and-take of discussion in small groups. The Sixth Form bridges the gap between school and university admirably.

2. THE INTEGRATED DAY

Primary education deals with universals, such as literacy and numeracy. Secondary education deals with separate disciplines or subjects, each with its own system of knowledge and validation procedures.

All sorts of situations can be created by the primary school teacher to give children practice in speaking, reading, writing, number skills, the organization of knowledge and the arts of expression. These skills need not be isolated, one period for this, another for that.

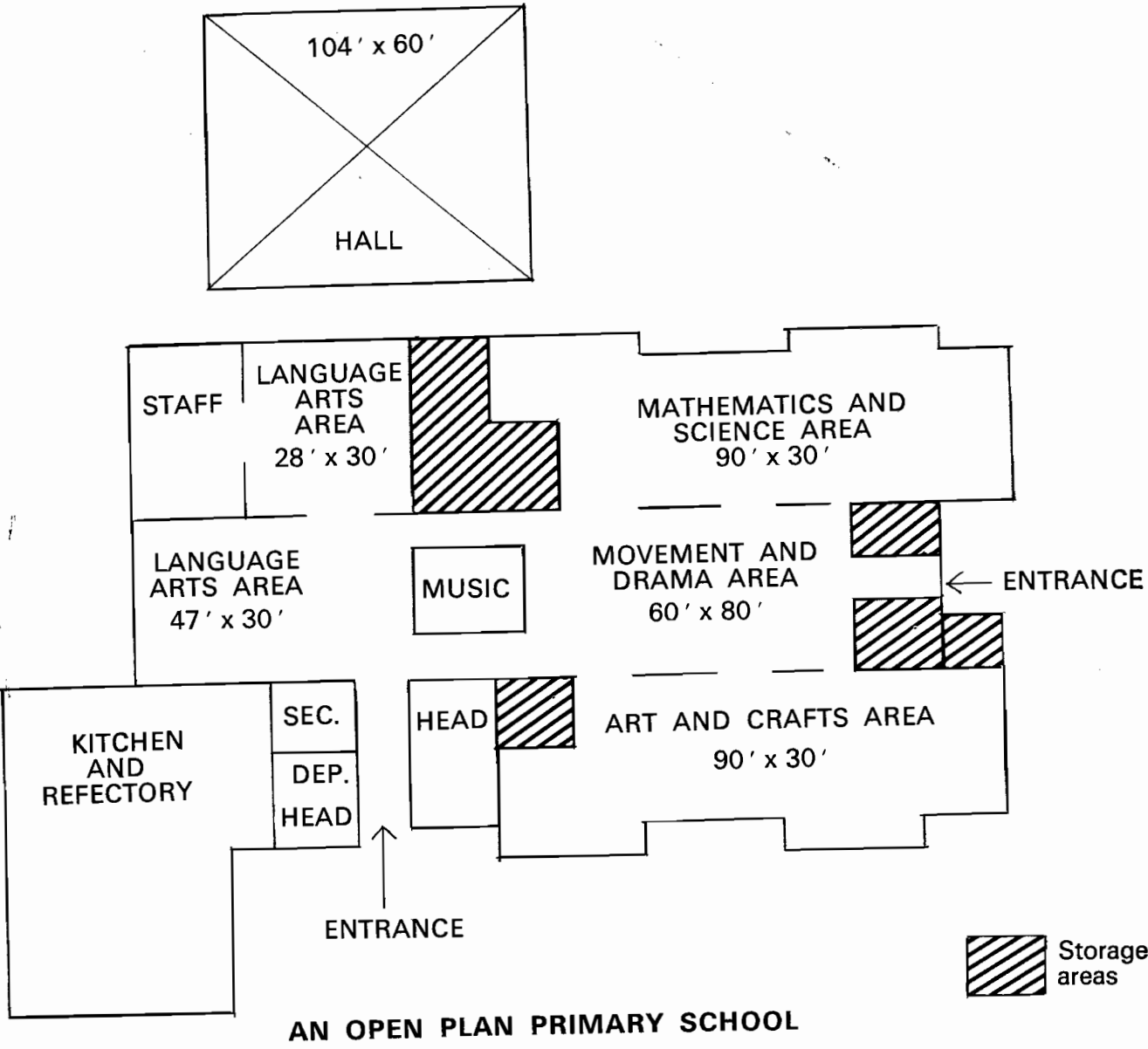
In the traditional pattern of teaching, the teacher is forced to follow a time-table in which everyone changes subjects at definite intervals. The bell is so to speak king! This rigid time-tabling, still a feature in the majority of primary schools, demands that pupils learn in episodes of equal duration. It cuts short indifferently the brightest and the dimmest moments of the pupil's learning and the teacher's presentation. Learning on this fixed instalment plan cuts across tentative understanding, cumulative absorption, growing excitement, and half-formed discovery and invention.

A feature of some of the new schools is the integrated day.

An integrated day is one in which there are no fixed lesson periods as such. Instead, each child has an individual programme of work which he has to follow through in his own time, but all the children congregate for group work on certain occasions. The idea underlying the integrated day is to let the child learn on his own under the surveillance of his teacher through what are termed centres of interest. The pupil studies topics which interest him, and acquires basic skills and knowledge *en route*. Not only are subject boundaries eroded, but also in-school and out-of-school activities. What the child learns in school can be practised everywhere, and reinforced by daily experience.

With due guidance, so it is argued, a class of some thirty primary school pupils, working the integrated day, may at any one time, be learning thirty different things. Thirty pupils being taught through a formal class unit structure, learn one thing at a time. The traditional classroom procedure requires the teacher to set a pace he estimates to be right for a fictional average of the whole class. The same content and the same speed are used for the whole class. The presentation is geared to what the Americans call the "lock-step" of the class.

One head teacher describes the advantages of the Integrated Day thus: "The flow of work is no longer interrupted by the division of the day as on a fixed time-table. The mood of the class is livelier. The amount of work produced on any one task on any one day is not limited, other than by the child's own capacity. The children help one another where they can, while those who prefer to be directed by the teacher get the necessary guidance."



3. THE OPEN PLAN SCHOOL

For the integrated day to work properly, schools have to be built on what is termed the open plan. In the open plan school, children are not restricted to rigid box-like structures that characterized the old-type school building. Instead, the building is designed to accommodate various specially equipped working areas. Normally, one area is associated with mathematics and science, another with reading and the language arts, a third with music, a fourth with movement, a fifth with arts and crafts, etc. Pupils have easy access to any of the working areas. The pupils work in pairs or in small groups on different projects making "discoveries" and drawing conclusions.

The traditional rows of desks are dispensed with, and the teachers work in teams.

4. TEAM TEACHING

Team teaching is a form of instructional organization that originated in the United States of America after World War II and has since become prominent, especially in primary schools in many parts of the world.

An essential requirement of team teaching is flexible grouping. Instead of one teacher in the primary school having the total responsibility for instructing a class of some twenty to forty pupils in all or a number of subjects, the work is shared by several teachers working

jointly as a team. Working as a team, it is possible to pool the strengths of individual teachers into a co-ordinated whole.

In team teaching the following general procedure is adopted. At times a whole group of pupils numbering 100 or more are brought together for particular lessons, lectures or demonstrations, thus enabling the most experienced and talented teachers to influence a large number of pupils. At other times instruction occurs in class groups of some 25 to 30 pupils in which one or more teachers participate. Then there are occasions when pupils are brought together in small groups varying from 2 to 12 for remedial work.

Educationists are agreed that primary pupils gain much from contact with different teachers in various intra-class structures. Teachers, too, gain much from working in a team. Under ordinary conditions, when teachers are responsible for the work of a single class, they see very little of their fellow teachers at work, nor do they have the experience of having their own teaching observed by others. Team teaching brings them together in a way that enables them to become aware of different teaching styles, more aware of their own approach, and more disposed to consider alternative approaches.

5. CLASS ORGANIZATION IN THE ORDINARY SCHOOL

While new primary schools are being built on the open plan, the majority of schools are housed in old traditional type buildings. However, in these schools, too, new trends in class organization are in evidence.

Two types of organization are generally favoured, namely, the unstreamed class, and the family grouping.

The unstreamed class contains pupils of mixed abilities. This type of class organization is preferred, because since children work in groups (rather than as individuals), their contribution to the total learning situation is based on their strengths and not their weaknesses. However, the teacher must ensure that the pupil gets help in his weaker subjects. Even when tests are taken, pupils are encouraged to work together.

Pupils in a mixed ability group get a better awareness of themselves. Furthermore, since the pupils in the class are made to work together in smaller units, individual interests become merged in the activities of the group, and the emphasis is shifted from competition to co-operation.

The idea of the unstreamed class is gaining ground in England. Many educators hold the view that streaming according to ability is damaging to the interests of less able children and irrelevant to the interests of the more able.

A family grouping organization contains pupils in a single class over the whole age range 5 to 11. It is argued that where younger and older children are brought together in the same class, a social setting

similar to the family is created, enabling the older pupils to help the younger ones.

Recent follow-up studies have shown that social attitudes and habits established during the early primary school years tend to persist without much modification into late childhood and adolescence. This is why social adaptability is strongly stressed in the primary schools of Great Britain these days.

6. LEARNING HOW TO LEARN

In the primary school of today, the pupil is an active partner and not a passive participant in his own education.

The pupils ask questions, and the teacher provides them with the materials to find answers to their own questions.

Pupils are made to learn how to learn. Education is thought of as experience and activity, rather than knowledge acquired by rote. Primary schools are noisy places, because children are encouraged to talk and communicate their ideas to others, i.e. to mobilize their intellectual resources.

The theory and practice underlying present-day primary education in England are clearly expressed in this statement from the Plowden Report:

"A school is not merely a teaching shop. It is a community in which children learn to live first and foremost as children, and not as future adults . . . The school sets out deliberately to devise the right environment for children, to allow them to be themselves and to develop in the way and at the pace appropriate to them . . . It lays special stress on individual creative work. It insists that knowledge does not fall into neatly separate compartments, and that work and play are not opposite but complementary."

7. AN EVALUATION

The efficacy of some of the innovations and trends described above have still to be proved. The integrated day may be suitable for the infant classes, but not throughout the primary school. The various subjects of the curriculum are not wholly interdependent.

It would be neither prudent nor feasible to transform our whole primary school system along the lines outlined above. However, there is need for reassessing our teaching methods and techniques and for experimentation. We must make our teaching methods learner-centred, rather than teacher-centred. We need to try out the open school plan idea and the team teaching technique as an empirical research project in an infant school setting. A long-term project under the aegis of the Division of Education and the University and in collaboration with the College of Education could, without a doubt, be immensely rewarding.

* The author has recently returned from Europe, where he studied new developments in education. He also represented South Africa at an International Conference on Special Education, held in Norrköping, Sweden.

CRIPPLE CARE



Mr. H. J. C. Parker discusses an item in the report with members of the committee. They are (from left to right): Mr V. Somiah, Treasurer; Dr B. T. Naidoo, President of the Association; Mr I. P. Desai, Vice-President; and Mr S. N. Chetty, Secretary.

THE FOURTH A.G.M. of the Natal Indian Cripple Care Association was held at the M.L. Sultan Technical College on Saturday, 23rd October, 1971. The meeting was well attended. Guest Speaker at the function was Mr H. J. C. Parker, Director of the National Council for the Care of Cripples in South Africa.

In the Annual Report the progress made by the Association in the past year was traced. The most important step being the establishment of a new treatment centre at Chatsworth.

The establishment of such a centre was considered essential in view of the large case load at the Red Cross Treatment Centre and the large number of out-patients at King Edward VIII Hospital. In addition, this was to ease the tremendous travelling difficulties experienced by our cripples living in Chatsworth.

The Association has been provided with suitable premises free of charge by the Divine Life Society of South Africa. The Society is on the verge of handing over the premises which are situated in Unit 1 in Chatsworth. The Durban Cripple Care Association has undertaken to equip the centre.

According to the report, there is at present an urgent need for special educational facilities for Indian Cerebral Palsied Children in the Republic.

Three of our members — Dr B. T. Naidoo, Mr I. P. Desai and Mr C. M. Bassa — serve on the Special Education Committee of the Department of Indian Affairs, Division of Education. At the moment these three members are engaged in preparing a comprehensive memorandum on special educational facilities for Indian Cerebral Palsied Children.

With regard to employment, arrangements were made with the Staffing Personnel Section of Bakers Ltd., for the placing of Indian cripples with them. So far two cripples have been placed on a trial basis. It is hoped

that similar success would be achieved with other firms.

The Association was discovering that with the establishment of the new treatment centre in Chatsworth, transport problems had arisen. It was therefore considering purchasing a vehicle to convey cripples from their homes to the treatment centre when they required physiotherapy.

The Association had recently established contact with members of the Indian community in Pietermaritzburg with a view to activating interest in cripple care work. Fruitful discussions have taken place between Mr I. P. Desai, Vice-Chairman of the Association, Mr Chetty and the Chairman and Social Workers of the Midlands and Pietermaritzburg Cripple Care Association, as well as with members of the Indian community.

FINANCE

In order to equip and maintain the treatment centre the Association has so far made some successful attempts to secure funds. Through the Trustees of the South Coast District Indian Football Association R500 has been secured. Another R500 was granted by the Natal University Charity Rag Committee. Mrs C. S. Naidoo held a very successful film show in Umkomas and raised the sum of R400. The Association held a dance at the Railway Hotel, which realised an amount of R125.

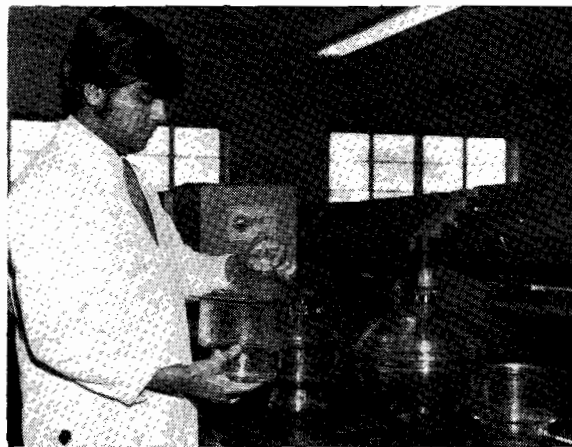
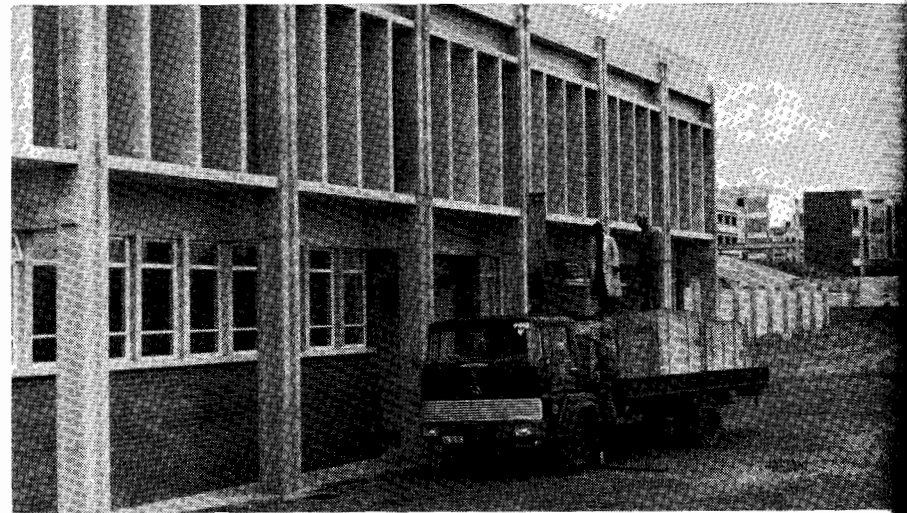
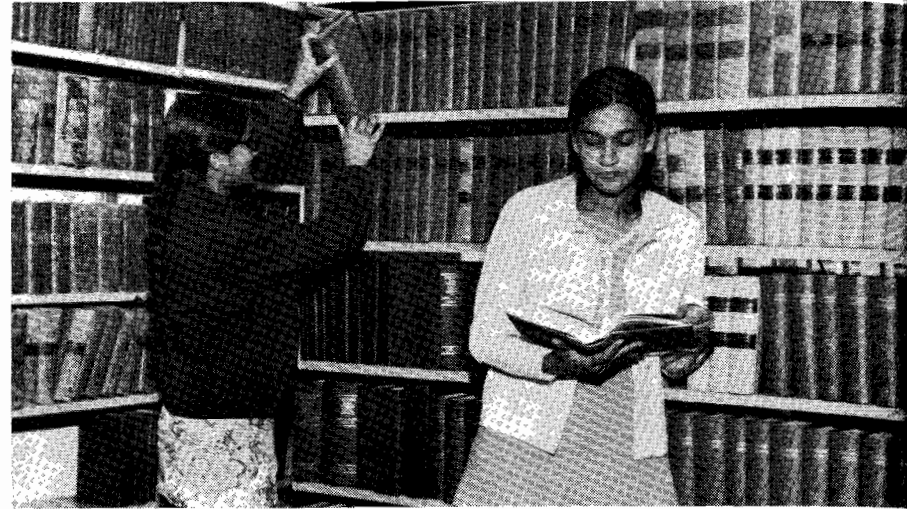
It was stated that if the Association was to embark on the multi-purpose project which it had in mind, it would require financial assistance. The Association's progress from there onwards would largely depend on the financial support it received from the State, Province, City Council, Charitable Trusts and the general public.

Speaking on the topic of "The Future Development of Cripple Care Work in the Indian Community", Mr H. J. C. Parker stressed the interdependence and co-operation which existed between the National Council for the care of cripples and the Natal Indian Cripple Care Association. He said that the Association could expect help and advice whenever needed, but in return the National body expected the Association to carry out its responsibilities as set out in the constitution ●

A last look through . . .

The removal van in front of the engineering block at the new campus.

Heavy cases being loaded in the store room at Salisbury Island.



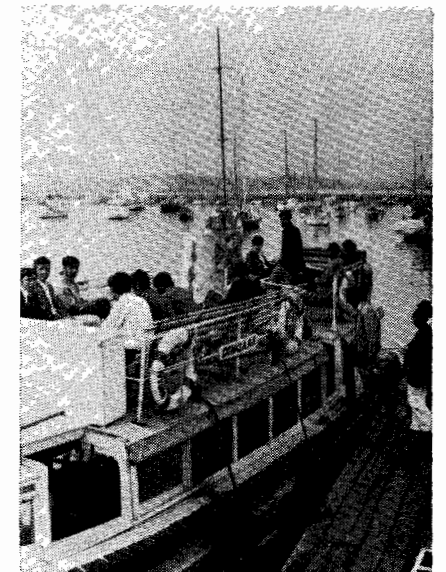
The first case goes into the new building.

The only University in South Africa where students make use of a ferry — until the end of the year!

A beloved instrument goes into storage.

historic happening

IT TAKES a long, long time to move a University from a campus on an island to a modern abode on rolling hills. That is why the University of Durban-Westville started out well ahead of time on Tuesday, 2nd November, 1971, to be able to resume classes in February, 1972, at their new campus. "Fiat Lux" was honoured to be present on this historic day to record the removal of the first cases of heavy machinery for the engineering faculty, which was stored at the old campus on Salisbury Island prior to instalment at the new R12 million campus at Chiltern Hills, in Westville. It is with mixed feelings that students prepared to leave.



THE SOUTH AFRICAN SAVINGS MOVEMENT



THE SECRET of making money is saving it. It is not what a man earns – not the amount of his income, but the relation of his expenditure to his receipts, that determines his poverty or wealth.

The story of thrift is as old as Man, and Nature. From the beginning of time, Man has garnered in the summer against the onset of winter. It has been a simple law of survival. As Man progressed, however, his needs became more complex and material wealth came to play an important part in human society. The instinct to save in times of plenty became translated into the custom of putting money aside in times of affluence against the possibility, of "a rainy day".

Saving has become more than a stern discipline for safety and survival. Saving became the means to a new freedom; it became a source of personal power and the basis for a new confidence and self-respect.

There can be nothing more important for the well-being and continued progress of the Republic of South Africa than that its people should

save more of their income as savings. Through the accumulation of money one can become a man of property and of independence, with the necessary means for further development. These are the personal benefits to be derived from the regular and systematic saving of some of one's daily earnings. But the benefits of one's saving invariably go beyond himself – they extend to his fellow-men and to his country. The money one saves, added to the savings of others, brings independence, self-respect, power and opportunity, not only to an ever-widening circle but also to the country as a whole.

Young and old alike should therefore again be convinced of the intrinsic merits of thrift, the desirability of purposeful and regular saving and of prudent utilisation of all assets, as well as the benefits flowing from the handling of savings by those who are qualified to utilise it to the best advantage of the saver, the community and the country.

In the Post Office alone more than R2 500 million has been invested in savings over the past fifty years for the development of the country and

in stabilising the economy. This success is a challenge for the future; a challenge to the men, women and children of South Africa to build future security and happiness on the firm foundation of the organised saving movement. This is the message to all sections of the population, namely of wise saving, of intelligent and responsible utilisation of all assets, of anti-waste and prevention of unnecessary expenses.

Not only to inspire the population as a whole to save more, but also to take positive and effective steps to achieve these aims, the National Thrift Organisation (now appropriately renamed in recognition of our country's higher status, the R.S.A. Saving Service) was established in 1919.

The objects of this organisation are to encourage thrift and to advise people on the various profitable avenues of investments. Great success has been achieved at schools of all races by the school saving club system. These school saving clubs provide the facilities to enable children to save the small amounts of money which are usually spent on trifles or are just being wasted, and

to train the youth in cultivating habits of thrift.

Facilities also exist to enable adults in various fields of employment, to sign stop orders at their places of employment as deductions from their salaries for investment in personal savings accounts at banks, building societies, the Post Office Savings Bank or National Savings Certificates according to the preference of the investor.

To encourage personal savings, the Government itself provides very profitable and absolutely safe investments, the interest of which is completely **exempted from income tax**. To maintain the same capital growth a person who has to invest in the private sector will have to invest at a considerably higher rate to counter the income tax he has to pay on the interest accruing from such an investment.

Amongst other investment fields, the State offers the following safe and very sound investments :

POST OFFICE SAVINGS BANK :

Interest 4% on a monthly balance. Maximum investment, R4 000 a year. R200 of interest tax free.

POST OFFICE SAVINGS BANK CERTIFICATES :

Interest 5½% a year, payable every six months. Maximum investment, R20 000. Units of R200. R400 of interest tax free.

NATIONAL SAVINGS CERTIFICATES :

Compounded interest: 6,03%; 34% over 5 years. Maximum investment, R15 000. Interest tax free. Not redeemable within the first 12 months.

PREMIUM BONDS :

Minimum investment, R500, thereafter in multiples of R100 up to a maximum investment of R40 000 a taxpayer. Investment period is 7 years but it may be redeemed after 12 months. Interest on this investment, being on a sliding scale, will be paid half-yearly, plus the following bonuses :

Bonus of 2% at the end of 5 years. Bonus of 4½% at the end of 7 years. Accrued interest on this investment amounts to R40 000 free from income tax. R40 000 invested for 5 years renders interest of R13 200 tax free. The same amount invested for 7 years will render interest to the amount of R19 800, which is also tax free.

Further information on these investments is obtainable from your nearest Postmaster or any of the Regional Offices of R.S.A. Savings Service at :

P.O. Box 249, Pretoria. Tel.: 23929.

P.O. Box 6576, Johannesburg. Tel.: 22-7282.

P.O. Box 556, Durban. Tel.: 317632.

P.O. Box 284, Bloemfontein. Tel.: 89105.

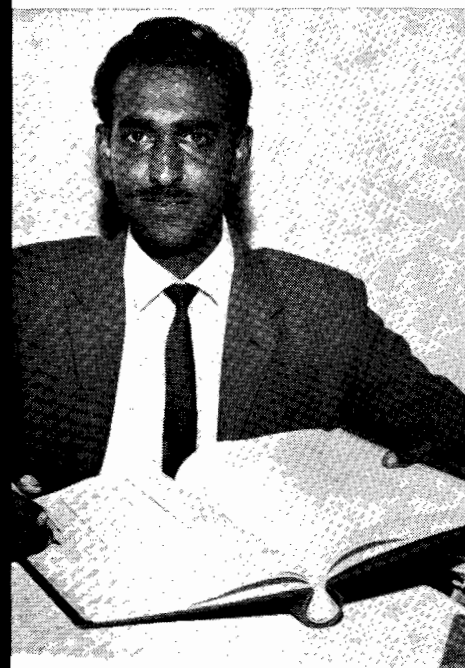
P.O. Box 1000, Kimberley. Tel.: 91771.

P.O. Box 286, East London. Tel.: 26286.

P.O. Box 101, Port Elizabeth. Tel.: 23977.

P.O. Box 1844, Cape Town. Tel.: 33407 ●

DEPARTMENTAL PROMOTIONS



Right :

Mr S. Pather formerly Senior Indian Clerk (Registrar) at Springfield College of Education in Durban, was recently promoted to the post of Principal Indian Clerk and will assume the post of clerk to the South African Indian Council on the 3rd January, 1972.



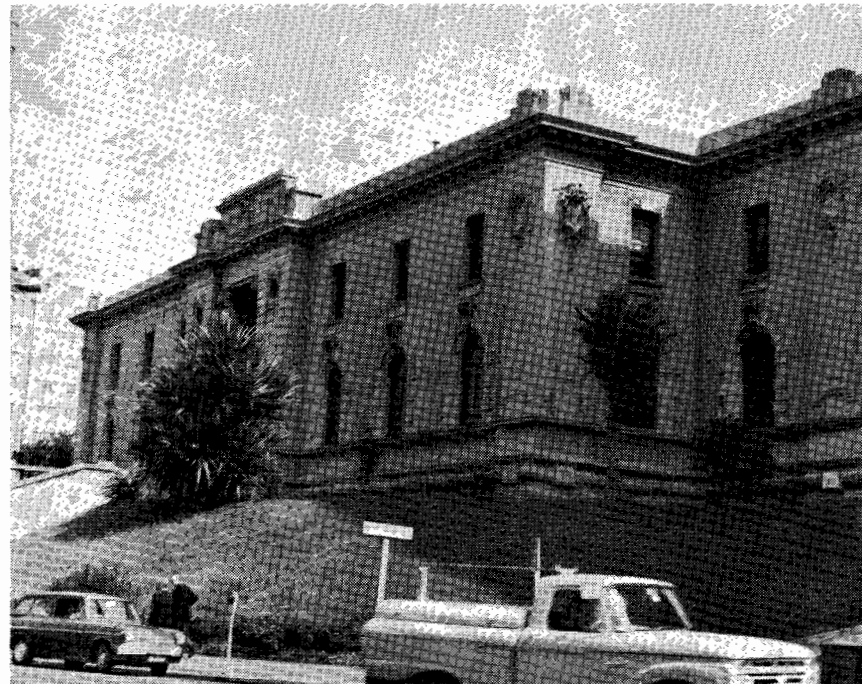
Left :

Mr M. Ramloutan was promoted from Indian Clerk, Grade 1 to Senior Indian Clerk in the Departmental Stores.

CRIME - ITS CONTROL AND PREVENTION

("Fiat Lux" is privileged to republish in this issue, the first in a series of articles on crime and its control and prevention, compiled from information supplied by Mr Justice J. H. Steyn, which were originally published in our sister journal, "Alpha".)

Protection of society is the fundamental objective of the courts and the ultimate justification of all sentences. The Durban Law Courts are situated on the Esplanade in the heart of Durban's judicial centre.



PUNISHMENT AND ITS ROLE IN THE CONTROL OF CRIME

IT CAN be accepted that penal servitude has been in use at least since the Roman Empire. Corporal and capital punishments, originally imposed only on slaves and bondsmen, gradually came to be used for freemen. The same holds true for imprisonment.

Originally applied as a punishment for slaves in conjunction with hard labour, it came to be used for humble people who were, because of offences they had committed, reduced to penal slaves.

The credit for the gradual substitution of imprisonment for corporal and capital punishment must go to the political philosophers of the 18th century. People were still being whipped, broken on the wheel, maimed and hanged. At this time a demand

arose that nearly all criminals be sentenced to imprisonment. Many governments were influenced by the new philosophy and we found various prison systems. Thus Emperor Joseph II of Austria substituted varieties of imprisonment in dungeons for the death penalty, and here prisoners were to be found chained and loaded with irons while working. However, different varieties of imprisonment were later substituted. The most severe of which provided that the criminal was to have a chain and iron ball attached to his legs, be confined to hard labour and security prisons, ports or arsenals, or at other public works and to work for the profit of the State.

It was inevitable, however, that this form of treatment of prisoners would eventually stimulate concern.

It must also be borne in mind that notions of punishment still underlie much of the treatment of the offender even today, particularly in popular views of what ought to be done with those who commit criminal acts.

Sentencing was traditionally vengeful, based on the philosophy of an eye for an eye and a tooth for a tooth. The element of retribution, while tempered by consideration of reformatory ideal is still of fundamental importance in our sentencing policy. Modern sentencing policy has, however, placed increasingly greater emphasis on deterrence. In deciding on a specific sentence, sentencing officers generally keep in mind its possible deterrent value upon the offender as well as potential future wrongdoers.

The fact that sentences are out of proportion with the offence committed, especially in the case of repeaters, probably reflects that a harsh sentence deters the offender as well as other potential offenders from committing further crimes, rather than being a manifestation of judicial vindictiveness. However, there is little scientific evidence that unduly severe sentences deter actual or potential law-breakers. In fact, there is evidence confirming the contrary.

It is not meant to indicate that the threat of punitive sanctions has no deterrent effect at all. Most ordinary citizens are probably deterred from committing certain offences by the

knowledge of possible arrest, appearance in court and public condemnation. However, the high rate of recidivism and the increasing number of offenders sentenced annually indicate that the threat of punishment by itself has not been an effective deterrent to large numbers of persons. The lower the standard of living, the lower the level of education, the lesser will be the deterrent effect of the punishment.

In the modern administration of justice there is an increasing emphasis on the possibility of reforming the offender so that he may return to the community as a socially constructive person. In general it appears that the prisons and after-care agencies tend to place more emphasis on this objective than the courts.

OBJECTIVE OF COURTS

Protection of society is the fundamental objective of the courts and the ultimate justification of all sentences. In actual fact prisons only protect society for the period of the offender's incarceration. The only lasting protection lies in the rehabilitation of the offender, and this is done effectively where the offender's actual problems lie — in the community.

In order to establish the most appropriate sentence for the benefit of the individual as well as for the society, the sentencing authority must have knowledge not only of the offence, but also of the offender.

Psychiatric and sociological explanations of a person's conduct can make possible a reliable prediction of an individual's potential to benefit from rehabilitative programmes and can indicate which course of action would be the most appropriate.

It is a known fact that a rigidly structured sentencing policy determining set sentences for specific offences according to a slide rule method cannot meet the needs of all individuals with their varying personalities and different backgrounds.

The provision of compulsory sentences inhibits the individualisation of treatment, which is necessary if the objective of reformation is to be achieved.

Sentencing policy should not be based only on the nature of the crime, the extent of damage or suffering which was caused, or the offender's previous record, but also on the fact of vast variations in individual personalities and on the belief that human beings have an infinite capacity for change — which can be positive when guided properly.

In considering both reformation of the individual who has to be institutionalised and the protection of society, there are many who consider that the most satisfactory sentencing procedure is to be found in the use of indeterminate or undetermined sentences.

Since the Second World War some social scientists and jurists have become increasingly aware of the conventional prison's inability to solve crime. Imprisonment is no longer regarded as the panacea for all the anti-social ills of society. Yet it is still extensively used for all types of offenders.

There will probably always be some offenders whose prolonged confinement is the only assurance of the safety of the community, but there are many who need not be incarcerated if the principal aspect of punishment (protection of society) is borne in mind.

I mention a few alternatives:

The suspended sentence is particularly appropriate for young first offenders and can serve as an effective deterrent to certain persons such as the average middle-class citizen who commits a relatively minor offence.

Probation is probably the most widely used alternative to imprisonment in the Western World.

Fines are used extensively by our courts for certain types of offences, especially for less serious ones.

Compensation: The judicial procedures of Western countries have been pre-occupied with offenders and have neglected the victim. A compensatory penalty would bring the offender into closer contact with the crime situation.

Another alternative is periodical imprisonment.

PUBLIC PARTICIPATION IN THE PREVENTION OF CRIME

Despite the many advances made in the Western World in the criminological and correctional field since World War II, perhaps our most significant failure has been to stimulate and secure effective involvement in crime prevention.

Those involved in the field of criminology are today virtually unanimous in their opinion that the citizen tends to lag behind the advances made in the sciences dealing with man and society. One of the primary targets the reformer must set himself is to secure a change in the prevailing attitudes towards anti-social conduct. This does not mean that he should seek to sentimentalise in relation to criminal conduct, but the citizen must become sufficiently enlightened to appreciate the complexity of the problems associated with anti-social behaviour. We must harness our resources to inform the public not only odd details of the brutal conduct of criminal elements in society, but of the relationship between conditions in society which tend to have a casual impact upon persons and their acts.

Whilst it would be a mistake to associate anti-social conduct only with urban slum conditions, overcrowding in urban areas and the absence of basic amenities in residential communities, there can be no doubt that these factors have a significant and direct relationship to the incidence of crime.

The morbid public fascination with crime and the community's cry for vengeance must yield and in its stead we must seek to stimulate concern for greater knowledge regarding the causes of crime and the methods best calculated to limit its incidence. Research is the basis for scientific and medical advance, yet the average, even informed citizen seems to be totally averse to accepting that research can be relevant to determine why man brutally murders his children.

As public opinion is harnessed to support the quest for knowledge, so the hidebound opponents of the social defence theory will yield before the overwhelming evidence of the positive

advantages and efficacy of enlightened crime-preventive exercises. The re-direction of public attitudes will also produce the further benefit that the community will more readily accept much needed reforms, particularly in so far as it affects the treatment of the offender.

It follows that the first preventive exercise involving public participation is the elimination of conditions which tend to produce crime. It is the task of the planner to deal with the various aspects of development so as to achieve adequate housing, economic growth and higher levels of living. This means that no new urban township should be peopled without provision of churches, schools, playing fields, crèches, pre-schooling facilities, adequate lighting, policing.

The training of our youth has never been more apparent. Part of the so-called revolt of our youth is due to the fact that they have an inadequate appreciation of the machinery of Justice.

The public participation in the campaign against crime can be divided into the following chapters:

THE OFFENCE AND APPREHENSION OF THE OFFENDER

For the year ending 30th June, 1969, no less than 2 822 717 offences or alleged offences were reported to the S.A. Police. This means that many citizens were involved in the commission of some offence or other and many citizens were involved in more than one offence.

Police-reservist activities require vast extension. This is an area in which public participation can perhaps most be secured. Not only does it lessen the burden of the police, but it brings the public into contact with the practical problems of law-enforcement, the gravity of crime and the duties performed by the police.

THE DETERMINATION OF THE GUILT OF THE OFFENDER

I think that the abolition of the jury-system in South Africa was justified, but I hold the view most strongly that, as long as the judicial officer retains his unquestioned independence, South African society will, at this level, be best served by reserving the process of the determination of the



Police reservist activities require vast extension. In Chatsworth, Durban's largest Indian township, a strong reservist unit help to maintain law and order during week-ends.

guilt of the offender for the technically trained independent judicial officer. Where the decision of guilt or innocence requires a special skill, the judicial officer should, perhaps more frequently than at present, avail himself of the skills of an expert.

THE TREATMENT OF THE OFFENDER

The determination of the sentence is, in certain countries, much more the task of the community than in ours. Under our law the determination of the sentence has been entrusted almost exclusively to the judicial officer, and inconsistency in punishment meted out for the same offence has tended to highlight the defects of the present system. There can be no doubt that we have lagged behind in this field. What is needed is a large task-force of probation officers who can supply the court with information concerning the offender and the method of treatment best designed to secure his rehabilitation.

More particularly in the area of the execution of the sentence much scope is offered for public participation. I would add that an additional and vital function of the prison visitor is to establish links between the offender and his family. Also, the need for all prisons to be more "open", in the

sense of permitting greater public access, has been generally accepted.

The time has come that the State and private enterprise must support, much more extensively than in the past, non-governmental organisations through which public participation can be stimulated, organised and maintained.

THE RE-INTEGRATION OF THE OFFENDER INTO THE COMMUNITY

Every citizen has a stake in the successful re-integration of the offender. Each offender who falls back into crime after his discharge is not only a threat to the safety and security of the public, but imposes an additional burden upon our manpower and financial resources.

There are various citizen-groups who have a role to play in this respect. Apart from the ordinary citizen there are the employer, the youth, the voluntary worker and the lawyer who can help with the re-integration of the offender into the community.

These brief references to the extent of criminal conduct in our society and our appalling large prison population indicate gravity of our problems and the urgency of positive action in this sphere of social defence ●

Fields of Study for the Prospective Accountant

By

PROFESSOR R. D. ORPEN, B.A., B.Com., C.A.(S.A.),

Professor of Accounting and Auditing
at the University of Durban-Westville.

"ACCOUNTING" has been described as the language of business. With the growth in number and size of businesses which we observe around us, it seems reasonable to presume that the demand for accountants will continue for the foreseeable future.

In business the accounts serve a two-fold purpose. Firstly, they tell the story of how the business has fared over the accounting period, usually a financial year. Typical accounts consist of a Balance Sheet, showing the financial position of the business at the end of the financial year, i.e., at a given point of time, and a Profit and Loss Account, showing the excess of income over expenditure (or vice versa) for a given period, usually a financial year.

Secondly, accounts, particularly interim accounts and budgets or estimates, assist in financial planning and reveal the extent to which expectations or plans are being fulfilled or are being departed from.

The foregoing remarks are intended to justify the assumption that there is a definite need in business in general for persons trained and experienced in accounting. The word "accounting" has a wider meaning than the word "book-keeping". Book-keeping refers to the making of the correct entries in the books of account, whereas accounting includes book-keeping, but is also concerned with the design of book-keeping systems, the interpretation of the figures revealed by the accounts, and the presentation of figures to management in a meaningful way.

The modern approach to accounting is that it should not tell merely the historical story of the past, but should also continuously and timeously measure present performance against planned performance. To achieve this the time honoured annual Balance Sheets and Profit and Loss Accounts require to be supplemented by interim accounts and returns (possibly monthly or weekly) and by effective systems of budgetary control. It may

be possible to have an integrated set of accounts to serve both purposes.

Recently the members of a large class of first-year students for the Bachelor of Commerce Degree at the University of Durban-Westville were asked to write an essay on what work they would like to undertake when they left university. The majority of the students stated that they wished to become "Chartered Accountants". It would appear that some of these students and others who have similar aims do not have a clear idea of their objective and that they do not necessarily wish to practise accountancy as a profession.

A person who practises as a Chartered Accountant in South Africa is a professional man, who undertakes work on behalf of various clients. He is not an employee and has the right to decide how and when he will perform his work, subject always to generally recognised professional standards, rules and principles. The work of a practising Chartered

Accountant in South Africa consists of auditing, accounting, advising on income tax matters, trusteeship in insolvency, executorship and other advisory services of a business nature. Before becoming entitled to hold himself out as an accountant or auditor in public practice a person must comply with the provisions of Section 22 of the Public Accountants' and Auditors' Act No. 51 of 1951 (P.A.A. Act), which require, among other things, that :

- (i) such a person is not less than 21 years of age and ordinarily resident in the Republic;
- (ii) has served a period of 5 years (or 3 years if a university graduate) under articles of clerkship with a registered practising accountant; as from 1st January, 1972, articles will not be registered unless a person who wishes to serve under articles has passed mathematics in the matriculation examination;
- (iii) has passed the courses prescribed for the Certificate in the Theory of Accountancy (C.T.A.) at a recognised university;
- (iv) has passed the Qualifying Examination of the Public Accountants' and Auditors' Board (The P.A.A.B.); and
- (v) is registered by the P.A.A.B. after having complied with the foregoing requirements.

It will be observed that apart from the important examination requirements there is the necessity to serve the required apprenticeship (articles of clerkship) with a registered accountant and auditor in public practice. It should be noted that the designation Chartered Accountant (S.A.), (C.A., (S.A.)) is reserved for accountants qualified as above, who are also members of one of the four provincial societies of Chartered Accountants in South Africa.

At the present time when the number of Indian practising accountants and auditors is small, the opportunities for Indians to obtain positions as articulated clerks appear to be somewhat restricted. The P.A.A.B. limits strictly the number of articulated clerks

which any one practising accountant may employ and also takes cognisance of the variety of accounting and auditing experience which the prospective clerk would be given, before it allows the articles to be registered.

At present it appears that of the persons who do qualify for registration with the P.A.A.B. about half practise as professional accountants and auditors or assist in auditing practices, and half work as employees in businesses or indulge in other occupations. To the first category the prescribed training is essential, to the second category it is useful, but not essential and is often regarded as having a status value.

It would appear that a number of the Indian students, who have stated that they wish to become "Chartered Accountants (S.A.)" would fall in the second category, i.e., they do not actually wish to enter into public practice.

While it seems desirable that an increasing number of Indians should practise the profession of accountancy among their own people, it should not be amiss to bring to the attention of others interested in Accounting as a career (including the second category previously referred to, i.e., those who wish to work as directors, employee accountants, secretaries, cost accountants and so on) other avenues of study and preparation available to them.

BASIC TRAINING

Firstly, it should be remembered that a number of excellent accountants are self-trained in that they have learned "on the job" and have consulted good text books where necessary. The Bachelor of Commerce Degree in itself provides a good basic training for anyone who wishes to do accounting work in a business, particularly if he follows the B.Com. (Accounting) curriculum. It should be observed that of 14 subjects required for a B.Com. degree, 10 are common to the 16 required for the Certificate in the Theory of Accountancy (C.T.A.), which, coupled with the serving of articles of clerkship, is the pre-requisite for writing the qualifying examination of the P.A.A.B.

Thus at the University of Durban-Westville students are advised to combine the B.Com. and the C.T.A. if they wish to practise as professional accountants ultimately. If they do not intend to practise as accountants it is not necessary to take the additional subjects necessary for the C.T.A.

The needs of the accountant in management and factory administration are well catered for by the Institute of Cost and Works Accountants (the I.C.W.A.). Details of the curriculum are given in the schedule at the end.

To write the examinations of the I.C.W.A. it is necessary to be a registered student of the I.C.W.A. To qualify for membership of the Institute it is necessary to obtain approved practical experience as well as to pass the prescribed examinations. Service under articles clerkship is not required. It is understood that the I.C.W.A. is considering the granting of certain credits for equivalent subjects passed at a university. Full details should be obtained from the Institute of Cost and Works Accountants - South Africa Division, P.O. Box 61940, Marshalltown, Transvaal. A very similar course of study can be undertaken towards the National Diploma for Cost Accountants under the auspices of the Department of Higher Education. Study may be undertaken through correspondence or by attendance at a College for Advanced Technical Education.

The Chartered Institute of Secretaries conducts examinations in various subjects in the field of business administration. Here again the student must be registered, but no service under articles of clerkship is required. The curriculum as shown in the schedule covers a similar field to the B.Com. and the I.C.W.A., but the emphasis is on the duties of a secretary - a very important person in the modern business set-up and a position which is frequently coupled with that of accountant. Applicants holding certain certificates or degrees may be exempted from the intermediate examination, and would then be required to pass the three parts of the Final Examination. Full details should be obtained from the

Chartered Institute of Secretaries (Southern African Division), P.O. Box 1917, Johannesburg. B.Com. students would find that much of the work done by them in passing their degree courses would assist them in passing certain of the examinations of the I.C.W.A. and the C.I.S.

The schedule given below is intended to show the similarity in curriculum of the three types of training discussed in this article. There are also certain other avenues of training. The M.L. Sultan Technical College (Division of Commerce,

Secretarial Practice and Management), P.O. Box 1334, Durban, offers tuition for the examinations of the I.C.W.A. and the C.I.S. and in various accounting fields other than Chartered Accountancy (S.A.). Study for the C.T.A. however must be done through a university recognised by the Public Accountants' and Auditors' Board. The University of Durban-Westville has been recognised by the P.A.A.B. for the purpose of the C.T.A.

The curriculum for the Certificate in the Theory of Accountancy is at present undergoing revision. It

appears that the C.T.A. curriculum is moving closer to that of the Institute of Cost and Works Accountants, in that it is proposed to place greater emphasis than previously on Management Accounting and Business Mathematics. The primary emphasis in the C.T.A. will, of course, remain on auditing and general accounting practice.

It must be emphasised that this article is written in general terms and that anyone contemplating embarking on a particular course of study must consult the appropriate body ●

	<i>Bachelor of Commerce (B. Com.)</i>	<i>Certificate in the Theory of Accountancy (C.T.A.)</i>	<i>Institute of Cost and Works Accountants (I.C.W.A.)</i>	<i>Chartered Institute of Secretaries C.I.S.</i>
Year 1	1. Economics I 2. Business Economics I 3. Accounting I 4. Statistics I or Computer Science I 5. English or Afrikaans	1. Economics I or Business Economics I 2. Accounting I 3. Statistics I or Computer Science I 4. English or Afrikaans	PART I 1. Business and Industrial Administration 2. Accountancy 1 3. Business Mathematics and Statistics 4. Economics	INTERMEDIATE EXAMINATION 1. Economic Theory 2. Accountancy 3. General Principles of South African Law 4. English or Afrikaans
Year 2	1. Economics II 2. Business Economics II 3. Accounting II 4. Commercial Law I 5. Auditing I	1. Accounting II 2. Commercial Law I 3. Auditing I	PART II 1. Office Management 2. Cost Accountancy 1 3. Cost Accountancy 2	FINAL EXAMINATION-PART 1 1. Economic Policies and Problems 2. Mercantile Law 3. Secretarial and Administrative Practice I
Year 3	1. Economics III or Business Economics III 2. Accounting III 3. Commercial Law II 4. Income Tax	1. Accounting III 2. Commercial Law II 3. Income Tax	PART III 1. Data Processing 2. Accountancy 2 3. Accountancy 3 4. Industrial and Commercial Law	PART 2 1. Advanced Accountancy 2. Company Law 3. Secretarial and Administrative Practice 2
Year 4		1. Auditing II 2. Cost Accounting 3. Commercial Law III	PART IV 1. Management Information and Quantitative Techniques 2. Management Accountancy 1 3. Management Accountancy 2	PART 3 1. Company Secretarial Practice 2. Meetings - Law and Procedure 3. Secretarial Practice-Taxation
Year 5		1. Auditing III 2. Accounting IV 3. Administration of Estates	PART V 1. Financial Management 2. Management Principles and Practice 3. Company Law 4. Taxation	

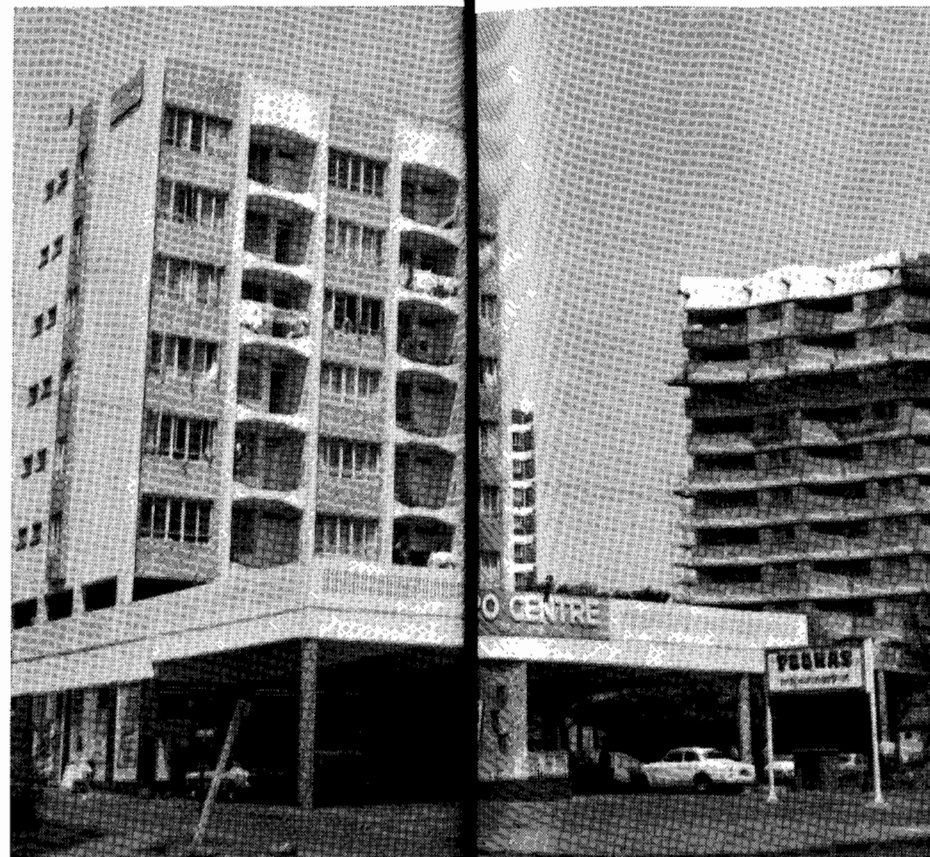
(Each course covers a full year) (In some cases the next examination may be taken after six months instead of twelve months)

THE FLAT DWELLERS— A NEW WAY OF LIFE



Mrs Krishna Rau prepares the evening meal for the family in her modern kitchen.

Mr and Mrs Krishna Rau and their parents (centre), Mr and Mrs R. Rau, enjoy their afternoon tea.



The new Salbro Centre at the corner of Brickfield Road and Sparks Road is a fine example of a modern block of flats. The super market and parking area are on the ground floor. On an adjacent plot to the right is the Overport Centre, jointly built by the Moosa and Paruk families of Durban.



Aslam Heights, in Sydenham. With the block situated as this one is, residents are within easy reach of transport and shopping facilities.



NO ONE in South Africa will dispute the fact that a revolution has taken place in the industrial and economic sectors of the life of this country. Far-reaching social adjustments have had to be made as a result of these advancements and this has affected all population groups.

One of the effects of this change that has been taking place in our country has been the large number of Indian people who have adopted

a new way of life by taking up residence in flats.

There is abundant evidence that many Indians in the upper income brackets are joining those in the middle income group in seeking a new way of living which flat-life affords.

Besides the many multi-storeyed flat complexes which have risen within the last few years on the Overport, Sydenham and Reservoir Hill ridges in Durban, this development is also taking place in other outlying areas

Blocks of flats are abundant in Overport, as this view shows. The area could well be termed "Little Hillbrow".

Mr and Mrs Bodhanya and their son relaxing in the bedroom of their apartment.

The protruding windows and lattice work of this block of flats, which has just been completed, combine to give the building an attractive appearance.



such as Isipingo, Verulam, Tongaat and Stanger. Modern contemporary architecture, well laid-out paved areas and parking facilities are pleasing features of the new blocks of flats which have been erected recently.

These are features which are attracting a large number of the "younger set" who see their new home as being a compact, modern, convenient tastefully decorated place of abode.

Freedom from the nagging responsibilities attached to house ownership, such as rates, maintenance and the upkeep of a garden is a factor which impels many families to take up flat life.

Another development amongst the Indian people which has influenced their living habits has been the fact that an ever-increasing number of husbands and wives are working, or are partners in a business. The upkeep of a house in such circumstances poses many problems and it is for that reason that so many of these working couples have found it a better proposition to rent a flat in an area in close proximity to their place of employment.

The flats available range in size from a one-bedroomed apartment to luxurious pent-houses with rentals in the R40 to R120 price range. All the new blocks are well designed and equipped with modern kitchen and toilet facilities ●



PHOTO LASHES



Suresh Ranchod, a pupil of Gandhi Desai High School in Durban receives a cheque for fifty rand from Mr B. S. Davis from the South African Road Safety Council. Suresh was the prize-winner in a recent Road Safety competition. Looking on is Mr A. D. Brown also from the Council and Mr K. P. Bugwandin, principal of the Gandhi Desai High School.

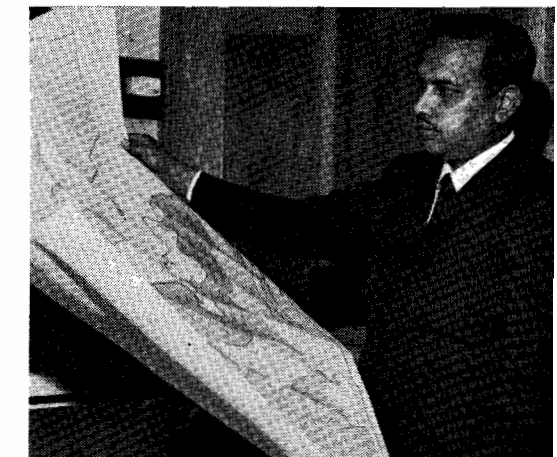


A cultural variety concert in which four different linguistic groups, namely the Hindi, Tamil, Telugu and Gujarati, took part, was held in the Durban City Hall on 8th November, 1971. An interesting variety programme was presented with items consisting of dance and song renderings alternating with choral works. Our picture shows members of the Saraswathi Mahila Mandal Choir in song.

Mr C. M. Bassa, Chairman of the Board of Management of the New Horizon School for the Blind in Pietermaritzburg, welcomes guests attending the school speech day, held on Saturday, 16th October, 1971. Seated are (from left to right) : Mr B. C. Nursoo, Principal of the New Horizon School; Miss C. J. King, Vice-Chairman of the Board of Management of the School, and Mr. E. A. Kahn, Treasurer of the Board.



Mr Narain Rampershad has been appointed the City of Durban's first Indian Information Officer. Mr Rampershad has been in the service of the Durban Corporation for 26 years. Part of his duties will be to act as secretary to the North Durban and South Durban Indian Local Affairs Committees . . . a job he has done unofficially for several years. Mr Rampershad is stationed at the City Hall in Durban and works in close co-operation with Mr Barry Armstrong who was appointed Information Officer earlier this year.

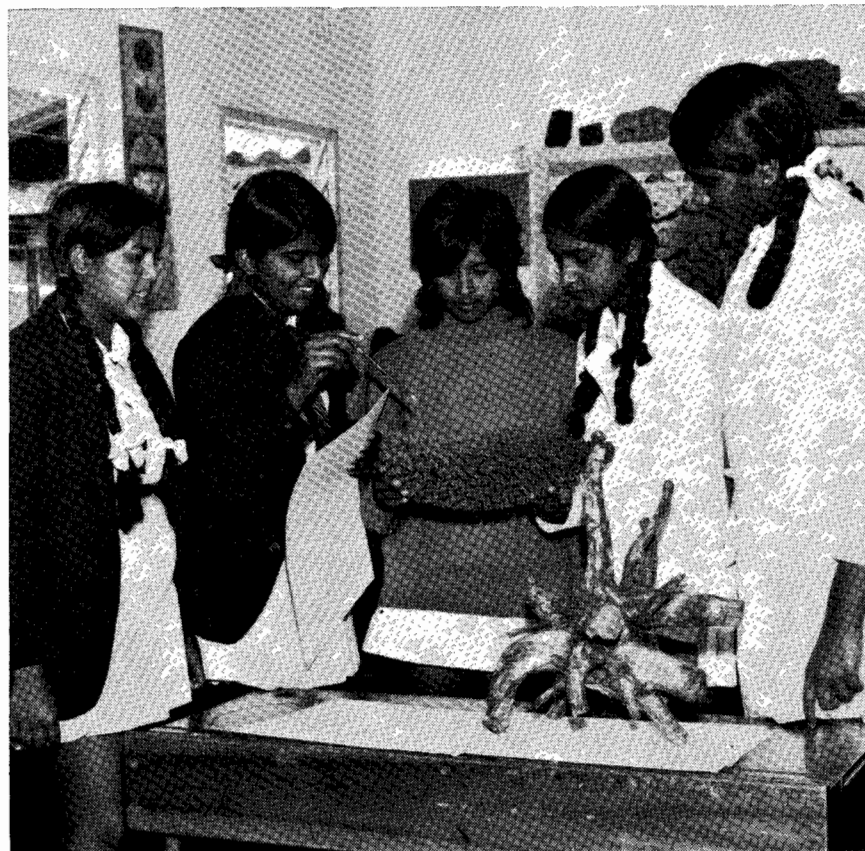


"ART"

A WAY OF LIFE"

EMERGING from Dewey's philosophical thinking and his strong case against the notion of "art for art's sake", art educators were able to find a multiplicity of meanings for art. For some it was "scientific aesthetics", "school arts programme", "study of art history", "correlation of art with other sub-

jects" to an almost unlimited array of tasks from town-planning to cake decorating. And, more recently the art education movement added a new dimension, that creative aesthetic expression must become the basis of education and art is not merely to be viewed as an instrument of education.



A group examining textural qualities in some natural objects.

ART AS SELF-REALIZATION

In art experiences children find a means of self-realization. Art activities (paintings, constructions, etc.) give the child a sense of expressing something that he feels, and the act of looking at the finished product gives him a new realization of what he has expressed.

Art education has the unique ability of being a catalyst to help a pupil discover himself, his world and his relationship to it. Art then becomes more than merely drawing a picture, it becomes a way of life.

As a vehicle that facilitates the realization of individualism it develops the self and improves the quality of living.

The goals of art do not deal specifically with production and appreciation but help each child to achieve satisfaction and function to the maximum in a rapidly changing world.

The pursuit of art education is an important need, not only for the committed individual, but for all; it must go beyond the immediacy of daily happenings to become a way of life.

VALUES OF ART EDUCATION

Art education helps in the development of personal sensitivity and reliance on one's own taste and judgment. The use of manual abilities and the expression of feelings and ideas with different materials counterbalances the factual learning in other areas of the school curriculum.

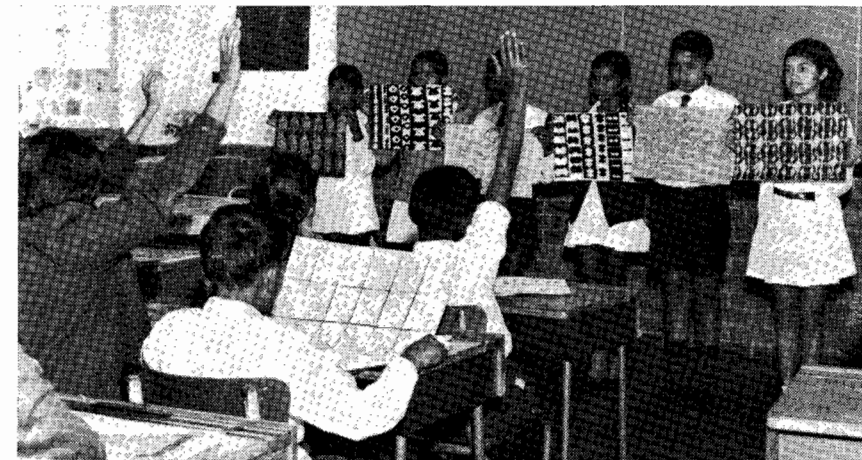
There is no better way to develop creative capacities in children than by means of the arts. They teach the child to be constructive and to bring



Modelling in plaster.

Evaluating a selection of work at the completion of a unit.

Three Dimensional Art Activity in progress in an Infant Class.



forth something new and unique that has passed through his mind. The arts make him appreciative of life and sensitive to the world around him.

The child is by nature a creator, inventor and explorer and his natural abilities need the nourishment of creative art activities. Art experiences can stimulate and satisfy those needs.

There is sensory, tactile and emotional satisfaction in handling and manipulating materials. Using basic materials he learns what they are like and what can be done with them. In Three-Dimensional art, for instance, he learns about size, and weight, texture and proportion. He learns that wood is resistant and must be shaped with

a tool; that pieces of wood may be placed and arranged in some order. He learns that paint is fluid and colourful and that it can be guided into shapes using a brush; that crayons are good for making lines and for producing definite shapes.

Employment of a variety of materials in creative activities adds to the enrichment of life's experiences.

Relaxation and contentment are achieved when repressed emotions are given an outlet. Working freely, with art materials provides opportunities for the release of feelings and emotions. Even the physical activities related to art are satisfying as in block-building (arranging and constructing), clay (rolling and pounding) and using other three-dimensional material (devising and fixing).

THE SCOPE OF ART

The term "arts" includes painting, drawing, modelling, as well as designing and constructing with a variety of materials.



It is necessary to explain that the term "design" does not only refer to the mere surface decorations.

Design involves the balance and arrangement of colours and in three-dimensional work, it involves the entire form, its proportions, its textures and colours.

Design also enters into the general appearance of the self, the order and arrangement in a home and the concern with one's environment.

Appreciation, the awareness and enjoyment of the quality of "beauty" is included in all areas of art education.

About two decades ago "self-expression" replaced the earlier emphasis on objective representation which was supplemented by picture-study, design, crafts and expressive painting. Now, with the "activity movement" various kinds of art learnings are being integrated within art programmes in our schools.

Art is generally taught by the classroom teacher, who, in most cases, has no background of special training. But, through effective supervision and

Construction with waste materials encourage creative thinking.

"What's going on there...? Allright, it's fine."



Graphic work in the High School.

This is really interesting!



guidance provision is being made for continuity of up-to-date art learnings in our schools.

THE NATURE OF THE ART PROGRAMME

Many may recall that the art lesson was scheduled for the last hour on Friday afternoon. Since it was not very important (its chief function being to provide relaxation from the "more serious and significant subjects"), it made no real great difference whether it was offered or not.

But, with the concern of those responsible for educational programmes and the change of attitude of both principals and teachers the nature of what happens in the art period has progressively changed, making art acceptable as basic to education.

In art education in our schools it is now the child-centred approach rather than the project-centred. The teacher's role in this is to provide the materials and motivations that will lead to desirable self-expressive productions. To a degree the imparting of technical knowledge in the senior

primary and high schools is discouraged, while at the same time emphasis is given in motivating for the "naïve realisms" of daily happenings for pupils in the lower primary and infant classes.

THE NATURE OF CHILD ART

The characteristics of child art are different from those of adult art. In fact, they demonstrate the invalidity of the concept held by many uninformed adults, that art is imitative and concerned with reproducing what exists in nature. Children have a natural sense of colour, line, shape and form and employ these elements when not hampered by teachers and others who attempt to show them "how to draw". It is generally accepted that a child draws what he knows rather than what he sees.

Children with a "visual preference" use colour realistically, and those with an "emotional preference" will not be concerned with colour as it exists in nature.

ART EDUCATION : TODAY

These are changing times and so many advances have been made in all

fields that all of us live in a remarkable era.

As social changes occurring through economic, political and intellectual developments have altered the nature of education, art education as one of the curricular units is also undergoing changes.

We are entering a new era of educational programmes for discovery rather than instruction. Thus it is a privilege to be involved in the arts, for no subject has so much to offer, visual communication, understanding of the world, knowledge of the language of art, its composition, line, form, colour and space with activities in two and three-dimensional materials.

There is more freedom in the visual arts than in most subjects for they are an expression of the self. A child once put this aptly, "Art is the only subject in school where I have the right answer. It's inside me".

DIRECTIONS FOR FUTURE DEVELOPMENT

By utilizing every opportunity available to become informed about art education (reading art books and magazines, visiting galleries, exploring media, talking to artists, taking an interest in one's environment, etc.) the ordinary class teacher can grow to understand and enjoy art. A teacher need not be a practising artist himself to work with young children in their creative and aesthetic growth. Developing better citizens, providing emotional release, inculcating moral and spiritual values, developing a sense of environmental awareness — art education will serve all these.

By gradual steps we are becoming familiar with the "subject matter" of art and are discovering the importance of developing ways of seeing and working or fostering attitudes, and of using techniques for "unblocking" creative potential and for expanding awareness.

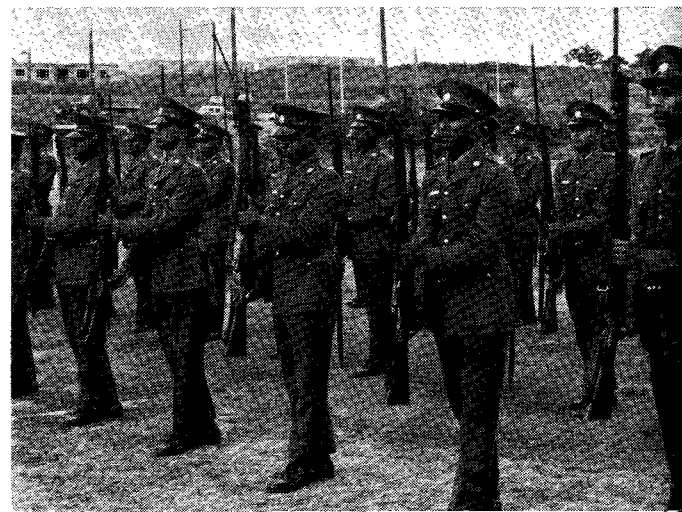
Our loyalty to art education and its activities helps us to discover our inner resources, convictions and feelings which become the basis of personality fulfilment for a style of working, learning and living.

Thus the idea of art as a "Way of Life" and a "Way of Education" remains a noble aspiration ●

POLICE PASSING-OUT PARADE



The new Indian Police recruits stand at ease while waiting for Lt. S. Pillai (foreground) to give them their orders.



Fix bayonets . . . Present arms is the order and the recruits obey.

An intricate exercise in balance and muscle control during the physical training display at the passing-out parade.

AN IMPRESSIVE passing-out parade of 36 Indian constables of the South African Police, who have completed their training at the Indian Police Training College in Durban, was held at the Westcliff Sports Ground, Chatsworth, on Thursday, 28th October.

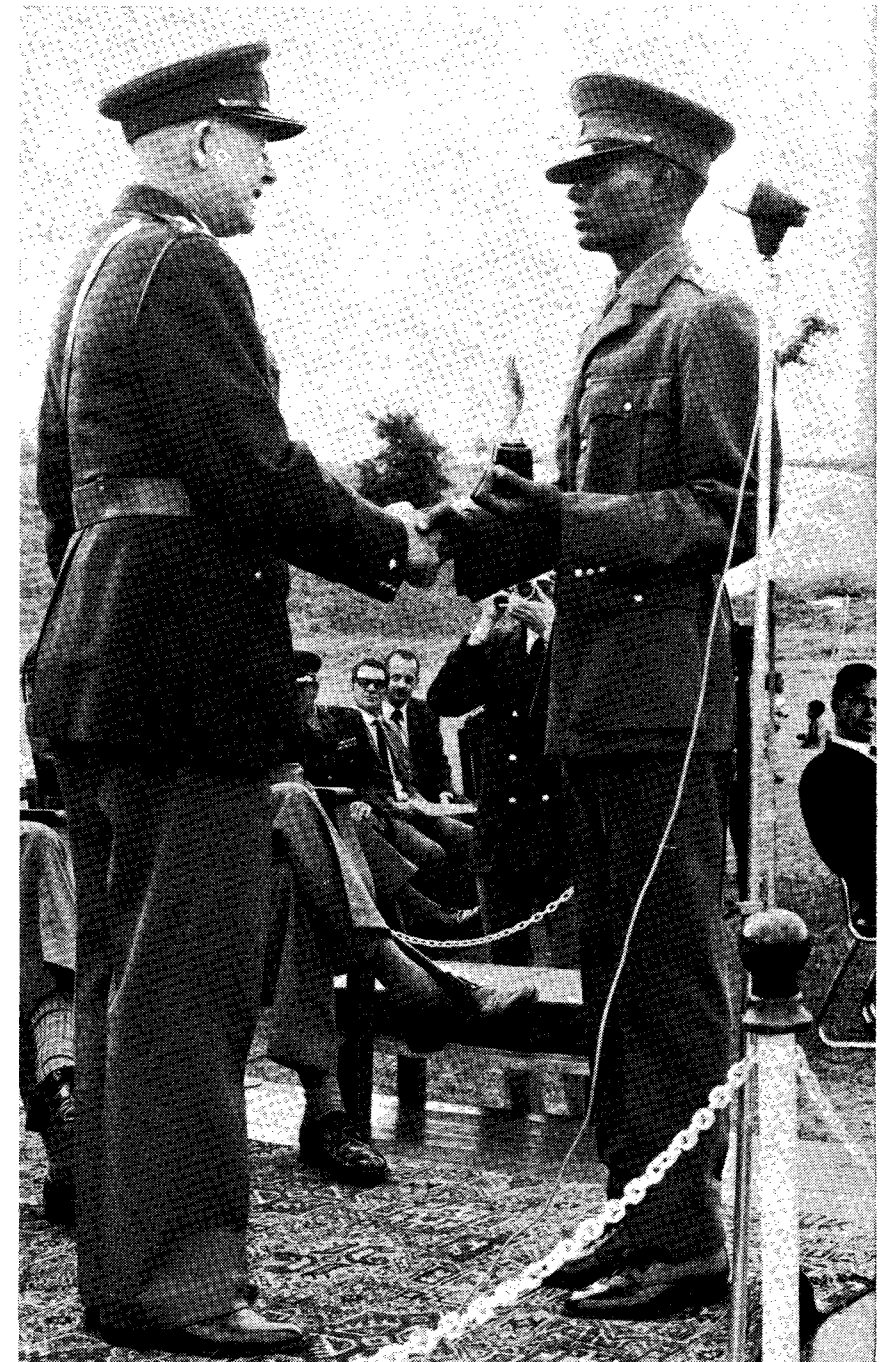
Highlights of the afternoon were the physical training display under the command of Sergeant M. Chetty and precision drill by the recruits to the accompaniment of the Centenary High School Band. Inspection of the parade was carried out by the Divisional Commissioner of the South African Police, Port Natal Division, Brigadier D. H. Botha.

Addressing the recruits, Brigadier Botha said that although the highest rank which could be attained by an Indian policeman at present was that of lieutenant, it was possible that within the foreseeable future Indian policemen would be able to be promoted to such high ranks as Major and Colonel. He was of the opinion that the Indian police station at Chatsworth would one day be controlled by an Indian Major or Colonel. The Brigadier added that Durban could now boast of three Indian lieutenants.

Brigadier Botha reminded the recruits that their task was to see to it that the laws of the Republic were carried out and he warned them against yielding to the many temptations with which they will undoubtedly be confronted during their service. He appealed to them not to abuse the authority which had been vested in them.

Special praise was given by the Brigadier to Lieutenant S. Pillai, Station Commander of the South African Police at Chatsworth, for the fine example he had set and the able manner in which he was shouldering the heavy responsibility of controlling the big Chatsworth complex.

The award for the best student was presented to Indian Constable Egambaram ●



Brigadier D. H. Botha, Divisional Commissioner, Port Natal Division, presents the coveted Best Student award to Indian Constable Egambaram for his outstanding achievement.



Learning to be a teacher can be fun. Especially when playing house-house.

This year's students . . . next year's teachers. Intent on finishing off a project.

TEACHING THE TODDLERS



A GROUP of sixteen women students at Springfield College of Education, in Durban, expect to qualify at the end of this year in the first three-year integrated course specialising in Infant Education during the second and third year.

Among subjects taken in the first year are the two Official Languages, Elementary Mathematics, History, Geography, General Science, Physical and Health Education, Comparative Education, Administration and Organisation, and various skills and techniques. Methods of Infant Teaching in Mathematics, Communication and Environmental Study, Theory of Education, as well as Sociology of Education, are subjects stressed in the second and third years.

Practical teaching during the first year consists of tutorials in the first term and a one-day teaching practice per week during the second term. In the tutorials assistance is given with lesson preparation, evaluation and remedial work.

One month's continual teaching practice in general class-room work takes place in the second year. This practical work is done at schools within easy reach of the student's residence. Choice of school is left to the student herself. Schools are spread as far apart as Verulam, Umzinto and Pinetown. The distance dictated only by the fact that lecturers must visit all the students.

The third and final year's practice teaching experience is gained from a month's continued practice in *Infant* classes, controlled by lecturers in Infant Education. During practical teaching students are expected to keep a complete set of records of work prepared and completed.

During the third year specialisation time, the student teachers are expected to make as full a set of apparatus for the use in infant classes as possible. Students retain these in order to facilitate their first year of work.

This group has had additional practical experience by assisting once a week with a Pre-school Enrichment Programme for disadvantaged children.



Building a farm-yard was one of the projects of the course.

Certain members of the 1971 group were also given tuition in the teaching of infants through ita (initial teaching alphabet). The purpose of this was the decision to introduce this new alphabet in an experimental class in one Indian school in Durban.

Sixteen students are ready to enter a career next year. Thirty-four should be following them next year, with another twenty-five now in their first year of study ●

SIGHT is one of man's most precious possessions. Partial or total blindness will always remain a tragedy, although it is one that can be mitigated by training. This enables blind people to work and earn their living in competition with the sighted. The greater majority of the blind, however, still have to suffer the additional distress of being an unproductive burden on their families and the State.

Yet more than half of the cases of blindness are preventable. With proper treatment by drugs and surgery sight could be restored to hundreds who are now losing it. Preventive measures can ensure that in the future the number of blind will be a third or less of what they are today.

There are, it is true, some diseases leading to blindness which we are powerless to fight, but they affect a minority of sufferers. The greatest causes of blindness are still, on the one hand, accidents that need not happen, and on the other, preventable diseases, such as trachoma, smallpox, cataract and glaucoma, that can be remedied with surgery if discovered at any early age. Vitamin deficiencies are still responsible for blindness in some areas.

It cannot be too often repeated that the cost of preventive services is only a fraction of the amount that could be saved by reducing the burden

prevention of blindness

A mother, accompanied by her son and daughter, discusses the little girl's eye complaint with the welfare officer.



which the blind inevitably represent for any country's economy.

Two-thirds of the blindness which exists, it has been estimated, results from conditions which, if the necessary measures or treatment are available at the right time and place, could be prevented or cured.

In an attempt to prevent needless loss of sight the Natal Indian Blind and Deaf Society has undertaken mass surveys in various Indian areas of Natal. The Society, in conjunction with the South African National Council for the Blind — Bureau for the Prevention of Blindness, runs a mobile clinic which moves from town to town. The clinic staff is headed by a qualified ophthalmologist. He is assisted by an optometrist who tests

Major R. Stanton, a social worker, travelling with the mobile eye clinic, records the results of Dr Rakusan's observations after he has examined each patient.

the visual acuity of the patients to see whether or not they need to wear spectacles. Others on the staff include nursing personnel, welfare workers and clerical workers, who travel with the clinic.

The Society centres these clinics at various schools with the co-operation of the Department of Indian Affairs or at Town Halls if these are available.

In 1954 a survey was carried out along the North and South Coasts of Natal. A total of 4 491 people were examined and 636 people were found to be suffering from an eye disease and a further 30 were found to be totally blind. Almost fifty per cent of the cases suffering from eye diseases were in the age group 0—19 years. This is a very critical situation and with treatment and proper services available these could have been prevented.

In 1961 an Ophthalmic tour of Ladysmith, Newcastle, Dundee, Glencoe, Washbank and Escourt was con-

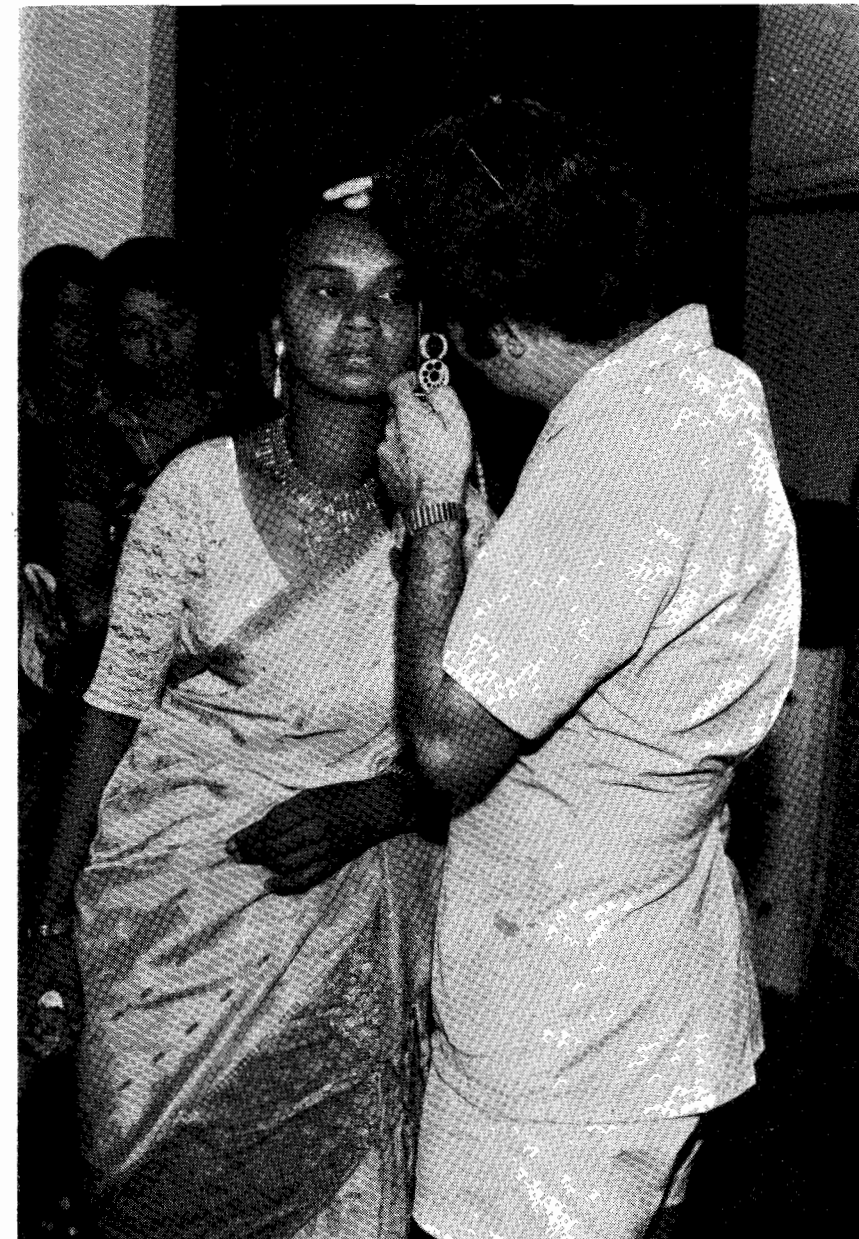
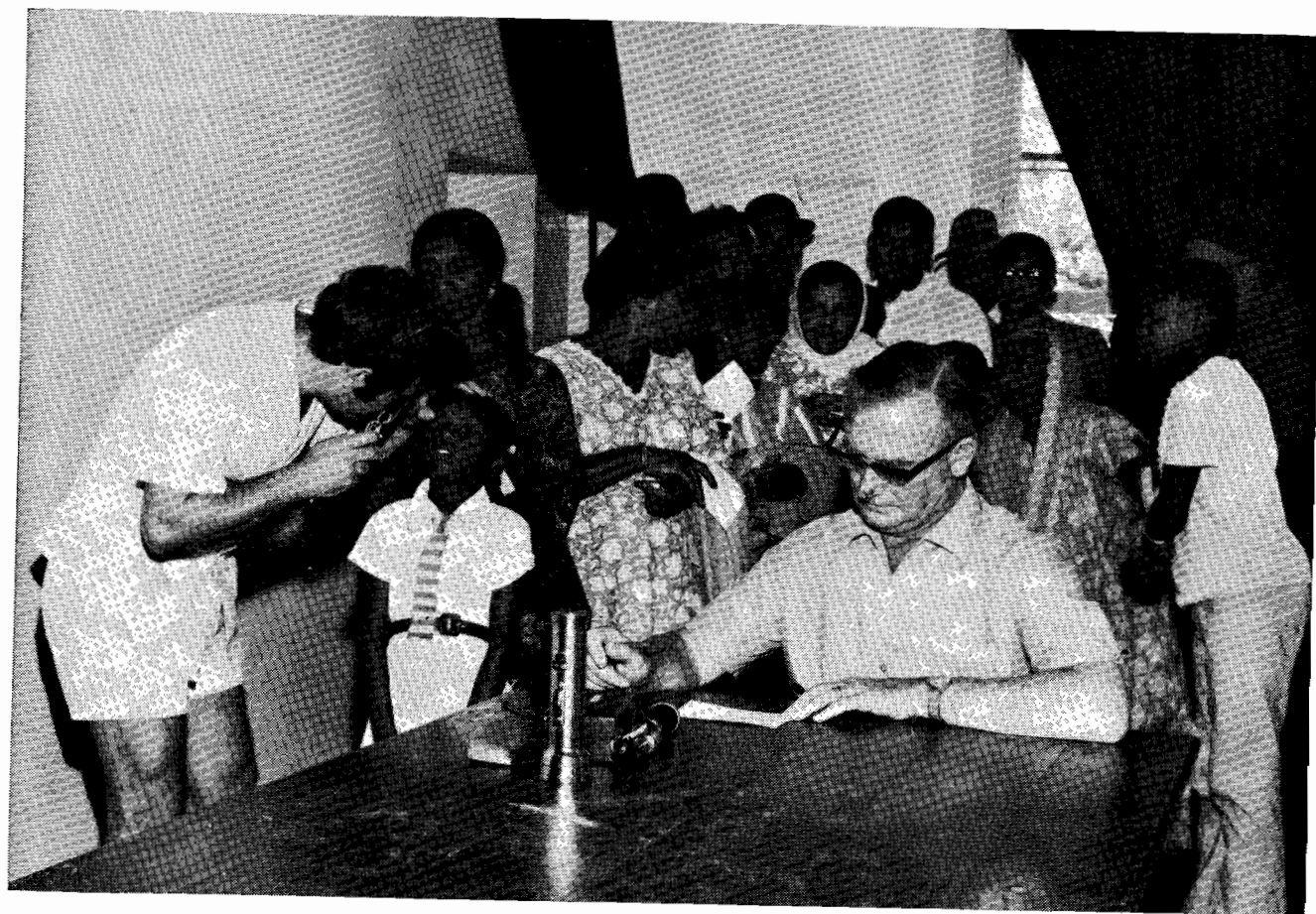
ducted by the Society. Over 1 500 cases were examined, and more than 1 100 treated. Eleven operations were carried out. Amongst these 806 were from the age group 0—19.

During a survey carried out along the Natal Coast in 1965, over 9 815 people were examined and 4 862 were treated for various eye diseases. The Indian schools in the various units were the points from which the mobile eye clinic operated.

GUEST OF NATAL

In 1968 Dr Naumann T. Mascati, of India, toured South Africa and was the guest of the Natal Indian Blind Society in Natal. Dr Mascati examined only those cases referred to him by local ophthalmologists and a total of 1 037 eye diseases were found and treated. Only five eye operations were carried out.

In July/August, 1969, an Ophthalmic Operating Clinic was held at Shifa Hospital and a leading ophthalmologist from the Transvaal headed the team.



In this picture the travelling eye specialist, Dr W. Rakusan, can be seen using an ophthalmoscope to examine a patient's eye during the mobile clinic's recent tour of the Natal Coast.

A total of 112 cases were examined and 28 operations successfully performed.

In 1970 the mobile eye clinic conducted a tour of Northern Natal and 2 116 people were examined and 1 622 cases were referred for operations, of which 14 were performed at King Edward VIII Hospital.

The most recent tour was carried out in October, 1971, along the Natal North and South Coasts. This tour was conducted by the Natal Indian Blind and Deaf Society in conjunction

with the Bureau for the Prevention of Blindness of the South African National Council for the Blind. Of a total number of 2 488 people who were examined, approximately 1 500 were treated for various diseases and 19 operations were performed at the R. K. Khan Hospital by the travelling ophthalmologist. Over 800 of the cases treated were in the 0—19 year age group.

During the course of the tour, a representative from *Fiat Lux* visited the clinic to see the staff at work while at Verulam.

There were at least 400 people attending the clinic, which was held in the local Town Hall. Those who needed treatment were referred to the ophthalmologist, Dr W. Rakusan.

The doctor examined their eyes, using an ophthalmoscope, and then prescribed treatment for those who needed it. The patients with poor sight were referred to the optometrist who determined whether or not they required spectacles. The few with serious defects who needed surgery were referred to the R. K. Khan Hospital, where Dr Rakusan later operated on them.

The Mobile Eye Clinics are conducted free of charge and those who need spectacles but cannot afford them are provided with a free pair by the Society or given State assistance.

VALUE OF THE SERVICE

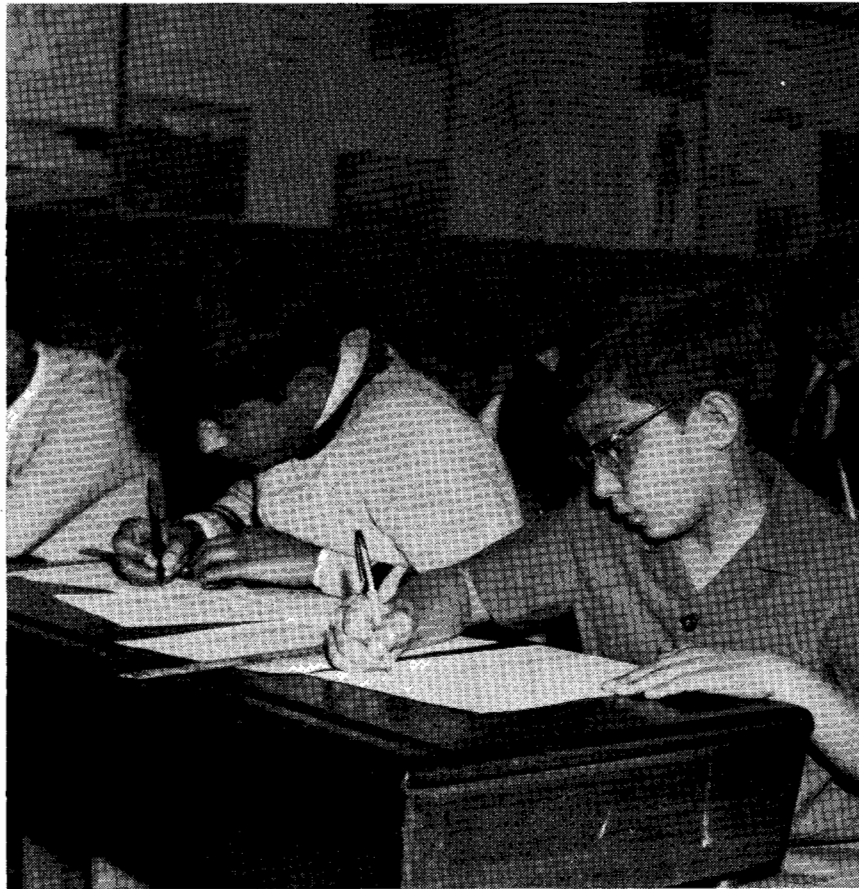
The numbers of people attending these clinics in the different centres and the statistics showing numbers of people with untreated eye complaints are a clear indication of the value of the service to the community. It is interesting to note that the clinics have also helped to break the religion-orientated-people into accepting the fact that blindness is a disease and that early treatment of eye complaints alleviates the end result of total loss of eyesight.

As Helen Keller, the world's most famous blind citizen, once said: "If one-tenth of the money we now spend to support unnecessary blindness was spent to prevent it, society would be the gainer in terms of cold economy, not to mention considerations of the happiness of humanity" ●

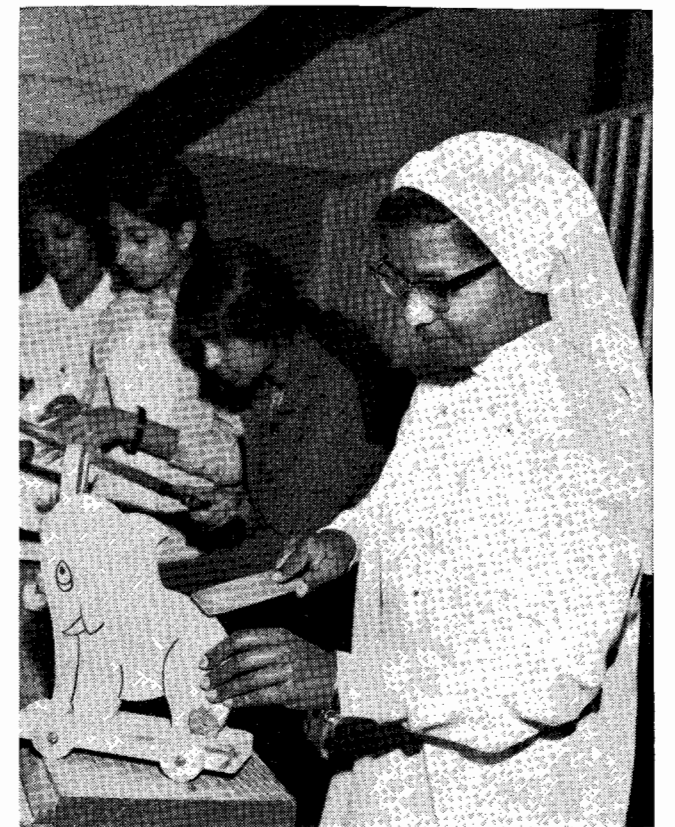
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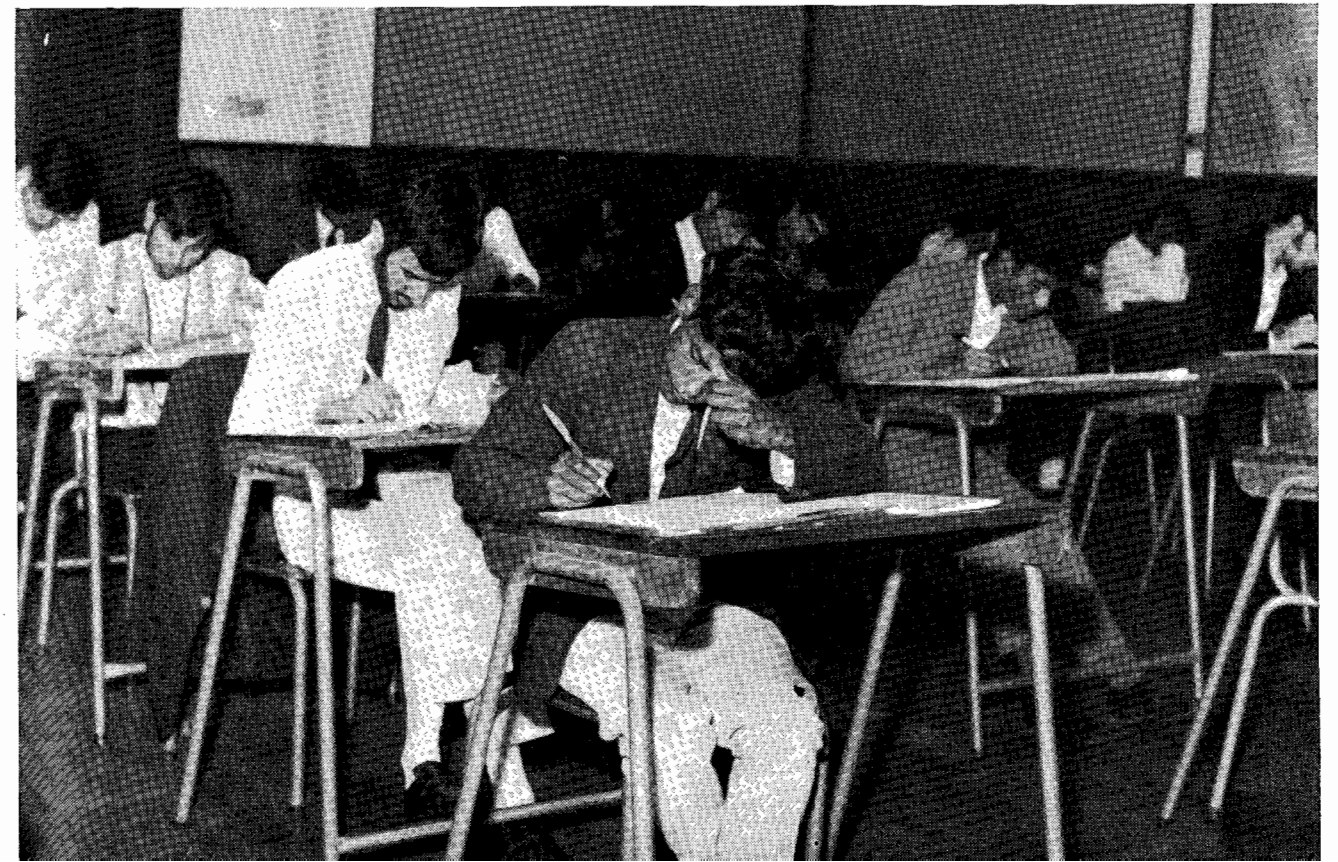
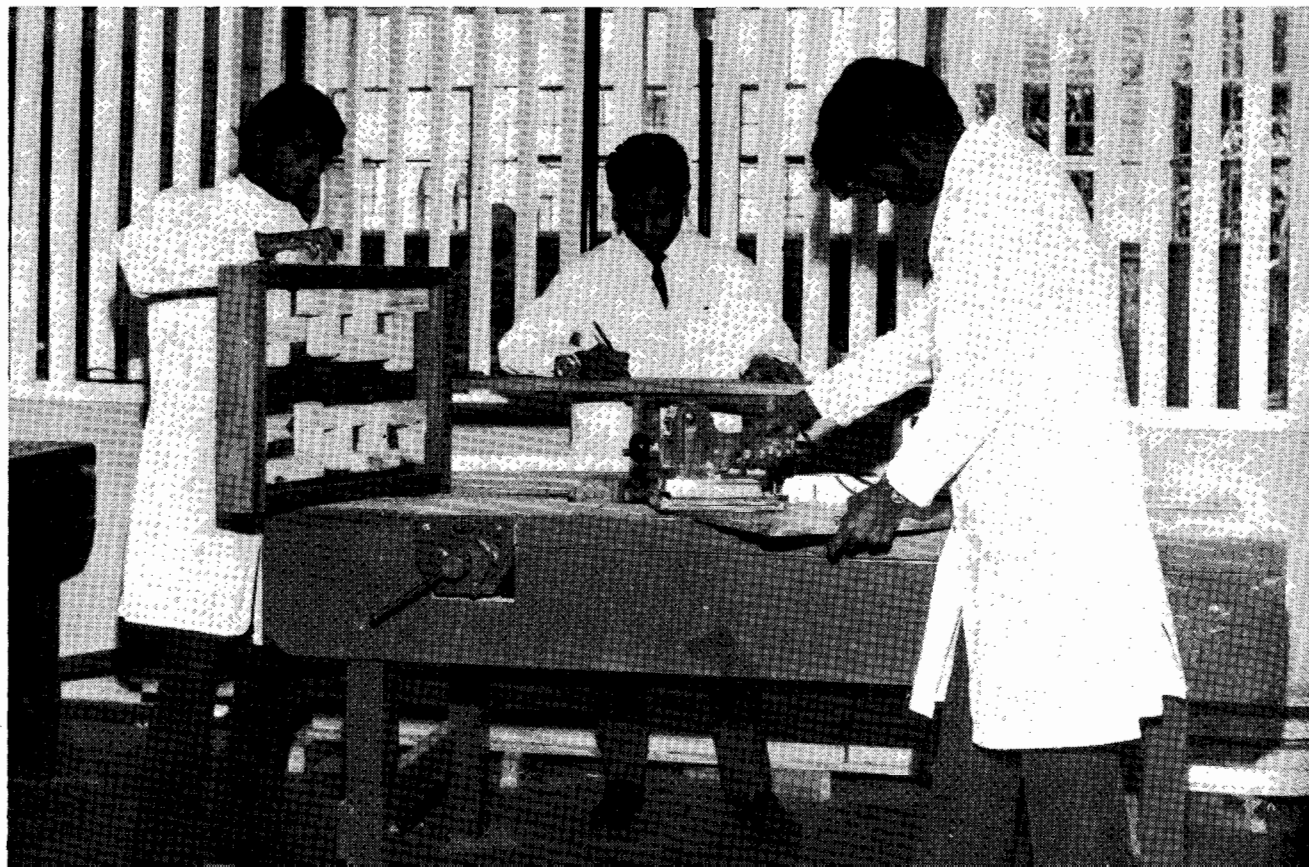


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Completing a practical course.

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and at the final stage.* ▼





The captain of the Western Province team, Tony Harris, receives the Sam China trophy from Mrs Sandra Shankar, grand-daughter of the late Mr Sam China.

Mr F. J. de Jager, Regional Representative for the Department of Indian Affairs, Cape Town, being introduced to the captain of the Western Province team.

The Western Province and Southern Natal teams on the field before the start of the final game. Western Province players are wearing white jerseys.



the Sam China Cup Tournament

THE Sam China Cup Tournament commenced in a gala atmosphere at the Athlone Stadium, Athlone, Cape Town, on Wednesday, 6th October, 1971.

Six teams participated in the tournament, one each from Southern Natal, Central Natal, Northern Natal, Transvaal, Griqualand West and the Western Province.

The visiting teams, with their officials, were welcomed to the Mother City by the Mayor and Mayoress, Mr and Mrs R. M. Friedlander, and the Deputy Mayor and Mayoress, Mr and Mrs Bloomberg, at a dance arranged for them at the Woodstock

Town Hall on 6th October, 1971. The visitors and guests were received by the Deputy Mayor and Mayoress and the Mayor proposed the toast, wishing the teams every success in the tournament after which they mixed freely with the guests.

Elimination matches between the competing teams were played from 6th October, 1971, and the tournament culminated in the final play-off between Western Province and the defenders of the trophy, Southern Natal.

Western Province, whose playing was more constructive and who had more control of the ball in spite of a

strong south-east wind, won by four goals to two, thus winning the much-coveted trophy after having competed for it for 47 years.

For Western Province, Victor Michael scored the first goal after 36 minutes' play, which was equalised by Southern Natal in the next eight minutes. Just before half-time a corner was awarded to Southern Natal and from this kick another goal was netted. Half-time score:

Southern Natal: 2;
Western Province: 1.

The second half started with the wind in favour of Western Province and at times the game was very ex-



Officials of the Department of Indian Affairs and Indian soccer officials on the field before the start of the final match. They are (from left to right): Messrs G. Munsook, Y. C. Meer, A. Baboo, Leo Maslamoney, D. N. Pather (President), F. J. de Jager, J. L. Bock and K. S. Pillay.

citing, with Western Province raiding Southern Natal's goal-line, which resulted in several near misses. Eventually, G. Davids scored the hat-trick for Western Province, making the final score 4-2 in favour of Western Province.

Konor and Mohan netted for Southern Natal.

Mrs Sandra Shankar, grand-daughter of the late Mr Sam China, had the honour of presenting the Sam China Trophy to the winning captain - Tony Harris - at a farewell dinner dance, held at the Athlone Hotel, on 11th October, 1971.

It was decided during the tournament that the next Sam China Cup tournament will be staged in Durban in 1973, where the South African Indian Football Association will have its headquarters for the period of the tournament ●



Photo: "Die Burger"