

Mr. Balkisson



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REGISTRATION OF BIRTHS, MARRIAGES AND DEATHS

Attention is invited to the fact that new provisions of the Births, Marriages and Deaths Act No. 81 of 1963 will come into operation on 1st February, 1972, as a result of which certain changes in the registration of births, marriages and deaths will be introduced. These changes are of importance to members of the Indian community who are advised to take careful note of the new procedures.

A. BIRTHS

As from 1st February, 1972, while the obligation of registering the birth of a child remains unaffected, a birth certificate will not be issued by the registering authority but the parent or person registering the birth will receive merely a receipt called a "Proof of Registration of Birth". The parent will receive as soon as possible thereafter an Identity Document issued by the Secretary for the Interior, which will contain full particulars of the child whose birth has been registered and which will take the place of the former Birth Certificate. The receipt referred to above is not a birth certificate.

Copies of birth certificates in respect of birth registrations made at the offices of the Department of Indian Affairs prior to 1st February, 1972, may after that date still be obtained from these offices.

B. MARRIAGES

With effect from 1st February the provisions of Section 2 of the Indians Relief Act No. 22 of 1914 have been repealed. The procedure whereby persons who have entered into marriages in accordance with Indian religious rites and customs and who thereafter validated the marriage by registering the marriage at the offices of the Department of Indian Affairs or at Magistrates' Office, therefore falls away after 31st January, 1972.

As from 1st February, 1972, all legal marriages are required to be solemnized before a marriage officer appointed by the Minister of the Interior. All magistrates and certain officials at the offices of the Department of Indian Affairs at Durban, Chatsworth and Pietermaritzburg have been appointed as marriage officers. Couples who wish to contract a marriage and to have that marriage made valid in law, must therefore as from 1st February, 1972, appear before one of these marriage officers who will solemnize their marriage. Persons who marry in accordance with Indian religious rites and customs and wish to have their marriage validated in law, should either before or after their religious marriage ceremony appear before a marriage officer who will solemnize their marriage in accordance with law. There is in effect very little difference between the old procedure of registering a marriage and the new procedures of solemnizing a marriage and no difficulty should be experienced by couples who wish to have their marriage recognised in South African law. The date of the solemnization of the marriage is the effective legal date of the marriage. With this amendment uniformity of procedure has been reached in regard to all marriages solemnized in the Republic of South Africa.

Further new provisions which will come into operation on 1st February, 1972, and which affect marriages are:—

- (a) that it is no longer necessary for banns to be published or for a Special Marriage Licence to be obtained where banns have not been published;
- (b) that the minimum age at which a girl may marry without the consent of the Minister of the Interior, has been reduced from 16 to 15 years of age.

The consent of parents is still necessary where one or both of the parties are under 21 years of age.

C. DEATHS

As from 1st February, 1972, all cases of deaths and still-births must be registered at Police Stations or Government Mortuaries in the district in which they occur. No registration of deaths or still-births will as from the above date be able to be made at the offices of the Department of Indian Affairs.

Copies of death certificates in respect of deaths registered prior to 1st February, 1972, can still be obtained from the Department's offices.

Further particulars of the new procedure which will operate from 1st February, 1972, may be obtained from the offices of the Department of Indian Affairs or from any Magistrate's office.

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Redaktrise / Editor: Miempie de Kock

'N MAANDBLAD NAMENS DI
DEPARTEMENT VAN INDIËRSAK
DEUR DIE DEPARTEMENT VAN
INLIGTING UITGEGEE

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wat in hierdie uitgawe verskyn mag
gebruik word mits die bron erken
word.

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hierdie blad moet gerig word aan:

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ORIENTAL BAZAAR

Below: The Flower Market from Right: Peacock Court from the North entrance.



THE DEVELOPMENT of the R12 million Oriental Plaza, Fordsburg ("Fiat Lux", December, 1967) was taken a step further recently when the Honourable B. Coetzee, M.P., Minister of Community Development, officiated at the Launching Ceremony held on the site. Mr Coetzee said in his speech that the Oriental Plaza comprising about 21 acres was a joint effort by the State as represented by the Department of Community Development and the City Council of Johannesburg and should be seen primarily as a gigantic urban renewal scheme which will have the effect not only of bringing a halt to the decay apparent in this area of Johannesburg but also of giving this blighted area a new lease of life. Secondly, it will provide accommodation for approximately 360 Indian traders who at present have their businesses within proclaimed

White Group Areas elsewhere in Johannesburg. The Government is well aware of the fact that it would have been impossible to have resettled all these traders in the Indian area of Lenasia which with its 40 000 inhabitants has developed on a tremendous scale during the past 10 years. After carrying out extensive studies it was decided that a portion of the Fordsburg complex represented the most suitable area for the resettlement of these displaced traders. "This area is not only near the centre of the city, but the studies revealed that it has a very good business potential", said Mr Coetzee who continued, "By floodlighting the shopping centre by night, it will be readily visible from the elevated north-south freeway and other prominent city buildings such as the top of the President Hotel and the new Carlton Centre, and it is anticipated that this shop-



Mr Blaar Coetzee, Minister of Community Development, turns the first sod during the course of the Launching Ceremony of the Oriental Plaza, Fordsburg, Johannesburg.

ping centre will eventually be a fine tourist attraction". Mr Coetzee went on to say that the complex would make provision for a supermarket, outfitters, hardware stores, druggists, jewellers, toy shops, curio shops, restaurants, cafés, flower and fruit shops, kiosks and stalls. Offices and a crèche will also be provided as well as a curry-house for Whites. The existing Mosque situated east of the Plaza forms an integral part of the whole layout.

Turning to the question as to whether such a gigantic shopping

centre could be a paying proposition and whether the Indian traders would be able to afford the rentals, Mr Coetzee said, "Personally I am optimistic that the scheme can be successful because of the fact that the Indian traders have proved that they are able and capable businessmen. As far as the rentals are concerned all efforts have been made to keep rentals as low as possible but it must also be borne in mind that the rentals at present being paid are mostly for old and poorly maintained buildings and that the new centre will provide all the necessary facilities. I can, however, give the traders the assur-

ance that to achieve the rentals necessary for their economic existence, costly finishes, mechanical equipment and fittings generally, have been reduced to a minimum."

Mr Coetzee mentioned in his speech that urban renewal schemes were costly. The State had provided funds for this purpose to the extent of R100 million over the past five years, but for obvious reasons could not maintain this tempo. An obligation exists on the part of everyone to take strenuous steps to avoid physical decay in urban properties, no matter what type of building they possess and to ensure that their property is

maintained in a reasonable state of repair. Appeals in this direction have often fallen on deaf ears and the time has come for us to take drastic steps in order to avoid decay at the earliest possible stage. Mr Coetzee indicated that he would be introducing legislation during the coming Parliamentary Session which would create the machinery not only to take action against owners whose properties show signs of decay, but to provide financial assistance in the form of loans in deserving cases to those people who do not possess the means to carry out essential improvements to their properties. The Minister foresaw that with the co-operation of

every property-owner in South Africa, general urban renewal schemes would become unnecessary in the future. Where private developers in the past had experienced difficulty in obtaining ownership of all properties within an area destined for renewal, the State was the only organisation which could effectively tackle urban renewal schemes on a big scale. The new legislation would also therefore provide the means whereby private developers would be placed in a position to acquire ownership of the few remaining properties within the area of a renewal scheme. The rights of private owners would, however, be adequately safeguarded. The State

recognises the important role which private initiative can play in the sphere of urban renewal.

Mr Coetzee concluded by saying, "My faith in a great future for Johannesburg is unshakeable and it is my firm belief that the Oriental Plaza will make a substantial contribution towards the material prosperity of the traders, and I wish them a happy and prosperous future".

Other speakers at the ceremony included His Worship the Mayor of Johannesburg, Mr Alf Widman, M.P.C., Mr Jan Niemand, Secretary for Community Development who was unfortunately not in a position to be present and whose speech was read by Mr I. P. Strydom, Chairman of the Community Development Board, and Mr H. E. Joosub, Chairman of the South African Indian Council.

During the course of his speech, Mr Widman mentioned that since Lenasia had been incorporated within the area of jurisdiction of the Johannesburg City Council, over R42 000 had been spent during 1970 in improving and providing sports facilities and in developing parks and children's playgrounds. In 1971 a similar sum of money had been spent on extending the work already embarked upon, in building new change-rooms and toilets, in levelling, marking and fencing sports fields and in completing the conversion of the stadium into a highly-prized and attractive sporting amenity for the many enthusiastic Indian cricketers and footballers in the City of Johannesburg. In addition the Council was building a large civic centre complex in Lenasia at a cost of over R300 000 and R162 000 had already been spent on road and stormwater maintenance, and on footway, road and stormwater construction. An equally substantial amount would be spent during 1971 in extending these essential capital works in Lenasia. He reminded his listeners that only about R80 000 accrues annually to the Council by way of assessment rates in Lenasia so that the Council's expenditure programme could be regarded as quite formidable. Mr. Widman continued: "You may well ask why these details have been mentioned. The answer is simple. It is merely to show the Council's



Mr Blaar Coetzee, Minister of Community Development.

genuine interest in wishing to promote, in a practical manner, the well-being of its Indian citizens. It regards them as an essential part of the city's life and function. The Indian people have in their own way added lustre to the city's activities. They have contributed in a variety of ways to its progress. They have brought with them exciting customs and traditions. They have retained much of their national heritage without shedding their responsibilities as South African citizens. They have been loyal to the city of Johannesburg and Johannesburg in this project hopes to ensure that those Indian traders who are to be displaced from their existing premises because of group area resettlement programmes, will be given every possible opportunity to continue conducting their businesses ably and successfully. The Oriental Plaza will, we hope, consolidate Indian enterprise from surrounding and other areas into a potentially fertile business area."

Mnr Niemand het lof toegeswaai aan die Staatskomitee wat verantwoordelik was vir die beplanning van die projek. Hy het voortgegaan: „Dit is 'n geweldige manifestasie van wat die Regering en 'n groot plaaslike

bestuur deur hartlike en doelgerigte samewerking en koördinerende kan vermag. Indirek het ons hier inderdaad 'n grandieuse skema van stadsvernuwing wat ons selfs op internasionale vlak nog beny sal word. Ek hoop dus dat ons almal wat met die geboorte van die projek te doen gehad het die voorreg mag hê om ook die voltooiing daarvan te belewe want ons kan nou maar net droom hoe dit dan gaan wees en ek kan u verseker dit gaan, wat Suid-Afrika betref, werklik uniek wees."

In his speech Mr Joosub specially mentioned the question of the rentals to be charged for the shops in the Oriental Plaza. He said, "It must be kept in mind that the ordinary Indian trader lives from hand to mouth. He has many creditors and he has to carry a large number of debtors. He cannot afford losses. But the very fact of moving from one place to another must bring temporary loss. There is a period in which there is no trading. In the removal stocks are often damaged. There is always some degree of pilfering. It will take them some time to adjust themselves in the new premises. They will have extra expenses in the purchase of new fixtures and fittings.

"Because of these factors I wish to plead that when the rentals for the first few years are determined, these things be kept in mind. I would suggest that rentals be fixed, but that these rentals should be reduced for the first two or three years, in order to tide the traders over what must be a difficult period. Do not allow purely economic considerations to override human consideration. This would be a gesture deeply appreciated by the whole Indian community, and not only by the new traders in the Plaza complex." He appealed to the authorities concerned that the status of the Consultative Committee at Lenasia should be elevated to that of a Management Committee. He suggested that as townships such as Lenasia would eventually become autonomous local authorities, the time had arrived for larger local authorities to pay particular attention to the training of Indians for the key positions in local government. He concluded by saying, "... I am not pessimistic. The goodwill is there, from us as an Indian community, and from the government. We need more constructive consultation to attain these aims, but I have no doubt that that will come right". ●

Mr J. R. Devar the newly appointed Announcer-Producer at the microphone with Mr R. N. Pillay who has been presenting the Sunday morning programmes.



The Indian Radio Programme

THE NEW additional programme of the S.A.B.C. for its Indian listeners commenced at 7.15 a.m., on Saturday, 15th January, 1972, and the next day the usual Indian Sunday programme, previously broadcast on Natal medium-wave transmitters only, was extended to cover the entire Republic.

Prior to 1962 the Indian Programme consisted of a weekly half-hour local broadcast from Durban but from 4th of February of that year this was increased to one hour per week. Less than a week later the Indian Sports Review programme, broadcast locally from Durban from 1.45 to 2.00 p.m. every Saturday was introduced. Over the years, Mr Ruthnam Pillay has ably assisted with the compilation and production of these programmes.

The new programme is broadcast on all transmitters of the S.A.B.C.'s English Service, F.M., medium-wave and short-wave, throughout the country, from 7.15 a.m. to 8.00 a.m. every Saturday and is designed to feature items such as interesting talks, interviews, featurettes, music

and news, all of particular interest to the Indian community. Entertainment, personalities and the arts, all find a home in this programme and as it is nationwide in its scope, contributions from all sections of the Indian community throughout the Republic will be regularly included.

No new programme for a particular community would be complete without a news bulletin. Although news items affecting the Indian community have in the past been included in the normal news services of the S.A.B.C. a special news bulletin for Indians is now included in the new Saturday programme. This bulletin which is broadcast at 7.45 a.m. will contain items of news from all parts of the Republic.

A team of correspondents supplies the Corporation with news items, and with the co-operation of many reliable contacts, the Corporation hopes to be able to give a true picture of what is happening in the Indian community, through this news bulletin.

The Sunday Indian programme which is broadcast from 8.30-9.30 a.m. and which up to now has

featured music, both "live" and recorded, which is representative of the various Indian groups, will continue to do so, but as it is now broadcast nationally it will be wider in scope and will gradually feature contributions by Indian bands and orchestras from all areas of the country. This programme, as in the case of the new Saturday morning programme, is now carried also by all F.M., medium-wave and short-wave transmitters of the S.A.B.C.'s English Service. The Saturday Sports Review programme, to which reference has already been made, will continue to be broadcast over the Natal medium-wave and F.M. transmitters.

The introduction of the new Saturday morning programme has necessitated the appointment of an Indian announcer/producer and for this purpose the S.A.B.C. has secured the services of Mr JUGADHEESAN RAJU DEVAR who immediately prior to the appointment in his new post was an Art Specialist Teacher at Clairwood High School, Durban. Mr Devar is well known to the Indian community in Durban ●





NATAL ESTATES TAKES THE LEAD

NATAL ESTATES, one of the best known sugar estates on the Natal North Coast, has its headquarters at Mount Edgecombe where the company's sugar mill is also situated.

The Indian labour force numbers 1 150 and is divided into two sections, one engaged in the cultivation of the sugar cane, and the other in the manufacture of the sugar. Six hundred and forty Indians, i.e. 539 males and 101 females are employed at the mill and five hundred and ten in the cane fields.

Employees at the mill and their families comprising approximately 4 000 persons are housed at the Old Mill Barracks and the new William Campbell Township at Mount Edgecombe.

At present there are 250 houses in the William Campbell Township and 15 to 16 new houses are being built every year. Employees residing in the Old Mill Barracks are gradually being resettled in the new houses and the old homes are being demolished.

Three State-Aided Primary Schools and one State High School cater for the educational needs of the children of the employees. In addition to these schools, there is a company assisted Cultural School — the Shri Emperumal School, where the vernacular is taught.

The company operates a 90 bed hospital with two full-time medical doctors and 11 female nurses and nurse-aids in attendance. All medical attention and medicines are free.

Members of the Indian community of Mount Edgecombe lead an active social life with much of their activities being of a religious or sporting nature. There are recreation halls, a



cinema and sports grounds in both townships.

The Company recently conducted a survey which revealed that many of the Indian employees felt that they should have a say in the control of their community life affairs.

It was therefore decided to establish what is called a Natal Estates Indian Council. The Council's major responsibility will be to represent the interests of the Indian community at Mount Edgecombe in its capacity as the official liaison body between the management of Natal Estates Ltd. and the Indian community.

Responsibilities initially will be centred round integrating and co-ordinating all welfare, religious, educational, social and sporting activities for the Indian community in Mount Edgecombe. It is hoped in the future to develop the Council's responsibilities in the following areas :—

- (a) The curbing of anti social behaviour in the Township.
- (b) Responsibility for parks, gar-

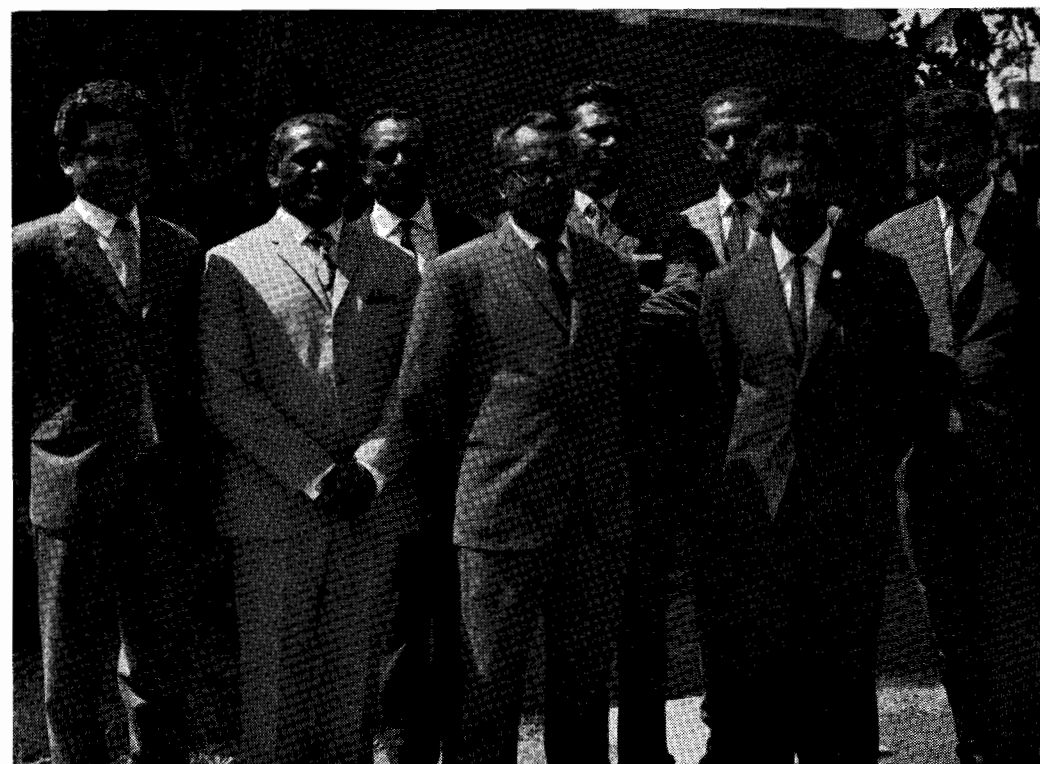
Pleasant surroundings make living in the William Campbell Township a real joy.



Queueing up to receive ballot papers.



Bustling activities during election day.



The eight members elected to serve on the first Advisory Council. From left to right: G. C. Naidoo, A. A. Aarmooogan, M. Manikam, S. Muniandy, G. Reddy, K. Shunmoogan, G. M. Stephens, M. Narainsamy.

dens and the general maintenance of housing and other amenities.

For the purpose of the election of the Council the Old Mill Barracks and the William Campbell Township, the two housing schemes at Mount Edgecombe, were divided into four wards. Sixteen candidates contested the elections which were held on 14th December, 1971, and two persons were elected to represent each ward.

In a 91% poll the following were elected as council members :—

- Ward I : Mr G. M. Stephens and Mr. A. A. Aarmooogan.
- Ward II : Mr S. Muniandy and Mr G. C. Naidoo.
- Ward III : Mr K. Shunmoogan and Mr M. Narainsamy.
- Ward IV : Mr M. Manikam and Mr G. Reddy.

The four council members with the

highest votes will each be serving two years and the others will remain in office for a year each. A paid secretary is also to be appointed.

Both the Indian community and the authorities feel that the success of this experiment can set the pattern for similar bodies to be established in other Indian townships and housing schemes where no local authority is operating and the results thereof will be watched with interest. ●

South African Indian Library Association

THE SOUTH AFRICAN Indian Library Association was resuscitated at a meeting held during December, 1971. Approximately 100 people attended the meeting at which Mr P. M. E. van Zyl, Chief Librarian of the Durban Municipal Library, was the guest speaker.

The President, Mr M. E. Sultan, in welcoming those present reviewed the history of the Association, and said that it had been established in 1967 with the object of encouraging Indians to use the library services that were provided and to stimulate the reading habit among Indians of all ages.

The President appealed to the younger generation in particular to become members of the Association and to help promote the growth of the Association. He pointed out that with the new challenges in the field of education, the library had become one of the most important avenues of learning outside the school.

FUNCTION OF THE PUBLIC LIBRARY

After having been introduced by the President, Mr P. M. E. van Zyl,

the guest speaker said that the public library justified its existence by being a dynamic institution engaged in the struggle against ignorance and misconception. It placed at the disposal of every literate person the means of attaining wisdom and learning previously restricted to a privileged class. It could, therefore, be rightly claimed that the public library was the poor man's university. He added that the library also performed a further important function viz. that of transmitting culture by spontaneous action, and it was essential that the right material should at all times be provided for this purpose.

Like any other professional organisation, communication was one of the most important aspects of a Library Association's public relations programme. One of an Association's main tasks was to bind its members together into a strong body of people, conscious of their calling or vocation and determined to tackle the challenges confronting them with enthusiasm, courage and self-assurance.

Secondly, it was essential that the relationship between the Association

and its members should be right all the time. The executive of the Association should always ensure that it acted in keeping with the feeling and wishes of all its members. In this regard there should be a variety of programmes and activities at different levels to satisfy old and young. Furthermore, there should be reliable and regular channels of communication. The executive should keep abreast of developments and should instil in its members a sense of pride of belonging to the Association. There should also be opportunities for professional development and growth leading to full professional maturity.

Thirdly, opportunity should constantly be provided for exchanges of ideas and for thought-provoking discussions. There should be a forum which will keep members on their toes, and help with the continual review of professional norms and codes of practice.

Mr van Zyl concluded by saying that individual members should be inspired to be worthy ambassadors of the profession and should be instilled with the desire to serve the library profession as a whole and to promote its objects. He felt sure that if this could be achieved the successful functioning of this Association would be ensured.

Mr M. J. de W. van Eyssen, Regional Representative of the Department of Indian Affairs, also addressed the meeting and said that the Association was the instrument through which the library requirements of the Indian community could be brought to the notice of the authorities concerned and that the Association could also play an important role in promoting the welfare of the staff of the library service as a whole.

The following office bearers were elected during the course of the meeting :—

- President : Mr M. E. Sultan.
- Vice-President : Mr R. S. Naidoo.
- Secretary : Mr G. H. Haffajee.
- Treasurer : Mr G. M. Murugan ●

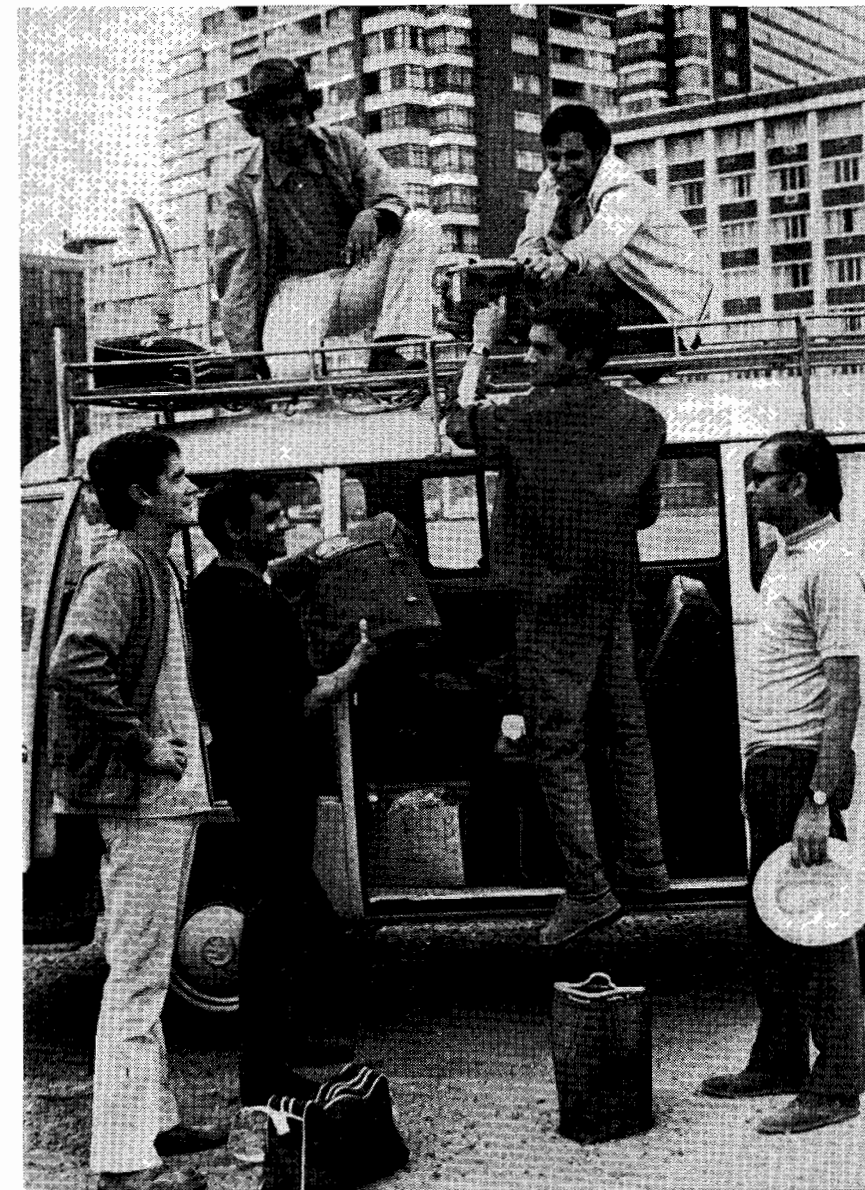
THE WILDERNESS LEADERSHIP COURSE FOR INDIANS

THE FIRST WILDERNESS Leadership Course for Indians was held during November, 1971. This course was introduced as a result of the interest shown by members of the Indian community in nature conservation.

The aim of the Wilderness Leadership School is to make interested persons aware of the need for our natural heritage to be protected and to acquaint them with the ecological and other problems with which nature conservationists have to contend.

The first course for Indians commenced with a visit to a private nature reserve in Mtunzini, where Mr Ian Garland pointed out some of these problems. During their visit to the area the participants in the course also handled fossils of marine life which existed over a hundred million years ago. They were shown, too, how plants lived in communities and how they adapted themselves to the environment and prevailing conditions.

The first night was spent in the open in the wilderness area of the Umfolozi Game Reserve, under the supervision of Field Officer Chris Reid from the Wilderness Leadership School. The party woke the next morning to the calls of numerous bushveld birds, and as the day progressed they saw the perfect harmony



Getting ready to go on the first Indian Wilderness Leadership Course! From left to right: Field Officer Reid, Shun Chetty, Rajan Moodley, Thayalan Reddy (on the roof), Billy Gounder and Ramesh Singh.

that existed between the indigenous animals and their natural environment.

At Hluhluwe Game Reserve the group were shown what was being done to combat soil erosion, and the success achieved so far with the soil conservation programme which had been embarked upon.

The course also included a trip to the Eastern shore of Lake St. Lucia. When the students finally reached the

other side after a fairly rough passage across the lake they found themselves covered with a layer of salt from the flying spray — evidence of the desperate problem of the high salinity of lake, which the authorities are trying to combat.

The course ended at the school's headquarters at the Stainbank Nature Reserve in Durban, with a review of what the participants had seen and had learned during the tour ●



Mr P. M. E. van Zyl, Chief Librarian of the Durban Municipal Library with Mr M. E. Sultan, President of the South African Indian Library Association.

Springfield Diploma Ceremony

AT THE ANNUAL DIPLOMA Presentation Ceremony of the Springfield College of Education held on Friday, 3rd December, 1971, a total of 191 students received diplomas. The College Hall was packed with several hundred people who gathered to see Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council presenting the diplomas.

After the function had been opened by Mr R. R. Mitchell, Deputy Rector of the College, the choir gave a moving rendering of "Gaudeamus Igitur".

Addressing the departing students, Mr J. M. de Wet Brandt, Rector of the College, said that the students should not assume that their certificates denoted complete professional proficiency and appealed to them to continue to increase their knowledge.

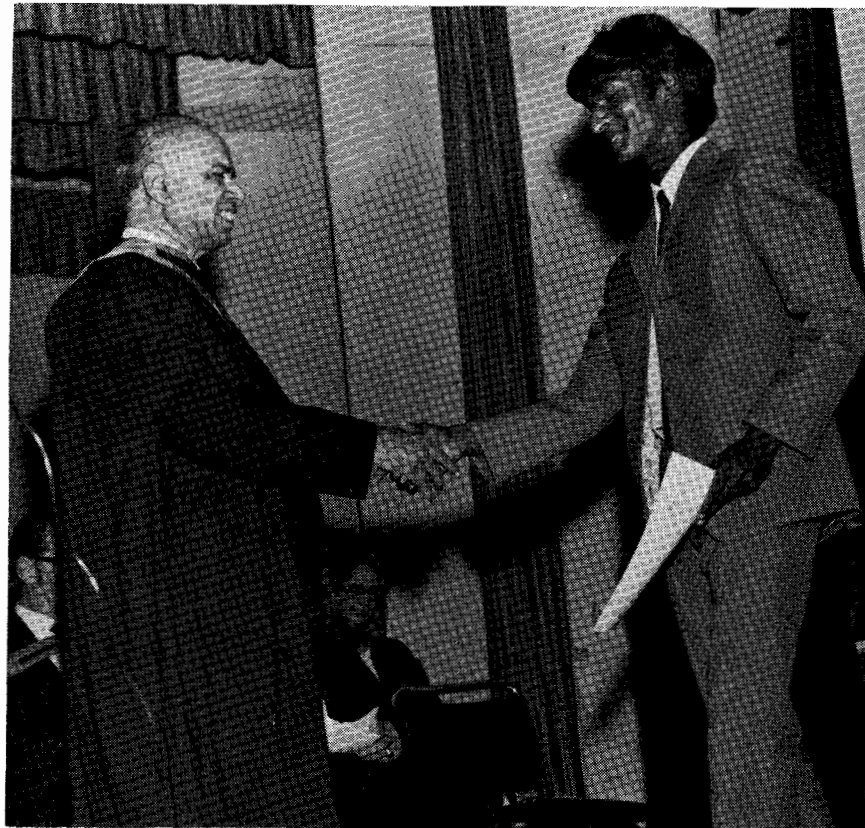
The College had enjoyed a great deal of moral support from the schools and there had been "a wholesome interaction" between the two. He stressed the importance of the balance between the academic and practical aspects of teacher training.

PRE-SCHOOL ENRICHMENT PROGRAMME

Mr Brandt also referred to the recent Pre-School Enrichment Programme embarked upon by the College. The Programme was an experiment carried out to determine the effects of pre-school training on children from culturally impoverished backgrounds. The experiment had been successful in clearly establishing the importance of parents' interest in their children's education.

After renditions by the College choir, Mr A. M. Rajab addressed the gathering.

"At the outset, may I say that I feel particularly privileged and honoured to address you this evening. The work



Mr. T. K. Moodley, who obtained a distinction in Elementary Maths receives his diploma and a word of congratulations from Mr A. M. Rajab.

of this College is of special interest to me because it produces teachers without whom our education programme would fail. I have always been a sincere admirer of those people who have chosen teaching as a profession and have in this positive way dedicated their lives to the service of the community. I consider teaching an act of pure dedication. I would therefore like to salute teachers for their contribution to community progress and its development. I would at the same time extend to them my sympathy for the load and responsibility they have to necessarily carry as a natural concomitant of their profession. I would like to assure them also that I am aware of

their efforts to raise their professional standards and to bring about much-needed improvements in salaries and conditions of service. I would like to assure them of my personal and active support in these matters.

I believe that there has never been a more interesting period in the history of man than the one in which we are living. Man has taken tremendous strides forward in furthering the frontiers of his knowledge in all fields. Our scientific achievements border on the incredible. And the power of our technology has taken man to the moon and back. But the problem of race and human relationships is probably the biggest challenge which now faces us.



One of the most outstanding students was Miss A. Sobrun, who received distinctions in Practical Teaching, Education and Afrikaans.

We stand on the brink of a new age, which opens up new vistas and a new hope for people of colour and in which we will be judged not by the old criteria of race and pedigree but on intelligence, civilisation, merit and achievement.

This is why I am so pleased to be here today to speak to you about our own Indian youth and the role that I confidently expect they will play in conjunction with the youth of other groups in breaking down the crippling bonds of apathy and indifference which prevent an acceleration of the positive forces at work to achieve meaningful changes.

Our hope lies in our youth and youth have a facility for communication that grown-ups lack. Youth is not shackled by tradition and prejudice which tend to stifle communication between older people. Youth is free and has a power to bring about change that in turn will bring about the better understanding that we are all so desperately striving for.

I am convinced that youth will achieve a better way of life for all South Africans because they will create the climate where this will be possible. I believe that in the future Indians will have to contend less and less with traditional prejudice due to

changing attitudes. I am fully convinced also that race discrimination will be less and less tolerated in South Africa. The official recognition by the Government of Indians has been the major step. But there are also other hopeful signs: the opening of avenues of employment in the private sector hitherto regarded as White preserves, the increasing use of Indians in the service of public administration, the police, posts and telegraphs and other Government and Provincial departments.

We are living in a very complex racial society in which a most unique formula has been devised to maintain peace and harmony and at the same time to secure a prosperous future for all.

It has proven to be no easy task and the change for the better has been slow. The fact is that in such matters as human relationships, social attitudes and customs one cannot expect to move mountains overnight. It takes time! But the framework, the foundations, the infrastructure on which to build on has been laid down and the future is what we make of it.

At no stage since the arrival of the Indians to this country has opportunity for development been so favourable as it is today.

There are two principal factors on which I base my convictions:—

FIRSTLY: THE INDIAN PEOPLE THEMSELVES — THEIR OUT-LOOK ON LIFE AND THEIR ALMOST RELIGIOUS BELIEF IN EDUCATION.

The Indian South Africans are a very small group in South Africa. Numbering just over 630 000, they constitute but 3% of the population of the Republic. Evenly divided as to males and females, Indians are very youthful too, over 50% being under the age of 16 years.

With a history of 100 years of uncertainty and non-acceptance behind them marked by periods of great strain and hardship, Indians have nevertheless managed to put all feelings of bitterness aside and have shown remarkable courage in making the difficult adjustments to the new order. While the painful adaptation to the unfamiliar environment of new group areas has had to be faced, at the same time, the opportunities for development have not been missed. Unlike others, Indians have not allowed anger and emotion to stand in their way. A dynamic and hard-working people they have not lost opportunities for advancement and have made remarkable progress in all fields in the ten years after the grant of citizenship in 1961, and this period is particularly notable for the solid foundations laid in education. Our people have an abiding faith in education as the path of escape from adversity. The key to success in the modern world is education. This is why before the Government took over this responsibility, Indians made great sacrifices to provide educational facilities for their children. When we look at the landmarks in our educational advancement, the M.L. Sultan Technical College, the University of Durban-Westville, the Teacher Training Colleges at Springfield and Fordsburg, and the large numbers of teachers, supervisors and inspectors, with impressive professional and academic qualifications, one can hardly believe that just 50 years ago we had no high schools at all and few of our teachers had themselves passed Standard IV.

SECONDLY: NATAL IS THE PROVINCE OF THE FUTURE.

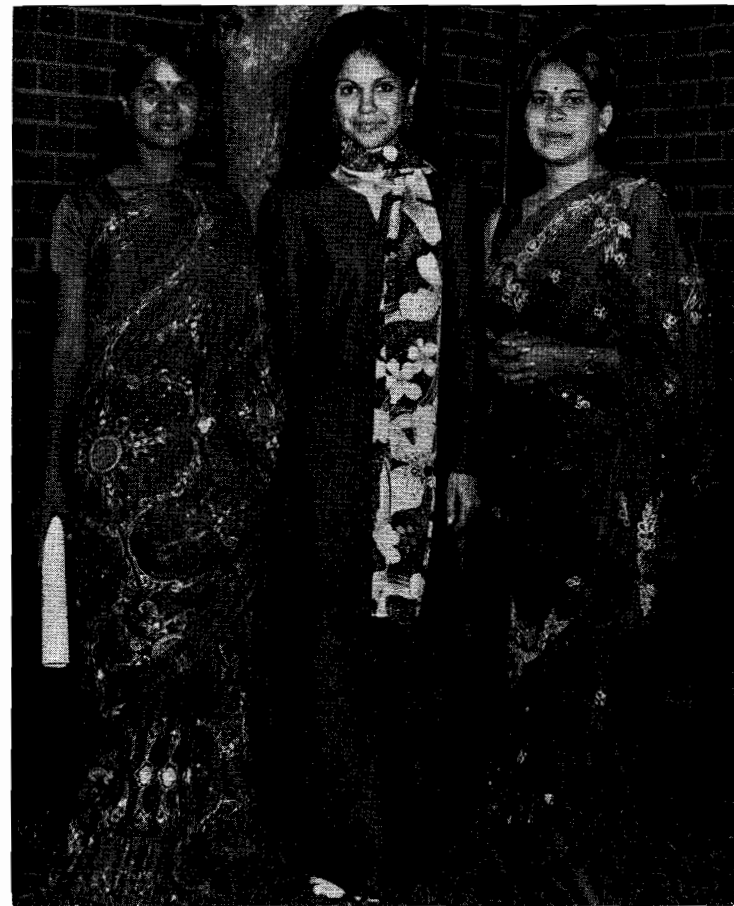
Whereas Natal was previously labelled as the stepchild of South Africa because of its indifferent economic performance, it is now on the threshold of development undreamt of before. Apart from possessing all requirements, such as water, coal, road, rail and harbour facilities, sufficient labour, etc. to sustain a larger expansion than in any other province, Natal also received the additional impetus from the Government's Border Area policy during the 1960's and this really set its economic growth alight. The decision to develop Richards Bay as a deep water harbour and to site the aluminium smelter there will give a tremendous economic boost for general industrial expansion in this area as well as to the whole of the Tugela Basin and to the hinterland behind it.

The establishment of the third Iscor plant at Newcastle and the expected proliferation of industrial undertakings that will result at this growth point is another factor that will change the economic face of Natal bringing with it employment opportunities undreamt of before.

As a result of this industrial development Natal is expected to grow over the next 15 years at a rate 50% faster than that of the Witwatersrand. By the year 2000, at least $\frac{1}{3}$ of the Republic's economic growth will occur in Natal. By this time, Natal's Indian population could double to a figure of 1,3 million, constituting the largest single group in Natal after the Zulus.

Indians are therefore very favourably placed to take advantage of the employment opportunities that will increasingly be created by the demands of industrial growth. We can make a substantial contribution towards closing the gap of the skilled labour requirements of industry and commerce.

It would therefore appear to me as if the earlier restriction of living in, or actually being confined to Natal, will no longer be such a handicap in the future. Instead, it could prove to be an advantage. (I might mention though that the removal of restrictions on the inter-



These three girls smile happily after receiving their Lower Secondary Diplomas. They are Miss V. Deosaran, Miss S. Bahadur, and Miss G. Sanichur.

provincial movements of Indians is a matter that the Indian Council is dealing with at the highest level at the present time.)

All of us, each in our own way, have our different roles to play in these challenging times ahead of us. You, as teachers, have a most important one. It is in educational institutions such as this where our future leaders must begin to show themselves. As teachers you are precisely fitted for the job of leadership. You are the best fitted amongst us to give a lead, not only to those in your care but to others also, outside, who could be inspired by your leadership and guidance. I need hardly remind you that some of our noblest and greatest men were teachers. Great leaders have always realised that people work hardest and are happiest if they can work and dream about a great and

clearly defined ideal.

Are you working towards an ideal that is inspiring you to total efforts? Are your studies designed to make your work worthwhile in terms of both your own, as well as your community's uplift and progress? Is it enough just to accumulate a mass of information on various subjects and pass it on to students without also developing an awareness of exactly what they should do with it? I believe that without a high purposeful ideal clearly defined higher education can be of little practical value.

Do you take an interest in the world outside the school? Does politics interest you and do you talk enough about it? Can you discuss politics unemotionally, rationally and thoughtfully? The politicians can hardly be expected to do things more



Miss R. Abideen receives her Special Award for Sport from Mr A. M. Rajab.

A group enjoying a friendly discussion after the Ceremony includes from left to right: Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council, Mrs M. Naidoo who received distinctions in all her subjects for her Education Diploma in Infant Teaching and Mr J. M. de Wet Brandt, Rector of the College.

quickly than is made possible for them by the public. But you, as students, and other people outside active politics, must discuss politics unreservedly and objectively, and by so doing you can play an important part in preparing the way for politicians, so that they "can take their people with them" into new, essential ways of thinking.

It is a sure sign of greatness, maturity and rational thinking when

people of widely differing political views can still communicate with one another, and acknowledge one another's viewpoint. And respect it. You cannot claim to be civilised if you cannot be tolerant of other people's views. You must learn to be objective and agree to disagree. Do come and have a talk with me sometimes. You may disagree with my viewpoint, but this does not mean that we cannot be friends!

What do you know of business and do you talk sufficiently with businessmen? Have you done enough toward getting business leaders to come and have question and answer sessions with you rather than have each of them delivering a long boring speech? Today even people such as the priest and the doctor find it necessary to have at least an elementary understanding of money and business matters. Please understand that the world of the future will daily become more and more a business orientated world. You must make sure that you feel at home in it.

And, finally, may I conclude by reminding you of another factor which I regard as essential to success. That factor is *discipline* which is often missing in today's world.

I sincerely believe that if people are disciplined and responsible, then they do not need a vast number of laws. But if they are immoral, selfish and immature, then it does not matter how many laws they are subject to — they will not obey them anyway.

The cultivation of the right attitude of mind, and of a sense of responsibility are important matters which we dare not ignore. And in this connection may I remind you that people achieve the most and are the happiest if they are free, inspired and if they can toil and sweat — and preferably "fight" (and I don't mean that in the physical sense) — for a great, clear and practical ideal. And one cannot do this if one is subject to an overwhelming amount of restrictions, regulations and negative talk. One does it with education and inspired leadership. You can help to define the ideal and to work for it.

May I wish all of you a future of inspiration, leadership and fulfilment. And may I express my congratulations to all those who have graduated this year. May your lives be happy and successful. May I also congratulate the Rector and the Staff of this institution who have built up such a fine tradition of service and dedication to the community. The inspiration from this college goes out a long way.

May God increase you in knowledge and understanding" ●

SOME ASPECTS OF THE INDIAN MEDICAL AND DENTAL PROFESSION IN SOUTH AFRICA

BY DR. M. B. NAIDOO

THE ANNOUNCEMENT that 54 Indian students had qualified at the end of 1971 at the Medical School of the University of Natal, entitling them to practise as medical practitioners, was welcome news to the Indian community. That so many of our young men and women have become members of this noble profession is a matter of considerable satisfaction to all concerned and they deserve the congratulations of all our people.

This achievement is also indicative of the remarkable educational advancements that have taken place within the community during the past few decades. A striking example of this is the fact that there were no less than 1 109 full-time and 591 part-time students in 1971 at the University of Durban-Westville, and 463 non-white medical students, of whom the majority were Indians, at the University of Natal, in the same year. A notable trend also has been the increasing proportion of Indian women students to men in all faculties. This is the case too at the Medical School attached to the University of Natal. In 1971 an Indian woman student achieved the distinction of being declared the most outstanding student of the final year medical students. Such achievements are encouraging and are pointers to the increasing desire of our young people to play their full role in all the aspects of our Indian community life.

While the emphasis must in the

first place be on the training of medical students at universities in South Africa, one must not lose sight of the fact that a small number of medical and dental graduates of South African origin arrive from India and Pakistan annually after having graduated there at medical and dental schools recognised by the South African Medical and Dental Council. These students have gone there because of the limitations on the intake of medical and dental students locally. They have found on their return, however, that generally speaking their training has not been regarded as sufficient to enable them to obtain registration as medical or dental practitioners with the South African Medical and Dental Council.

This matter has recently been reviewed by the Medical Council and a number of new rules have been adopted to meet their situation. These rules have now been approved by the Minister of Health and published in the Government Gazette of the 29th September, 1971, under Government Notice No. 1674. Students who are studying in India and Pakistan for medical and dental degrees are therefore advised to take cognisance of these new rules in their own interest.

These rules may be summarised as follows:—

RECOGNITION OF MEDICAL AND DENTAL QUALIFICATIONS OBTAINED IN INDIA AND PAKISTAN.

(a) Medical Practitioners.

Holders of M.B.B.S. degrees obtained at the Universities of



A group of women students who recently graduated from the University of Natal Medical School includes from left to right: S. Chetty, F. Nanabhai, D. Seolall, R. D. Oliver, P. Patel, K. Patel, J. Aboobaker, J. Hargovan. These men have good reason to smile, as they have just graduated as doctors. They are from left: M. Chetty, S. L. Modi, A. R. Mitchell, V. U. Dama.



Bombay, Calcutta, Lucknow, Madras and Patna in India, and the University of Punjab in Pakistan, may apply to the South African Medical and Dental Council for registration as **medical practitioners** provided certain conditions have been complied with. One of these conditions is that the applicant must have served his internship at a hospital which is approved by the Council for intern training. Only three hospitals in India are recognised by the Council for this purpose, viz.:—

- (i) The Government General Hospital, Madras.
- (ii) The J. J. Hospital, Bombay.
- (iii) The St George's Hospital, Fort, Bombay.

Where such registration is not able to be obtained because the internship training condition has not been complied with, the Council may grant an applicant a **restricted registration** to enable him to undergo a period of internship training at an approved hospital within the Republic.

It should also be noted that in order to qualify for registration by the South African Medical and Dental Council, students who are at present studying medicine in India or Pakistan must have commenced their studies before **31st December, 1969**, and must obtain their qualifications before **31st December, 1978**, after which date such qualifications will no longer be recognised by the Council.

(b) Dentists.

As far as dental qualifications are concerned, the South African Medical and Dental Council has resolved that qualifications in dentistry, obtained at universities in India and Pakistan, will not be recognised as approved qualifications for the purposes of registration as **dental practitioners**.

Holders of the B.D.S. degree of the University of Bombay, or other qualifications in dentistry obtained at universities in India or Pakistan, may however, apply to the Council for **restricted registration**.

Such persons should first obtain employment at a mission hospital, scientific institution approved by the Council, State or Provincial hospital or local authority, and the hospital or institution concerned should then make application to the Council for the granting of the restricted registration to its employee.

It is estimated that there are some 400 Indian medical and dental practitioners at present in practice in the Indian community, which according to the 1970 census now numbers 630 000. This means that there is in effect one doctor for every 1 600 people, which is almost twice the corresponding number for the White community. This would be the position if Indian doctors were serving their own people only. The shortage of medical practitioners among the non-whites as a whole is however so acute that Indian doctors are obliged to render medical services to thousands of other non-whites, which places further burdens on their physical and other resources. This applies equally to dentists among whom the shortage is even greater.

Addressing the Annual General Meeting of the Dental Union of South Africa in March, 1971, Professor F. P. Retief is reported to have said "that serious consideration must be given to the possibility of large-scale training of non-whites as dentists and doctors to ease the shortage of qualified men in these professions". It is gratifying therefore to note that the authorities are aware of the seriousness of the situation.

The limitations on the intake of Indian students at the Non-White Medical School in Durban, and at the Universities of Cape Town and the Witwatersrand, coupled with the small number of doctors who qualify at universities abroad, stresses afresh the need for a separate medical and dental faculty to be provided for Indians at the University of Durban-Westville.

The South African Indian Council has already submitted a comprehensive memorandum on the matter to the authorities and will continue to press for these training facilities to be provided as soon as possible ●

The Durban Indian Benevolent Society

THE ANNUAL GENERAL Meeting of the Society was held in the Vedic Hall, Durban, on 6th November, 1971, and was presided over by the President, Mr J. B. Patel.

The Society's annual report which was considered at this meeting states, *inter alia* :—

"In the course of its work among the poor and the destitute members of the Indian community, this Society has had to deal with a multitude of personal and environmental factors influencing the high level of poverty and dependency. It has always attached particular importance to the problem of insufficient employment opportunities and inadequate economic enhancement as being the major factors responsible for the prevalence of destitution and dependency.

The rising cost of living, which includes increased prices affecting essential commodities such as food, together with the imposition of sales tax, has added to the financial responsibilities of family life as there has been no corresponding increase in the wage structure.

In order to acquaint the public with the multifarious services rendered by our Society for the year a brief review is given.

CASE WORK SERVICES

Although in recent years our main concern was directed towards the assistance and rehabilitation of the

economically distressed families in the community, of late, however, we find that cases involving maintenance and desertion or non-support constitute a greater percentage of our total case load. It must be emphasised that poverty and dependency on the Society are even greater, and the utilisation of our resources towards the alleviation of this problem continues to remain a heavy drain on our finances.

REFERRAL SERVICES

Those experiencing social problems do not always know the particular agency that can be of most help to them. In consequence we find a large number of people calling on us with problems that can best be dealt with by other professional service agencies. In such cases it is necessary to establish the needs of the clients and then to re-direct them to the appropriate agency.

EMPLOYMENT

During the period under review the Society was successful in placing all 718 persons who called on us for employment. Our success was largely due to the extensive contacts that we have established with managements, both in the industrial and commercial sectors. Their sympathetic understanding and co-operation had eased our task considerably. Without detracting from our achievement in this respect we are nevertheless very much concerned about the unrealistic wages that are paid to workers.

FAMILY PLANNING

The stress of economic pressure has affected various aspects of community life. The necessity for more and more mothers to enter employment has made it necessary for our people to keep family numbers to a minimum. The Planned Parenthood services that are available have assisted a large number of married couples to restrict the size of their respective families. This Society had enjoyed the co-operation of the Planned Parenthood Association and during the year under review had referred 412 persons to this agency.

DOMESTIC DISCORD

The alarming increase in the number of cases being referred to Courts for maintenance as well as the increasing numbers relating to desertion and non-support cannot be ignored. The growing instability in family life can eventually unsettle community stability. The repercussions and ramifications are only too obvious. This problem is one which merits serious consideration.

LATE BIRTH REGISTRATION

The increasing numbers of people calling on us for assistance with late birth registration is a matter of concern. In our last annual report we indicated the need for greater awareness on the part of our people to comply with legal provisions in this respect. Notwithstanding this, we had dealt with a far greater number of such cases over the past year as compared with the previous year. The technical provisions involved in assisting such cases are time consuming. A joint concerted effort on the part of the various community organisations in the education of our people in this respect is required to overcome this problem.

RELIEF SERVICES

This Society had assisted a total of 1798 families, involving 6173 children, by the issue of food parcels during the period under review. The significance of these figures cannot be minimised for they tell of tragic consequences which may have followed had it not been for the timely succour afforded by the Society.



Attentive listeners are from left to right: Professor S. P. Olivier, Rector of the University of Durban-Westville, Dr G. H. Mayet, Mr P. Poovalingum and Mr I. C. Limbada.



Professor L. Gering, Head of the Law Faculty at the University of Durban-Westville, who was guest speaker at the function addresses members on the subject of "Poverty and the Law".



CHATSWORTH BRANCH OFFICE

There is no doubt that our Branch Office in Chatsworth has filled a vital need. However, the extent to which our services can help to alleviate the lot of our people there, cannot be accurately assessed. Despite our offices not being within easy reach of all the people services are rendered daily to at least 15 persons"

The Society also draws attention to the disparity between the amounts paid as pensions and grants to the different racial groups.

Professor Leonard Gering, Head of the Law Faculty at the University of Durban-Westville, who acted as guest speaker praised "The wonderful and multi-faceted work performed by the Society and said that the law itself should encourage, stimulate and supplement voluntary efforts to alleviate poverty and its consequences". ●

PHOTO FLASHES



Mr N. G. Moodley, shortly after assumption of duties as the newly appointed director of the Durban Indian Child Welfare Society, with Mr M. E. Sultan, the President.

Mr B. B. Singh, President of the Durban Indian Surf Lifesaving Club was recently awarded a gold medal by the South African Lifesaving Society for loyal service to Indian lifesaving. He started the club 42 years ago, with six volunteers. There are now nearly sixty members who serve as volunteer lifesavers at the Durban Indian beach. Four of the members are full-time professional lifesavers employed by the Durban City Council. Since its formation, the club has saved almost 4 000 lives. Mr Singh has received several other awards for his services to lifesaving. These include the Recognition Badge and bar which he received in 1961 from the Commonwealth Council of the Royal Lifesaving Society. Shortly afterwards he received the Meritorius Service Award of S.L.S.A.S.A. On the occasion of the golden jubilee of the S.A. Lifesaving Society, he was presented with the Jubilee award and Honour badge. When Mr Singh recently retired from active participation in lifesaving, the Central Natal Lifesaving Association presented him with a silver salver for outstanding services to surf lifesaving.



Mr D. P. Desai, a well-known philanthropist who has taken a keen interest in the educational, religious and cultural life of the community at Mariannhill, was recently honoured by having a bursary fund named after him by the people of Mariannhill. Mr B. Gujader, Chairman of the Mariannhill School Association which started the bursary fund said that Mr Desai's donation of land and considerable sums of money to the school had made it possible to erect a school.

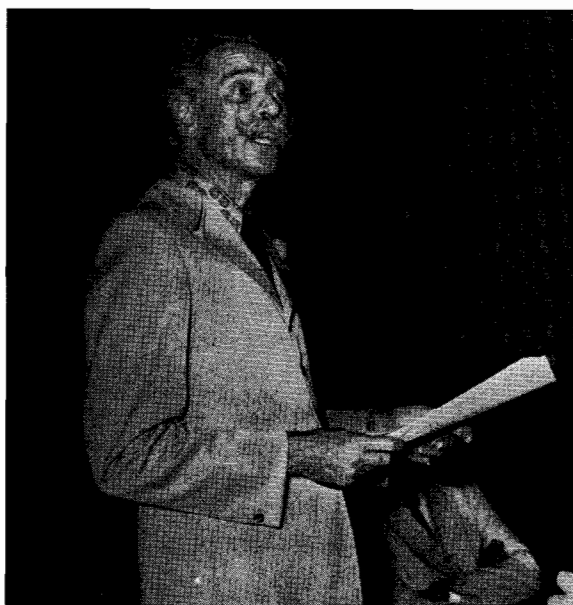
Mr Gilbert Naidu has recently been appointed head of the Hotel and Catering Division at the M. L. Sultan College in Durban. He is the first Indian to hold this position. Mr. Naidu has had 12 years experience in the hotel industry and joined the college in 1956 as an instructor in the hotel and catering school. He later became Vice-Principal of the School of Catering. Last year Mr Naidu was awarded a R1 500 bursary by the Industrial Council for the Liquor and Catering Trade to spend six weeks visiting some of the best training schools in Europe.



At the end of 1971 thirty-six students at the M.L. Sultan Technical College in Durban completed a course as Telephone Mechanics for the General Post Office. The second year of this unique course will consist of practical training. Seen at the conclusion ceremony with Rector, Dr Alec Solomon, from left to right: Mr D. L. Johnson, Controller of Technician Training in charge of training of students in Natal and Mr H. Steenkamp under whose personal guidance the students worked. The three students in our picture are: V. Naidoo, A. R. C. Khan and P. Reddy.

Six American journalists visiting Durban under the auspices of the Department of Information met members of the South African Indian Council. From left: Mr J. B. Patel, Mr E. Peter, Mr D. Mills, Mr C. Jenkins, Mr S. Wood, Mr K. Wilson, Mr A. M. Rajab (Chairman of the Executive Committee), Mr W. Reddell and Mr J. N. Reddy.





Third Annual General Meeting of the Auxiliary Committee of the Pietermaritzburg Mental Health Society

THE ANNUAL general meeting of the Auxiliary Committee of the Pietermaritzburg Mental Health Society, which was established on 6th April, 1968, was held on 23rd November, 1971, in the Lotus Hall in Pietermaritzburg, and was presided over by its Chairman, Dr E. Cassim. The work performed by the Society during the past year was reviewed and attention drawn afresh to its aims and objects which are to provide for the future care of mentally retarded people falling within the following categories:—

1. ADEQUATE CARE:

For persons of low intelligence, idiots and imbeciles.

2. EXTENSION OF INSTITUTIONAL CARE FOR THE FEEBLE-MINDED:

Feeble-minded persons can perform repetitive work of an automatic nature, where only mental effort of a limited nature is required and where they are unaware of the monotony of the job.

3. MENTALLY RETARDED CHILDREN:

Special classes for mentally retarded children where full use of psychiatrists and psychologists can be utilised to test and refer all retarded children to one or other of the special classes, where re-education and training of the mentally retarded to the full extent of such capacity as they possess, can be carried out.

4. SHELTERED EMPLOYMENT:

In suitable environmental conditions within the community. Mentally retarded persons need not only education but also employment where possible, so that they are not an economic burden on the community. Occupational training centres should therefore be established as widely as possible.

5. AFTER CARE:

Is one of the most important aspects of social work within the community. After care committees are needed for the supervision and care of mental patients who are not

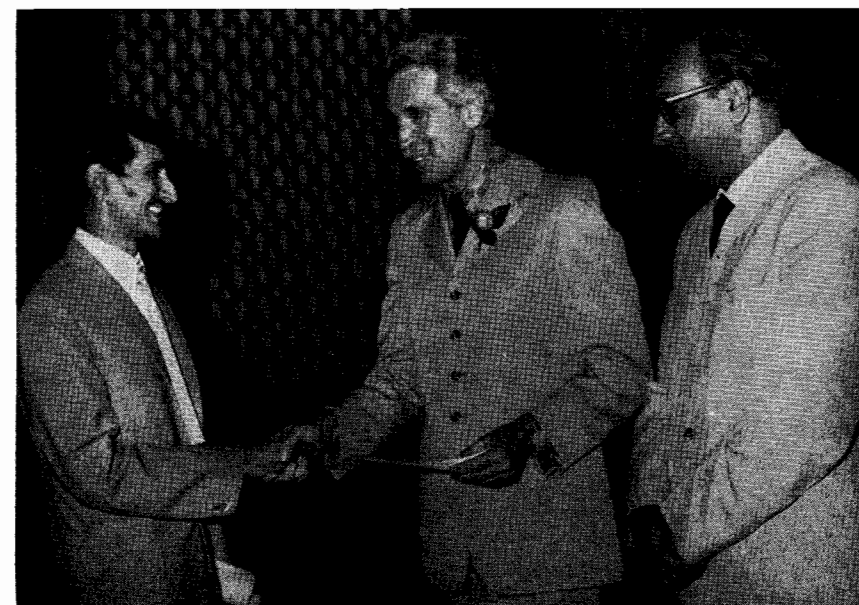
institutionalised. Clubs and recreation centres can play an important role in this.

It is essential that the persons who are in need of such care should be treated as "persons" and not as "types", and that the treatment given to them should assist them to become useful citizens.

It is in the light of these various practical problems and difficulties, that this Auxiliary Committee can function as a part and parcel of a larger organisation.

The committee's report states further that plans for the erection of a Mental Health Clinic in the Northdale Indian Township on an 1,5 acre site donated by the City Council of Pietermaritzburg were far advanced. An indication of the interest which had been shown in this matter by the public was the fact that an amount of R1 598 had been collected by Mr Loopy Singh on behalf of the committee. This cheque was formally handed over at the meeting.

Mr L. L. Millar, Chief Professional Officer of the Department of Indian



Far Left: Mr L. L. Millar addresses the meeting.

Mr L. L. Millar seen accepting a cheque for R1 598 from Mr Loopy Singh. Looking on is Dr E. Cassim, Chairman of the Committee.

Affairs, who acted as guest speaker said:

"The organisation of voluntary societies such as the Auxiliary Committee of the Pietermaritzburg Mental Health Society, provide certain forms of welfare services, based upon the acceptance of certain principles. It may be useful to refer to some of these:

- (i) Voluntary organisations in the field of social welfare are comprised of individuals in a community who wish to share the responsibilities concerned with the advancement of human welfare. The opportunities of citizens to participate in such organisations are the privilege and obligation of all.
- (ii) In the field of social welfare it is recognised that the solution of social problems depends to a large extent upon the quality of citizen participation, and the continuing development of a more effective volunteer service.

- (iii) Giving volunteer service re-

quires sincere interest in the work to be done, willingness to accept necessary training and supervision, and a business-like approach to the job undertaken. A good voluntary worker must be dependable.

- (iv) Receiving voluntary service requires recognition of the usefulness of such workers into the organisation, respect for their desire to contribute time and effort, and constructive interest in helping them to make their fullest possible contributions.
- (v) The importance and the value of voluntary effort in providing welfare services must be fully appreciated and it must be understood that almost all forms of social assistance owes its beginnings to volunteers - public-spirited citizens who received no material rewards and who recognised the contribution they can make in ameliorating human suffering and in meeting certain human needs.

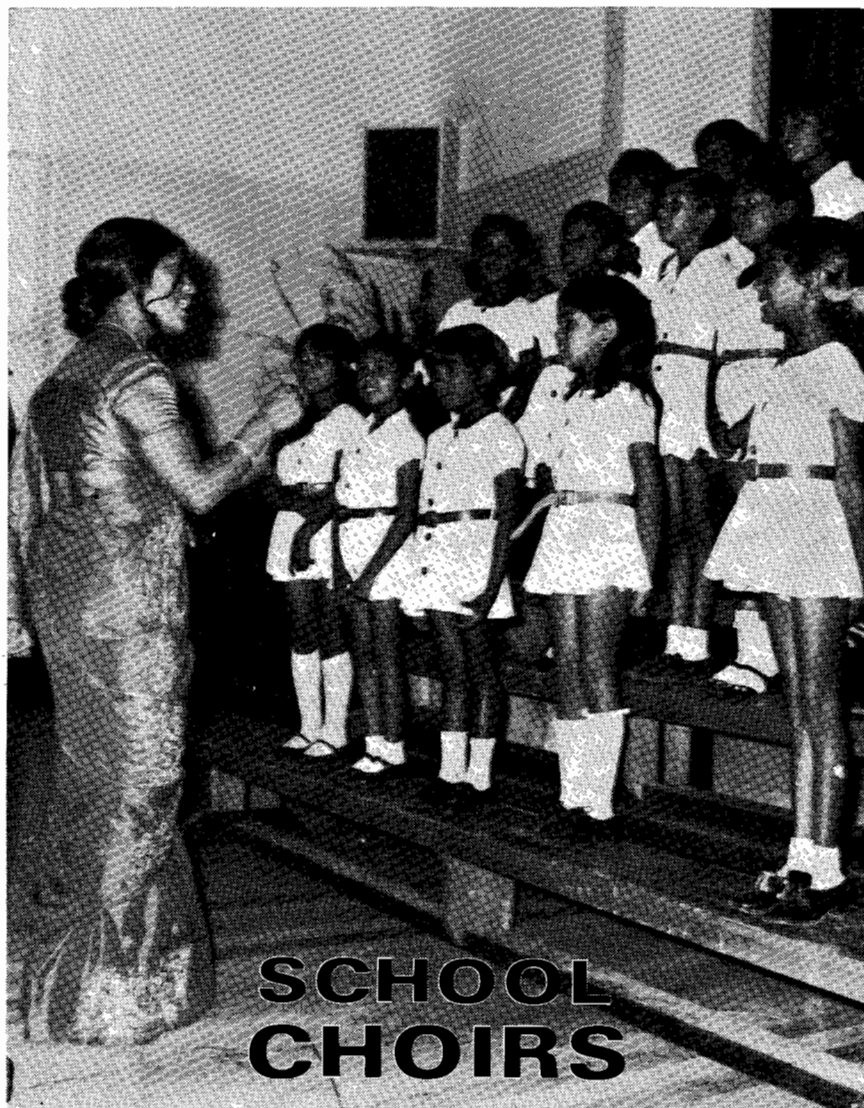
WELFARE WORK IN THE REPUBLIC

A characteristic of welfare work in the Republic of South Africa is that it is the joint task and responsibility of the State and private initiative. Welfare services are in fact rendered on the basis of partnership between the State and Welfare organisations. This division of work, founded on mutual understanding and guaranteeing effective co-ordination and supplementation of welfare services to the advantage of the Indian community as a whole, works most satisfactorily in practice.

One of the main purposes of co-ordination is to eliminate over-lapping and to increase the efficiency of services. If care is not taken to dovetail the services rendered by the various organisations, over-lapping results and the efficiency of the service suffers. An important pre-requisite in this regard is willingness to engage in consultation which will eliminate over-lapping and obviate any clashing of activities.

It is also particularly important that the community at large should have a positive image of welfare work. The success of the work is largely dependent on the community's acceptance of it as an essential service, and also on the resources supplied by the community. The right public image must at all times be created through co-ordination. It can rightfully be said that co-ordination is the responsibility of all who are in any way connected with welfare work" ●

Miss M. Kistnasamy and the Infant Choir of Merebank State Primary School perform.



IN FINAL SONG

CHORAL COMPETITIONS for 1971 culminated in two final concerts held towards the end of the year in Pietermaritzburg and Durban. Speaking at the function in Pietermaritzburg, where choirs from three schools, Esther Payne Smith and Nizamia Primary Schools as well as the Girls High Senior Choir performed, the Director of Indian Education, Mr P. W. Prinsloo, explained how school music today provides opportunities for group singing besides aiming at appreciation and enjoyment for the aesthetic.

"It is the policy of our Department to develop the whole child and not only to train him in the three R's; not only to develop his intellectual abilities, but also his aesthetic sense. Therefore due prominence is given to music in our school curriculum. Children are happier when they take part in group activities. The scientific age in which we live is not beneficial to the development of community singing. Modern inventions have made it possible for every individual to enjoy a wide range of music and singing whenever he wishes by merely pressing a button, but this gap could be filled up to a certain extent through school choirs.

The Indian child has a decided talent for singing, but this talent has to be drawn out and developed. I am, however, very pleased to be able to say that our schools have succeeded remarkably well in achieving this aim. You can judge for yourselves here today whether this is true. Every year when I listen to the final choirs I am pleasantly surprised at the improvement that has again been made and Mr Albertyn assures me that this year's choirs are again of a higher standard than those of last year. And here I wish to place on record my sincere thanks and gratitude first to Mr Albertyn for his devotion to his task and the guidance given to teachers, but also to the teachers themselves for their diligence and the principals for their co-operation. For your information I can just say that out of 170 choir groups evaluated in the infant classes only 6 did not yet get a pass mark

while 117 scored more than 85%; 83% of the groups in the other standards obtained a pass. Altogether 1 232 choirs were listened to. These very encouraging results are also due to the fact that more and more teachers are qualifying in the use of the recorder as a teaching aid. A start has also been made this year to teach children in the primary school to play the recorder, with very promising results: out of 122 groups tested 106 passed while 41 obtained more than 85%.

In conclusion I wish to congratulate the schools who have qualified for the final choirs. To the children I want to say: remember that the brighter you are, the more you have to learn."

In Durban, seven schools took part in the final concert, rendering 21 items of choral song and recorder music. Here Mr G. Krog, Deputy Director of Indian Education spoke on the aims of music education.

"Unfortunately, over a period of many years, circumstances permitted pioneer educationists to regard music as little more than a mere frill attached to education proper, fit at best for providing relaxation and pleasant amusement between really important lessons, and an attractive fanfare for the annual speech day.

During recent years the teaching of music in schools has undergone many changes. Developments of far-reaching, if not revolutionary character have taken place. Not the least of these changes is in the fundamental aim of school music teaching. Within living memory there was a period when there appeared to be no other aim than to fill the last lesson of the week with a joyful noise, making the children resound to the strains of a mere handful of better-known national songs. In a word, the school music of the past was, except in a few enlightened cases, aimless and shapeless.

Why teach music? Because it develops man as an individual member of the human family; it leads him to a more vital use of his powers; it has special contributions to make to individual life inside and outside the school; it is widely distributed as an



Music is for everyone to enjoy . . . The Esther Payne Smith Primary School Choir and the recorder group hard at work.



effective factor in the life of the nation.

AIMS OF MUSIC EDUCATION

Music education should have the following minimum aims:

(1) To teach the elements of which it is made up, its origin, function, and values;

(2) To teach the groundwork of intelligent listening;

(3) To afford a knowledge, if only rudimentary, of music notation.

(4) To provide such general facilities as will enable every pupil to become acquainted with

The Standard Seven Choir of Durban Girls' High with their conductor, Mrs G. H. Thomas.



music as others have, say, with literature;

- (5) To locate trainable talent, particularly for that which is above average;
- (6) To afford opportunities for the musical development of each individual.

All these aims of music education form part of the educational programme for the development of the whole child as a balanced individual.

Let us start by thinking of music as a very ordinary subject. Just as we regard other subjects in the curriculum to be well within the reach of most ordinary pupils, music is not as exclusive for the few with very gifted abilities; it is a subject that should be studied concurrently with, and in suitable proportion to the language of words.

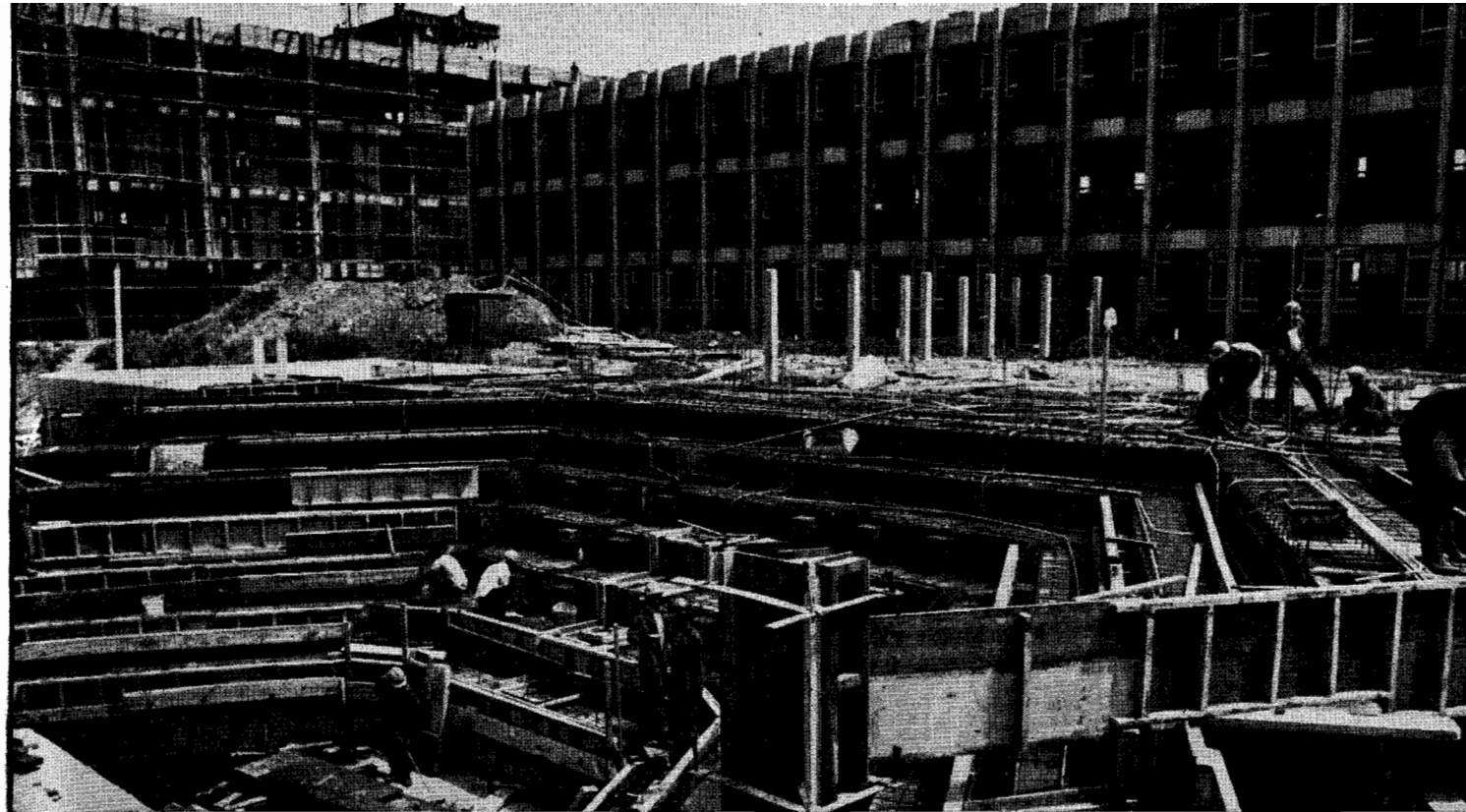
The origin of music is vocal. Hence the first and most natural approach to music education is likewise vocal. In ordinary circumstances everyone can sing, or at least make some audible and intelligible vocal sounds, enabling them to join in the average community effort. The limitations of class-singing are obvious if by music education is to be understood a genuine love of the art acquired by personally making music, and by combining concentrated listening with intelligent analysis. Class-singing is the core of school music. And this it must remain. But, over and above

the singing of songs, two developments must take place before schemes of music instruction can ensure the type of music training that general education should be held to include. Firstly, class-singing, besides being a communal vocal effort, with of course the technique of voice production being dealt with as far as possible, must incorporate the study of music *as music*, and lead to the cultivation of a taste for the art generally. Nothing less should be aimed at, even in the case of those for whom it is never likely to be more than a leisure activity. Secondly, besides singing, there must be wider opportunities for practical work for those who wish to specialize in music making, either as amateurs or with a music career in view.

The function of a teacher of music in the corporate life of a school is not necessarily to see how *much* can be introduced. His duty is rather to ensure as far as possible that music in all its variety is understood, and that, as a whole, it contributes to the well-being of those for whose specialised education he is responsible.

In other words, his primary interest should be the pupil and his general education. It is necessary to regard music, along with all other subjects, as a means to an end — that of providing a balanced education. Therefore, although the main academic concern of the music teacher will normally be with music itself, his wider interests must be in line with those of other staff members. If education is to embrace music as *part* of its structure, music teachers, as ordinary staff members, must accept their appropriate share of responsibility for the education of the child as a whole. Musicians should therefore seek to promote interest in their subject rather as moderates than as enthusiasts, making way when necessary for the claims of other subjects.

Some music teachers and particularly the younger music teachers are inclined to over-emphasize the importance of music in the teaching programme. Once, however, they have gained perspective as true teachers, they come to realise that the teaching of school music is but one facet of the broad educational programme." ●



THEATRE IN THE HILLS

By DAVID HORNER, Senior Lecturer, Department of Speech and Drama at the University of Durban-Westville

IN A FEW SHORT MONTHS the romantic ringing of a ship's bell will summon audiences into a new theatre of unique design at the University of Durban-Westville. From the well protected open patio they will move into a fully glass-fronted foyer glistening with ceramic tiles. Once in the auditorium audiences will view a wide expanse of heavy curtaining in rich deep colours.

Housed in the Department of Speech and Drama the design of the theatre will be unique in Africa, with audiences sitting on three sides of an apron stage which extends in front of the actual stage. Over 250 spectators can be seated in only seven rows with the seating steeply raked in rising tiers which means that every member of the audience will be able to see and feel drawn into the action. The longest row seats almost 40 people

and they will view a stage picture that could be 40 feet wide at its maximum opening. With air-conditioning, special acoustic treatment, and excellent lighting and sound facilities, patrons should enjoy a high standard of comfort and theatre fare.

The Department of Speech and Drama has presented over 20 varied productions on the Salisbury Island Campus since it started in 1965, including plays by Shakespeare and Sophocles, as well as a children's musical and Schools' poetry programmes. They began with a mime of "Peter and the Wolf" presented in the open-air, for in the first few months there were no technical facilities in the Hall. With the recent move to the exciting new Theatre complex on the Westville Campus, the Department should settle down to an interesting programme of activities in the performing arts in years to come. The Theatre's technical facilities will

be excellent for both teaching and performing purposes, with a thirty-way thyristor dimmer board to control the lighting, and stereo loud-speakers with individual channel control, and this year the students will be using closed-circuit television to observe their own work and progress.

The use of space and movement flow in the building has been designed to make for maximum human activity and participation, with a minimum of effort. For example the entire floor throughout the lower level of the building is at the same level as the stage, so performers never go up or down steps while walking from dressing rooms to wings, and on to the stage. The costume and properties rooms are also on this same level neatly placed under the tiered auditorium seating so that the best use has been made of the space available.

Modern movement, drama, and Indian dancing are all part of the syllabus so the students experience a range of activity in the performing arts, apart from their studies in communication, the history and theory of design, literature, and public speaking. The Theatre is to be given an unusual name but this is to be kept a secret until its official opening programme later this year ●

GARDEN CLUBS

THE PROMOTION of greater interest in gardens began with the formation of the first Garden Club in the Umhlatuzana Township in February, 1971, followed by clubs in Silverglen, Havenside, Kharwastan, Isipingo Hills and some of the Units in Chatsworth. The Umhlatuzana Garden Club held its first flower show on the 23rd May, 1971, at the Umhlatuzana State-Aided Indian School.

A competition for the Garden of the Year took place in Durban on the 5th November, 1971. The Mayoress of Durban, Mrs Shirley Goldman, presented a trophy to the organisers as the main award.

Judges of the Durban and Coast Horticultural Society inspected 122 gardens — 17 in Umhlatuzana, 10 in Kharwastan, 33 in Silverglen, 43 in Havenside, 9 in Bayview and 10 in Mobeni Heights. Apart from the Shirley Goldman Cup, a floating trophy and miniature prizes were awarded.

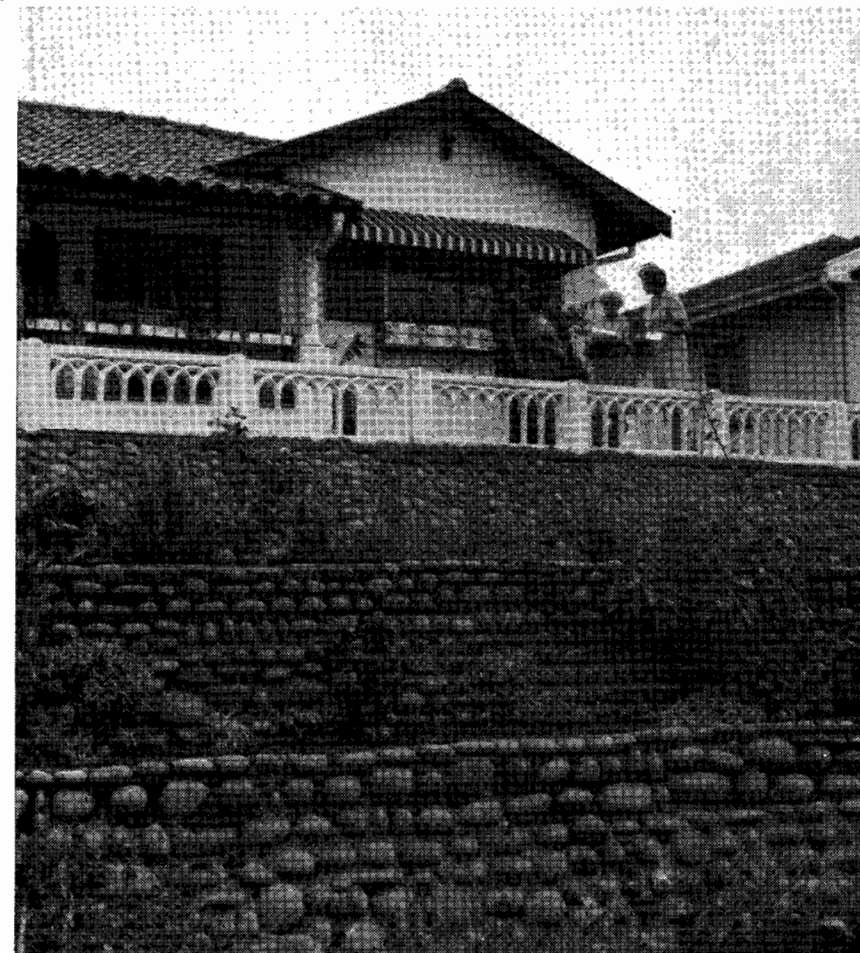
The Garden of the Year belongs to Mr and Mrs Dhanpal Naidoo, of 11, 43rd Avenue, Umhlatuzana. Apart from winning the Shirley Goldman Cup, the Naidoo garden was also awarded the Chatsworth Hotel Cup for the best garden in Umhlatuzana.

Prize-winning garden in Kharwastan was that of Mrs L. B. Ramlall and in Mobeni Heights Mrs S. Yusuf was judged as the best. Mrs Chandra Govenden received the prize for Silverglen and in Havenside the prize was won by Mrs M. Chetty. The best garden in Bayview was judged to be that of Mrs D. Maharaj.

Mrs Philly Morgan and her husband, Freddy, who are both crippled, won a special prize for taking an active interest in their garden at House 15, Road 103, Havenside, in spite of their physical handicaps.

The judges at work in the garden of Mrs M. Latiif-Bux of 72 Greenfern Road, Mobeni Heights.

The winner of the Garden of the Year competition, Mr Dhanpal Naidoo, with the Mayor and Mayoress of Durban, Councillor Raoul Goldman and Mrs Goldman.



Speaking at the prize-giving ceremony the Mayor, Councillor Raoul Goldman, said :—

“It is the intention of my Council to continue with its programme for the provision of recreation grounds, street tree planting, and the landscaping of areas for the passive recreational needs of the community—all of which will improve the environment in which you live.

But you can do so much to help towards this end by encouraging residents to improve their immediate surroundings by planting a garden.

Every home-owner should at least plant one tree. Some will be able to plant a lawn and even a few flowers.

Others may only be interested in growing vegetables and fruit-bearing trees — why not! Even a vegetable garden has colour and character.

For those who are keen to do something, but do not know how to start, I believe your Committee will be arranging lectures and demonstrations. Experts are to be called in, plant nurseries will be visited, notes will be distributed and so on.

Improving the gardens and neighbourhood would bring beauty, shade and, of course, add to the quality of life in Chatsworth.” ●

A positive attitude towards metrication

It is always laudable when society accepts a system which makes life easier in the sense that less effort is required to attain more. History has many examples, such as in the field of transport. Man progressed from a primitive being on foot to the modern being utilizing the wheel, steam power, internal combustion engines, jet propulsion and nuclear power for transport purposes.

Man advanced by the power of thought, continually creating short cuts, even in the very thought process itself. And now there is metrication and with the exception of the USA, the world-wide acceptance of the SI. But acceptance is not knowledge, and without knowledge, any tool however wonderful, is worthless and an unnecessary expense.

Let us guard ourselves against such a happening in the application of the SI. What is needed most now is a positive attitude; we need to put aside a little time to familiarize ourselves with the SI so that application of metric units in our everyday lives becomes automatic.

The use of the imperial system of measurement in any sphere, particularly in everyday life, is unnecessary. With only a little positive effort, you can think metric an hour from now.



had been achieved at that date were tests standardised by Dr Logue on primary school Indian children in Durban alone. Since then the Human Sciences Research Council, at the request of the Indian Education Department, has paid attention to the standardising of tests for Indian South Africans and has already completed the following :

- (i) A group intelligence test in three series: junior, intermediate and senior for pupils in Standards 4 to 10.
- (ii) An individual intelligence scale for pupils from 8 to 17 years.
- (iii) An interest questionnaire for pupils in Standards 6 to 10.
- (iv) An aptitude test for pupils in Standards 6 to 8.
- (v) A proficiency test in General Arithmetic and English Language for pupils in Standards 6 to 8.

Work has also been started on a school readiness test for pupils of 5 to 8 years and personality questionnaires for pupils in standards 6 to 10.

Psychological testing today is a science which involves millions of children all over the world. Each year intelligence tests are being applied to many thousands of children in South Africa, including between seven and ten thousand Indian pupils. Many questions are apt to arise in connection with intelligence tests. What is an intelligence test? Do tests really measure intelligence? What is an I.Q.? Can testing really help to shape the lives of our children?

EXPLANATION

It will be an impossible task to give detailed answers to all such questions in a short article like this. The purpose is therefore to give a short explanation of what an intelligence test is, and how it can be used to help our children. The meaning of an I.Q. and its interpretation will be discussed in a following article.

As our youngsters grow up there are many possible ways in which we can try to find out what their capabilities are. It often happens that we go on impressions about their hobbies, interests and the activities towards which they have taken a liking or with which they occupy themselves during their leisure hours. Parents are usually apt to compare the achievements of their children with those of their peers in order to find out whether they are clever or not. We also rely on the opinions of the teachers about our children.

All these clues, however, are no sound premises on which to base our opinion of a child's potentialities. The likes and interests of children as a rule change as they grow up. Some teachers have a liking for the child and others not, so that their opinions are not objective. School marks only reveal to us what our children have achieved, not what they are capable of achieving, and are not always a true indication of how bright they may be. We still remain in doubt as to the real abilities of our children.

It is of the utmost importance, however, that the potential abilities of our children be detected as early in

their school life as possible as success in life usually comes to those who have the brain power and other personality traits to master the specialised skills pertaining to the particular careers in which they are interested. For those who are very bright, our country offers ample opportunity. Even the individual who is just bright enough to pass his matric, can always find a suitable career to provide for his economic security in adult life. For the less gifted appropriate training can also be provided to enable them to pursue careers successfully.

It is, therefore, the responsibility of the parent and the teacher, in collaboration with the psychological services of the Indian Education Department, to determine the direction of a pupil's particular ability and interest and to help him to realise the opportunities open to him. It is advisable that this be determined as soon as possible in order to plan the child's education and training in accordance with his abilities as well as his particular interests so as to enable him to choose the right career and to pursue it successfully, to become a happy individual and worthy citizen of his country.

REACHING THE GOAL

The only scientific way of reaching this goal is by means of standardised intelligence tests or tests of general mental ability. These tests are the most informative and impartial measuring instruments that have thus far been developed in this field. This does not mean that they are infallible or that they should be considered as the last word in deciding about our children's education. It should be borne in mind that they have their limitations and pose many dangers when not used correctly. Knowledge of what an intelligence test is, is therefore of prime importance.

The first real intelligence test was published by a French psychologist, Alfred Binet, in 1905. Since then, literally thousands of tests have been constructed, some being translations and adaptations of Binet's first test, others being originally constructed. Apart from slight differences the various authors, however, have taken the Binet tests as a model and nobody has yet been able to break away or discard them completely. Binet thought of "intelligence" as a scientific abstraction, like electricity for instance, the effects of which could be observed in different kinds of human behaviour, and therefore certain tasks or problems for which different kinds of intelligence were needed, could be used for testing it. Furthermore, the tasks were arranged in ascending order according to the ages at which most normal children could do them. These tasks did not require all the kinds of intelligent behaviour possible, but only a sample. The intelligence test then simply amounts to this: The child is asked to perform a limited number of typical and significant tasks for which various kinds of intelligence are needed.

But these tasks must be evaluated. In measuring anything a certain standard is needed. The standard by which a child's intelligence is judged is that of typical children of his own age and background. By applying the tests to a large number of children of the same cultural group in different standards or different age groups right through the country, it is possible to deter-

mine the typical or standard performance to be expected from children of each respective school standard or age. Together with the instructions for ensuring the application of the tests under constant specified conditions, the different try-outs of tests form part of what is termed "standardisation".

The results of each testee can be expressed quantitatively. The pupil earns a certain score for each task performed successfully and by means of standardisation and statistical methods it is possible to express his score relative to that of the other pupils in his own group. From the above it is easy to understand why Cronbach defined a test as "... a systematic procedure for comparing the behaviour of two or more persons".

Because each test author has his own view of what intelligence really is, the existing intelligence tests also reflect these differences in definition. In some of them only verbal items are used, while non-verbal items dominate in others. In some tests problem solving is stressed, others again have the emphasis on memory. Some tests again have several scores for the outcome, while others give one single total score only for the final result.

WHAT THEY ARE CALLED

Some thinkers prefer to call intelligence tests tests of general mental ability or tests of general scholastic ability. When speaking of intelligence, according to Cronbach, one is apt to think of it as some sort of "inborn mental superiority", while the tests also call for knowledge and skills which are not developed to the same extent in all cultural environments. Persons deprived of the background required by a test will therefore do badly in a test however "intelligent" he may be in his own environment. It is for this reason that intelligence tests should be standardised for each cultural group separately.

A very important question that arises is: "Can the test give an indication of the brightness of my child?" If by brightness we mean the ability to handle basic language and ideas pertaining to our modern academic and industrial world, the answer to the last question is a definite "Yes". But this does not mean that one has a decisive clue as to what can be expected from the child in the future, as there are so many other factors to be considered. A child may have the ability to follow a certain career, but may lack other important personality traits, such as interest, perseverance, motivation, etc. On the other hand a test may indicate that a child is not very bright, but being a diligent worker and showing a keen interest in his studies he may in fact achieve more than the bright disinterested child.

For this reason research is also being undertaken in the field of other personality traits such as interests, attitudes and aptitudes. The more the school psychologist and the guidance officer can learn about the different aspects of a child's personality the better he is able to advise him as to his future career. The meaning and interpretation of the I.Q. as the final outcome of an intelligence test is called, is of the utmost importance. In a following article this very important concept will be explained in greater detail ●

By F. W. O. HEINICHEN, B.A., D.Ed.,
Chief Research Officer, Institute for Psychometric
Research, Human Sciences Research Council.

(This article is being reprinted because of an unfortunate omission in the original publication in the November 1971 issue.)

In the August, 1966, edition of *Fiat Lux* the Psychological Officer of the Indian Education Department wrote :

"On commencing our programme of intelligence testing we are immediately faced with a problem. It is taken for granted by all psychologists that intelligence tests should be standardised for the population group on which it is to be used. A special group intelligence test is being drawn up and will be administered to a sample of Indian pupils during the year for the purpose of calculating norms."

When these words were written there were practically no psychological tests standardised for the children of the South African Indian community as a whole. According to Prof. Ramphal, "the bare minimum" that



WHY THE COMMA AS DECIMAL MARKER?

MANY REQUESTS for fuller information on the reasons for the adoption of the comma as decimal marker in South Africa are continuously received by the Metrication Department. The Metrication Advisory Board realised that the adoption of the comma as decimal marker to replace the point would be a delicate operation. The matter was consequently considered very carefully before the decision was taken. A decision could not be postponed because metrication was proceeding rapidly and countless documents, text books, posters, labels, regulations, etc., were being revised.

The reasons which led to the Metrication Advisory Board's recommendation were:—

1. In a metric country the decimal marker is much more important than in a non-metric country because of the inherent decimal nature of the metric system. It has to be reliable, readily visible and not easily lost during printing or the reproduction of documents.
2. The point is a rather delicate character which is liable to wear away in the printing process. The comma is much more robust.
3. An accidental spot or manufacturing flaw on a piece of paper may be mistaken for a point but is less likely to be mistaken for a comma.
4. To make a distinct, easily visible comma by means of a ball-point pen is much easier than making a distinct point.
5. The point facilitates fraud. A point can be easily changed to a comma but not vice versa. In the old system changing the point

to a comma had the effect of increasing the amount, e.g., 12,324 could be changed easily to 12,324 or R11.25 to R11,250, thereby increasing the amount 1 000 times. Such fraudulent practice is not practicable if the comma is the decimal sign, e.g., if the above numbers were written 12,324 or R11,25.

6. In Mathematics, Science and Engineering and other technology the point is used as a multiplication sign, and this has in the past caused confusion and error because of the difficulty in distinguishing between the two usages, i.e., as a multiplication sign and as a decimal sign. In the SI multiplication of units is indicated by a point in the symbol of the derived unit, e.g., watt second (W.s) or newton metre (N.m).
7. In ordinary language one uses the comma to separate two coherent parts of a single sentence whereas a full stop is used at the end of a completed sentence. The use of the comma to separate the whole digits from the decimal fraction of a single amount is therefore more logical than using a point.
8. It is a strict rule that the decimal marker must always have at least one digit to both its left and right. It is found, however, that in countries using the point as decimal marker, people very often write, e.g., .25 instead of 0.25 as it should have been written. This is so prevalent that a German-English dictionary gives "point three" as the translation of "null komma drei". This incorrect way of writing decimal numbers can have very serious consequences. If a doctor should write .25 mg on a prescription and forget to make the point very clear, a nurse or pharmacist could easily read it as 25 mg. The patient would then receive 100 times the intended dose. A case of this nature actually happened in Britain some time ago and the patient, a child, died as a result. If the doctor had written 0.25 mg, this would not have happened. Even if he made the point indistinctly the

amount would have been 0.25 mg, which immediately by its very nature draws attention to the fact that the decimal sign is missing. In metric countries, where the comma is used as the decimal sign, this type of accident can hardly happen. In the first place, the comma is much more visible and more easily written distinctly and secondly, if the writer is tempted to write .25 he sees immediately that it looks strange and remembers to add the nought to make it 0.25 as it should be.

9. One of the main reasons for going to all the inconvenience of metrication is to facilitate trade and exchange of information with a predominantly metric world. In all the countries where the metric system has been established for a long time, the comma is invariably used as the decimal marker, e.g., in France, Germany, Italy, Holland and the Scandinavian countries. It is used as decimal marker in the whole mainland of Europe, and throughout South America. By adopting the comma South Africa adopts the same practice as these metric countries. The comma is recognised as the standard decimal marker by the International Organisation for Standardisation.

The use of the word *comma* in the spoken word sounds strange in the beginning. The reasons for this practice are sound, however, viz:

- It is natural to pronounce what is seen in writing.
- Use of the word comma in the spoken language facilitates the change-over in the written language. If a teacher dictates "five comma three" to his class the children automatically write 5,3 without hesitation.
- In the metric countries using the comma as decimal marker the equivalent is used in the spoken word. In the Netherlands and Germany people say "komma", in France "virgule" and in Italy "virgola".

The English Academy of Southern Africa considered the question of whether the word comma should be used in the spoken language and endorsed its use •

The Great Discontent

In looking round our own country today, and many other countries too, one is compelled to ask whether modern man has not largely lost the art of enjoying the present. Only too often he is not really living in the present at all, but is merely existing today in the hope of enjoying a tomorrow which may or may not come to him.

He goes to work on a "blue" Monday morning, blue because it is a week's work removed from Friday evening for which he longs and hopes will usher in a fine week-end. In short, he sacrifices himself to the uncongenial for five days a week so that he may enjoy the remaining two.

At this rate, by the time a man retires at 65, he may have trained for perhaps 23 years and existed uncongenially for another 30 years in order to "live" for a mere 12 years. It does not make sense.

Surely the art of living is to enjoy the present by making the most of it. I do not maintain that we should not plan for the future. We must, but are not many of us unduly preoccupied with it? Are we not over-concerned with next week-end, our next increment, our next promotion, lounge suite, baby or whatever it may be? Do we not in this way build up dissatisfaction with our present lot, lured away from its enjoyment by dreams of what we imagine are better things to come? And if they come, do we not immediately build more castles in the air and once again ignore present possibilities, to dream up something better still?

We are actively encouraged on all sides to do so. Every newspaper, every magazine and many advertisements promote dissatisfaction with our lot. We are told daily that we could have a better government. Perhaps we could. We could certainly have a much worse one. You only have to look around the world to see that. We are told that our lives are deficient in this, that and the other, that we are for ever labouring under disadvantages. Maybe we are. But if we honestly assess our position—our education, health, nutrition, amenities, standard of living, friends, employers, employees, political parties, trades unions, climate, topography, resources—have we not all got much to be grateful for?

A welter of advertising promotes dissatisfaction with our housing, its decoration, furnishings, with our toiletries, the cut of our clothes, the set of our hair. As one who has been supremely happy living with a wife and child in a grass hut more than 100 miles from the nearest railway

line, town, doctor, garage, etc., feeding off the country and clothed in garments on which the thornbush had done its worst, I feel comment is superfluous!

It is, however, undeniable that the mass media succeed in fostering widespread dissatisfaction. In the short term this may be good for trade and profits, but it leads to much striving after the unattainable, and so to frustration and an inability to enjoy the present by making the best of what one has, rather than bemoaning what one lacks but is led to believe, often quite wrongly, that one has a right to and cannot live happily without.

The economic consequences are no less profound than the personal, and can be summed up in the phrase "the inefficient utilization of skilled manpower" a common malady in the world today, which so frequently goes hand in hand with excessive wage demands, the rapid turn-over of personnel, strikes, lock-outs, go-slow campaigns and other forms of labour unrest.

The answer is interest and pride in one's work, which must start in the primary school—more accurately with the primary school teacher—and become a guiding principle throughout life, fostered in the secondary school, the university and technical college and later by the employer.

We need far more people who are in jobs and work for concerns because they *like* them, and who change their work not merely for better pay but for interest sake; and more employers who realise that an interested employee is a potential source of profit, while a bored one invites loss.

Much can be done these days in determining interests and aptitudes, in fitting the right people into the right occupations. It is a branch of applied psychology which has already proved its worth and deserves to be greatly extended.

To the employer it may make all the difference between generous profits and disastrous loss. As for the employee, he naturally gives of his best and is most productive when performing work that interests him, which in turn qualifies him for better pay and helps to control inflation and contribute to the raising of general living standards. Thus, interest in the job and higher wages are in the long term complementary.

But undoubtedly the greatest benefit the employee derives from interest in his job is that he can actively enjoy 40 or 50 years of adult life instead of the mere 12 years which is all a great many can expect to do today, victims as they are of the Great Discontent. — A. T. Culwick

