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Front Cover: Mr H. A. Prinsloo cuts the ribbon and opens the doors of the new Community Hall at Glencoe.

Back Cover: Conserve our green heritage.

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A view of Glencoe's new Community hall.

New Community Hall For Glencoe

"THE policy of separate development (or parallel development as it is also known) implies the development of a community 'from the bottom up'. The practical application of the policy centres around the establishment and growth of communities," said Mr. H. A. Prinsloo, Secretary for Indian Affairs when he officially opened the new Community Hall for Indians at Glencoe recently.

The community hall was built by the Glencoe Town Council at a cost of R45 000 and provides seating accommodation for 400 to 500 persons.

"The establishment and growth of Communities," said Mr. Prinsloo, "calls for the setting aside of separate areas for each race group. This is where the machinery created by the Group Areas Act comes into play."

"Now, I know that a great deal has been said about the hardships that have resulted from these various

group areas proclamations. Whilst it cannot be denied that the implementation of these group areas proclamations did in fact bring about hardship to individual people and families, it must also be conceded that to the Indian community as a whole it has also brought in its wake positive benefits in that it created the basis so necessary for healthy community development which requires — that members of the community should have proper education; — that there should be employment opportunities for all workseekers within the system of free enterprise; — that there should be housing for everyone; — that all the members of the community should be able to enjoy full community benefits and — that there should be opportunity for constitutional development. Since 1966 when in terms of the

Indians Education Act of 1965 my Department took over the responsibility for primary and secondary education of Indian children in Natal, tremendous strides have been made in the field of education. To those of you who have had the opportunity to visit areas such as Chatsworth, Northdale, Lenasia and even smaller group areas, the number of schools of modern design and providing all the necessary facilities, must have been apparent. Apart from providing these physical facilities to accommodate the ever-increasing number of Indian pupils, the Department has also taken other steps which have brought education to everyone who is desirous of learning, e.g. the provision of free education. The intensive growth in the field of Indian education is evidenced by the fact that the high school enrolment figure increased by 116,4% between 1966, when the Department took over, and



Mr. H.A. Prinsloo, Secretary for Indian Affairs, unveils the plaque commemorating the opening of the hall.

1971. During the same period the number of children in platoon classes in Natal schools were reduced from approximately 28 000 to 14 000 in spite of the fact that the total number of pupils had increased from 133 000 to 145 000."

"However," said Mr. Prinsloo, "the improvements in the field of education are not confined to numbers only. There have also been marked strides in improving the standard of education. Not only did the Department embark upon the in-service training of the large number of unqualified teachers, but it also widened the scope of its educational programme by introducing a wider choice of subjects in its schools. Everything is now set for the introduction of the differentiated system of education in Indian schools from the beginning of 1973. The Department of Indian Affairs is one of three educational authorities that are ready to introduce this system which has been recommended by the National Education Council and accepted by the Minister of National Education. The other two education departments to introduce this system cater for

White children. I mention this to show that Indian education is not lagging behind. In fact, it is so far advanced that a system designed by some of the greatest educationists can be introduced in Indian schools even before some of the provincial education departments are ready to introduce it in White schools."

"The introduction of differentiated education is a further step by the Department to prepare Indian children better for a greater diversity of tasks that they will be called upon to perform in their post school careers. We are living in the age of specialisation and it is, therefore, imperative that diversification of training for a diversity of avenues of employment should start at school. New avenues of employment are continually being opened for Indians and this process will, no doubt, be accelerated by the industrial development which is taking place in Northern Natal."

Giving an indication of what the future holds out for North-Western Natal, Mr. Prinsloo said he would like to compare the present situation in that area with some figures which

reflect the development areas during the period 1936 to 1970.

"According to the 1970 census figures," he said, "14% of the economic active Indian population of North Western Natal are employed in the manufacturing industry. In the Durban-Pinetown area the comparable figures for the years 1936, 1964 and 1970 were 22,4%, 35,3% and 45,5% respectively. These figures clearly show that with the impending industrial development in this part of Natal we can expect a change in the employment pattern."

"My fear is not that there will not be sufficient avenues for employment for Indian youths in the future but rather that there will not be sufficient candidates to fill all the jobs that will become available as a result of industrial development in these parts."

Referring to the employment position Mr. Prinsloo said that statistics furnished by the Department of Labour reveal that there is no unemployment problem as far as Indians are concerned. "In fact," he said, "there is in terms of international standards full employment."

"Our efforts must, therefore, now be directed not only towards training Indian youths for employment in the higher categories but also to equip them with the necessary technical and professional knowledge and know how so as to make their more productive employment possible. This is being done as is evidenced by developments at high school level, the M.L. Sultan Technical College and the University of Durban-Westville."

"By making available industrial sites in their group areas or in other areas adjacent to or near the Indian group areas, the authorities have stimulated Indian entrepreneurs to enter the field of industrial enterprise in ever growing numbers with the result that the economy of the Indian population is in a much sounder state than a decade ago when it was still too much dependent upon the commercial distributive trade."

Commenting on the fact that a community should also be afforded the opportunity of constitutional or political development and progress, Mr. Prinsloo said that "with the establishment of group areas it has

become possible to introduce the system of local affairs committees with a view to giving Indian communities the opportunity of playing a part in the realm of local government. These local affairs committees are, however, only intended to be a training ground for civic-minded Indians, the ultimate objective being that they should develop into autonomous Indian local authorities in which Indian communities can manage their own local government affairs. That this is not idle talk is reflected by the fact that there are already two such autonomous local authorities, viz. at Verulam and Isipingo. There are also 19 local affairs committees, of which ten are fully elected and four partly elected, in existence in various other Indian group areas in Natal.

"In terms of amending legislation passed by Parliament during its last session," he said, "my Department, with the co-operation of the Provincial authorities, is doing everything possible to speed up this process of development at the level of local government."

"Parliament has also passed the South African Indian Council Amendment Act which makes possible the election of members of the Council and the delegation of executive powers to its executive committee. I have no doubt that in the reconstitution and further development of the Council, the experience gained by the Indian community at the level of local government administration will play an important part."

Mr. Prinsloo expressed the Department's appreciation to the Town Council for providing the very attractive hall for its Indian citizens. He said that the building which would serve as a venue where the community could meet for social, cultural and other purposes, was an amenity which was very necessary for the development of a community. The example set by the Glencoe Town Council, in providing the hall could well be followed by other larger and more affluent local authorities.

Commenting on the cordial relationship which existed between the Council and the community, Mr. Prinsloo said that this was an example of good co-operation between a



Some of the audience who witnessed the opening ceremony.

white local authority and the Indian community.

He referred to the fact that Glencoe was one of the first towns in Natal to establish an Indian Local Affairs Committee and that there was evidence to show that there was a real desire on the part of the Town Council to maintain and foster healthy relations with the Indian community.

The opening of the hall was preceded by the unveiling of a plaque

commemorating the occasion by Mr. Prinsloo, an address of welcome by the Mayor, Councillor C. J. Muller, and the garlanding of Mr. Prinsloo by Mrs. M. H. Singh. Mr. A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council also addressed the gathering and conveyed the South African Indian Council's good wishes to the community and expressed his appreciation to the Town Council for providing this amenity for the Indians of Glencoe. □

The Glencoe Local Affairs committee with the Secretary for Indian Affairs. Standing (L to R): A. Ebrahim; M. Kuppan; J.Z. Khan (Vice-Chairman); A.E. Kaje; H.R. Boodhram (Secretary); J.J. Singh; Seated (L to R): P.G. Prinsloo (Town Clerk); Cllr. C.J. Muller (Mayor); H.A. Prinsloo (Secretary for Indian Affairs); Cllr. T.G. Gröpp (Chairman).



Two High Schools Merge

by
ASSISTANT EDUCATION PLANNER

Mr C. A. Naguran, B.A., B.Com.



FROM 1st January 1973, the Tagore State Indian School will cease to be a separate educational institution and it will merge with the Clairwood State Indian High School. The amalgamation of these two High Schools has to be seen against the background of physical changes that have taken and are taking place in the Clairwood complex and it has also to be viewed as the natural outcome of changes that are taking place in the educational programme.

In the last decade rapid changes have taken place in the Clairwood area. With the establishment of large housing schemes in Merebank and Chatsworth, the population of Clairwood and surrounding districts is fast dwindling. Industrial encroachment especially in the Wentworth, Bayhead, Amanzimnyama and Clairwood areas has accelerated the movement of population to other Indian townships. Due to the population movement the school enrolment has fallen from 8 800 in 1964 to 4 085 in 1972.

This drop in school population is expected to increase in the next few years when the remaining residents of Clairwood are allocated houses in new townships. Statistics reveal that over 60% of the pupils presently attending the two high schools in Clairwood are from outlying areas such as Illovo, Merebank, Chatsworth, Isipingo and Seaview. As new schools become available in these "feeder" areas, schools in Clairwood will experience further decrease in their enrolment.

Already the drop in school population has resulted in the closure of the following schools in the last five years:

Luxmi Narayan State Aided Primary
Jacobs Road State Aided Primary
Mobeni State Aided Primary and Wentworth State Aided Primary.

The trend clearly indicates that in view of decreasing primary school population with its concomitant decrease in high school enrolment more schools in this area will have to close down in the near future.

The enrolment at the Tagore State Indian High School has been falling, resulting in four empty classrooms in 1972.

In the early sixties there was a great demand for high school accommodation in the Southern Durban area. Clairwood State Indian High School was the only high school in this area and it was unable to meet the demand. This position was further aggravated by the development of the Indian Township in Merebank.

To meet this demand the Natal Education Department was persuaded to convert the Clairwood State Coloured Primary School, which was vacated by the Coloured pupils when they moved to their schools in Austerville and Sparks Estate, into a high school for Indians. In commemoration of the centenary of the birth of Rabindranath Tagore, the school was named Tagore State Indian High School and it came into being in January 1962. This school has served the needs of the community during the ten years of its existence.

Many pupils have passed through its portals to take up their stations in life. Circumstances have now changed. New high schools with all facilities have been built in the

neighbouring Indian townships. In 1962 there were only two high schools to cater for the needs of the Southern Durban areas. In 1972 there were 14 high schools.

Apart from the physical changes, changes have also taken place in our educational programme ushering in an entirely new concept of differentiated education.

Against this background of changing circumstances the continued existence of the Tagore State Indian High School as a separate uneconomic entity in such close proximity to the Clairwood State Indian High School had to be viewed in its proper perspective.

The whole question of amalgamation of the two high schools in Clairwood was carefully considered by the Division of Education of the Department of Indian Affairs. The Education Planning Section carried out a full investigation into all aspects of amalgamation not only from an economic point of view but also the educational advantage that will ensue from such a merger. The two Principals together with their senior personnel were consulted. The wishes of the parents found expression in the unanimous support for the proposed amalgamation given by the Education Committee when it met the officials of the Education Department.

REASONS FOR AMALGAMATION

Apart from the factors which are beyond the control of the Department of Indian Affairs, such as shift in population and industrial encroachment, educational factors weighed heavily on the side of amalgamation.

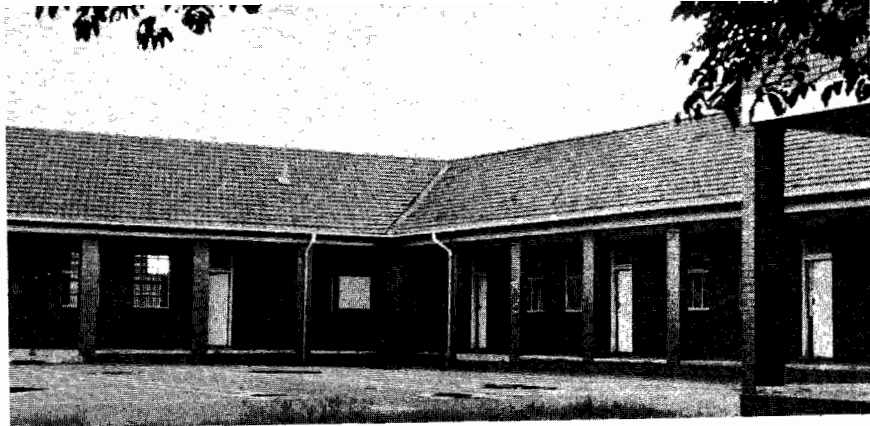
For many years the Clairwood State Indian High School experienced

greater pressure for accommodation than the Tagore State Indian High School because the former was in a position to offer the choice of a wider curriculum. The Clairwood State High School is equipped with many specialist subject rooms which the Tagore State High School lacks. The former school has a Physical Science laboratory as well as a Biology laboratory but has no woodwork/metalwork rooms. The Tagore State Indian High which actually was built as a primary school, only has a make-shift Biology laboratory and no Physical Science laboratory. This school however has a woodwork room. This situation placed certain restrictions on both schools in so far as offering courses were concerned. One of the serious problems under this set up was the existence of uneconomic teaching units and the inability of optimum utilisation of accommodation and specialist teachers. As an example if we take fifteen pupils as the minimum for a particular teaching unit and at the Clairwood High School there are only twelve pupils who want to take that subject and only eight pupils want to take the same subject at the Tagore State Indian High School, neither high school would be in a position to offer that subject because each school on its own could not get the minimum of fifteen pupils. Why should pupils be deprived of taking a subject of their desire when these two high schools are in such close proximity to each other?

Another important factor in favour of amalgamation was the absence of recreational and sports ground at the Tagore State Indian High School and the availability of extensive and adequate sports facilities at the Clairwood State Indian High School. Education must not only concentrate on the intellectual aspect of the child but must allow for the physical development of the child as well.

With amalgamation the pupils will derive great physical and recreational advantages.

The introduction of the new system of differentiated education in January 1973 will bring about great changes in the nature and character of our existing schools. The Department of Indian Affairs is the only non-



The Clairwood State Indian High School.

White Department to introduce this new system in 1973. This bold step was taken with the full realisation that Indian Education must not lag behind the other sectors of our population. The Division of Education is geared to meet the challenge of a new system of education. In any system of change the existing position must be carefully reviewed. All the existing and available resources and facilities must be re-assessed. In this connection the Deputy Director of Indian Education, Mr G. Krog when he addressed a recent Orientation Course for Principals, Deputy Principals and Vice Principals said:

"The Department will follow a flexible policy which will take into account the educational needs, population movements and the wishes of the parents, but it will also have to consider the feasibility of providing the different fields of study in each school."

The new system of differentiated education is designed in such a way that each and every child will receive an education that suits its ability, aptitude, interests and skill and thus enable the child to take its rightful place in society. To cater for the various interests and abilities of the individual the new education system has six study directions viz:

General
Humanities
Natural Sciences
Commercial
Home Economics
Technical

Under pre-amalgamation set-up, students wishing to take a Natural Science Course of study would have been unable to do so at the Tagore State Indian High School as this school does not have a Physical Science laboratory. On the other hand students wanting to take wood-

work as a subject would have been unable to do so at the Clairwood Indian High School.

The limitation of specialist facilities at both these schools would have restricted the choice of a wide curriculum. This would have defeated the spirit and purpose of the new system of differentiated education especially when these two schools are in such close proximity to each other. For example if a student who wishes to take course G20 which consists of:

English
Afrikaans
Mathematics
Physical Science
Geography
Woodwork

would have been unable to do so at either of the two high schools because of the absence of Physical Science laboratory at the Tagore State Indian High School and Woodwork facilities at the Clairwood State Indian High School. There are several other such courses that would have presented similar problems and thus would have limited the benefit of a wider choice of courses.

With the foregoing in mind and in order to offer the maximum benefit under the new system of differentiated education; taking into account the contiguity of these two schools, the Education Division viewed these two high schools as being complementary to each other and as being ideally suited for amalgamation so as to meet the full demands of a new educational programme with all its implications.

The immediate advantages of amalgamation will be:

- (i) the offering of a wider curriculum covering most of the different fields of study
- (ii) more economic teaching units thus ensuring that most of the

courses and subjects will be offered

- (iii) better utilisation of accommodation and specialist teachers
- (iv) the conversion of certain existing classrooms into the following additional specialist rooms:
 - 2 Typewriting rooms
 - 1 Music room
 - 1 Art room
 - 1 Geography room
 - 1 History room
 - 1 Drawing room
 - 1 Lecture room
 - 1 Metal work room and Workshop.
- (v) better organisation of library facilities
- (vi) better and full use of sporting and recreational facilities.

FUTURE PLANNING

Educational planning not only takes the present into account but planning for the future needs of education is given much consideration. When the question of amalgamation of the Tagore State Indian High School and Clairwood State Indian High School was raised, much thought was given to the future of these two high schools and the role that they would have to play to meet changing circumstances.

With the economic development of our country, our youth will be called upon to play an important role in the provision of skilled manpower. All the country's natural resources and capital will come to nothing without skilled manpower. Education must be geared to meet and supply the demands of economic development. Proper basic training in the various technical fields will have to be provided if our youth is expected to contribute to the well-being of our nation. The Department of Indian Affairs is mindful of its obligation to train our youth in the various technical fields.

Until recently the M.L. Sultan Technical College was the only institution which provided some form of technical education. In terms of Act No. 12 of 1968 the M.L. Sultan Technical College was declared a College for advanced technical education which means that this College may now offer only post-senior tertiary and technical education. The responsibility of providing technical

education up to the secondary level now rests with the Department of Indian Affairs. The M.L. Sultan Technical High Schools at Pietermaritzburg and Stanger are now under the direct control of the Department of Indian Affairs.

The vast industrial areas of Mobeni, Amanzinyama, Bayhead, Jacobs, Prospecton, Umbilo and Clairwood are in close proximity to the combined high schools in Clairwood. The housing schemes of Chatsworth and Merebank are within easy reach of these schools. Therefore this school complex lends itself very well for the establishment of a fully equipped Technical High School within reach of both the Industrial and housing areas.

Under the new system of differentiated education there is the purely technically orientated course of study. At present only the M.L. Sultan Technical High Schools at Stanger and Pietermaritzburg and to a certain extent the Durban branch of the M.L. Sultan Technical High School offer technically biased courses. With the growing demand for skilled artisans in the Southern Durban complex there will be a need to establish a technical high school in the Clairwood area. Our parents are gradually beginning to realise the importance of technical education. It is the intention of the Department to convert the combined high schools into a modern technical high school to offer training in the following courses for which new syllabuses have already been drawn up:

Motor Mechanics — Theory and Practice
Fitting and Turning
Woodworking and Carpentry
Electricians
Radiotronics

Bricklaying and Plastering
Motor Body Repairs
Welding and Metalwork
Plumbing and Sheetmetalwork
Technical Drawing

It is envisaged that the merging of the two high schools will in time to come play an important role in providing much needed technical education. With the amalgamation of the two high schools no child need be inconvenienced in any way. Everything has been done in the best interest of the educational needs of the Indian child.

In the wake of progress "the old order changeth yielding place to new". Resisting change merely because it is a change will only hinder progress. What has been good for the past is not necessarily good for the present or the future. The Department fully realises that the task of education is not the mere transference of cultural tradition and the accumulation of knowledge. An educational policy must be flexible in order to allow for change. In this highly technological world an educational programme must allow for specialised education with the demands made by economic development in mind and with the full realisation of the interdependence which exists between education and the economic development.

The convergence of the twain will certainly bring immense benefit to the pupils and will usher in a new era in technical education, thus paving the way for part-time technical classes within easy reach of industry and places of residence. The immediate benefits of amalgamation will be choice of a wider curriculum, diversification of courses and better utilisation of staff and facilities. □

The Tagore State Indian High School.



Farewell Mr Nieuwoudt

MR G. T. NIEUWOUDT, Deputy Secretary for Indian Affairs who is retiring from the Public Service shortly and Mrs Nieuwoudt were the guests of honour at a dinner given in Durban by the Council of the M.L. Sultan Technical College recently.

Mr R. C. Woodville, President of the College Council paid tribute to Mr Nieuwoudt and said that with his retirement the College was losing a good friend.

"Mr Nieuwoudt, he said, was indeed a friend in need and he enumerated several instances where Mr Nieuwoudt had readily come to the assistance of the College.

In presenting an oriental rug to Mr Nieuwoudt on behalf of the College, Mr Woodville said, "These are

the actions that make us realize that with his retirement we are really losing a great friend in the Department and we want to show our appreciation and gratitude not only for what he has done for this College but for what it means to the whole Indian community."

In thanking Mr Woodville for the honour bestowed upon him and his wife and for the very valuable presentation made to him, Mr Nieuwoudt said that he looked upon his career in the Public Service as one of service to the community — no matter to what race or creed they belong. "I always considered it," he said, "to be my duty to uplift the uneducated and less privileged — this I regard to be the reason why

my whole Public Service career was dedicated to a department with an educational function." There is, Mr Nieuwoudt said, "no trade so enterprising and gratifying as education — to guide, lead and direct a child to become a useful citizen of the country."

"As an administrative officer, I always sought guidance from the professional staff to learn what is required to attain the ultimate goal for the child and since 1964, the Indian child in our country's multi-national set up."

Referring to his association with the College, Mr Nieuwoudt said that this dates back to 1946, when the M.L. Sultan Technical College was recognised by the then Department

Mr. Nieuwoudt delivering his farewell speech at the M.L. Sultan Technical College. From left to right: Mr. van Eyssen (Regional Representative), Mrs. Woodville, Mr. Nieuwoudt, Mr. Woodville, Mrs. Nieuwoudt and Mr. Prinsloo (Director of Indian Education).



Above: Mr. and Mrs. Nieuwoudt admiring the oriental carpet presented to them by the Council of the M.L. Technical College. Mr. Bert Woodville, President of the College Council who made the presentation looks on.

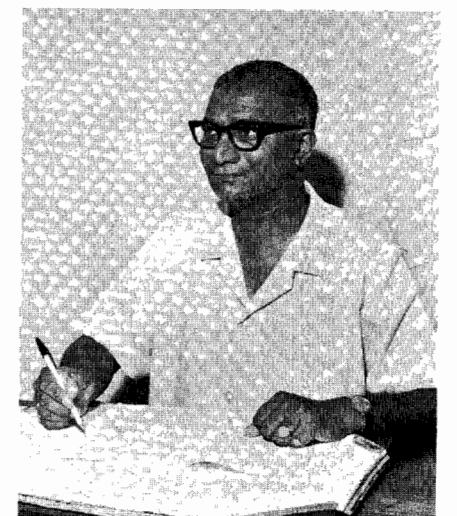
Below: Mr. Nieuwoudt takes leave of the Indian Staff, of the Department of Indian Affairs.



of Education Arts and Science as an institution for higher education. "At that time," he said, "the College had 2 053 students in part-time classes. Today the enrolment is 1 265 full-time and 5 052 part-time students making a total of 6 317 students following 130 courses in 8 divisions.

"It is now a College of magnitude and well-known not only in Natal but throughout the Republic — not only by the Indian Community but by all race groups. Your catering and hair-dressing courses are for instance some of the courses well spoken of by outside bodies. Indians should be proud of the achievement of the M.L. Sultan Technical College and I would like to appeal to the community to contribute toward the 'Capital Raising Fund' embarked upon by the College Council with a view to completing the building programme envisaged for the following 5 to 10 years. You will thereby assist in the building of the Indian youth for the commercial and industrial demands of the future," said Mr Nieuwoudt.

At a function held at the Durban offices of the Department when he took leave of the Indian personnel of the Regional office and the Director of Indian Education he thanked the staff for their loyal service to the Department and the assistance they have rendered to their community. Mr Nieuwoudt also announced that it was the Department's aim to fill more



Mr. E.V. Naidoo who has been promoted to Principal Indian Clerk.

COMPULSORY EDUCATION FOR INDIANS

THE recent announcement by the Director of Indian Education that compulsory education will be introduced for Indian children with effect from January, 1973 has been widely acclaimed by educationists and the Indian community in general.

The Minister of Indian Affairs has, under and by virtue of the powers vested in him by paragraph (K) of sub-section (1) of section 33 of the Indians Education Act, 1965 (Act No. 61 of 1965), made the following regulations:-

"Compulsory Attendance.

2. Regular attendance at a school shall be compulsory for every child in the age group and in the area specified by the Minister in terms of section twenty-three of the Act except a child who —

- (a) in the opinion of the Director is receiving regular and effective education in any other manner;
- (b) on account of ill-health is unable to attend a school regularly provided a certificate to that effect has been issued by a registered medical practitioner: Provided that a further certificate may be required by the Director after the expiry of one year after the issue of such certificate;
- (c) for any other good and sufficient reason is exempted by the Director.

Enforcement of Compulsory Attendance.

3. (1) If a pupil absents himself from school the principal shall demand from the parent or guardian of such child a written statement of the reason for such absence. If such pupil is in the age group and is resident in the area specified for compulsory school attendance, the principal shall himself or through the education committee of the school inquire into and report to the Director on any case of absence of five days or longer in any one school quarter where no reason or no satisfactory reason for such absence is advanced.

(2) Any person who fails or refuses to give information reasonably required for the purposes of section

twenty-three of the Act or of the regulations or who knowingly gives incorrect information or who uses foul or abusive language to any person while the latter is engaged in the performance of his duty, shall be guilty of an offence and liable on conviction to a fine not exceeding R20 or to imprisonment for a period not exceeding one month.

(3) Any person employing a child for whom school attendance is compulsory in terms of the Act, thus preventing his regular attendance at school, shall be guilty of an offence and liable on conviction to a fine not exceeding R20 or to imprisonment for a period not exceeding one month."

In pursuance of the above mentioned regulations the Minister of Indian Affairs Senator O. P. F. Horwood issued the following notice in the Government Gazette dated 12th January, 1973.

"DEPARTMENT OF INDIAN AFFAIRS

No. R. 63 12 January 1973
INDIANS EDUCATION ACT, 1965 — COMPULSORY SCHOOL ATTENDANCE

I, Owen Pieter Faure Horwood, Minister of Indian Affairs, hereby, in terms of section 23(1) of the Indians Education Act, 1965 (Act 61 of 1965), declare that regular attendance at a State or State-aided school for Indians in the Republic of South Africa shall be compulsory for every Indian child who in 1973 or thereafter lawfully enrolls in Class I at such school and that such child shall continue to attend such school regularly until the end of the year in which he reaches the age of fifteen years.

O. P. F. HORWOOD, Minister of Indian Affairs."

For the first time in the history of Indian Education a positive step towards full compulsory education has been taken by the Government. From January, 1973 every Indian child who has been admitted at a State or State-Aided school shall by law be compelled to attend school regularly and remain in school until the end of the year in which he reaches the age of 15 years.



Mr. R. Kisten being congratulated by Mr. Nieuwoudt on his promotion to Principal Indian Clerk.



Below: Mr. Nieuwoudt examining a statuette presented to him by the Indian Staff of the Department.

Above: Mr. Nieuwoudt also congratulated the following clerks who have been promoted to Senior Indian Clerks (From left to right) Mr. K. Pillay, Mr. G.K. Gounden, Mr. N.P. Naidoo and Mr. P. Rajcoomar.



of the higher posts in the post structure of the Department with Indian personnel as and when the officials became equipped to perform the more responsible duties pertaining to such posts.

In this connection he announced the creation of three additional posts of Principal Indian Clerk, and said that the incumbents would replace those White officials who have up to now been employed in such posts.

Mr Nieuwoudt pointed out that the Indian personnel are promoted after 2 to 4 years service in a grade according to a merit system which is in operation throughout the Public Service. He appealed to the staff to take advantage of the various training schemes inaugurated by the Department so that they can equip themselves to fill the senior posts which would become available from time to time. He particularly stressed the importance of officials becoming more proficient in Afrikaans and their studying for the Diploma in Public Administration and the Diploma in Accounting and Auditing. □

In terms of these regulations every child who enrolls at a school in 1973 and thereafter, shall attend school regularly apart from remaining in school until he is 15 years. If a pupil absents himself from school, the parent or guardian of the child shall be required to furnish a written statement to the school principal giving the reason for such absence. The principal shall himself or through the education committee of the school inquire into and report to the Director on any case of absence of five days or longer in any one school quarter where no reason or no satisfactory reason for such absence is given.

A person shall be guilty of an offence and liable on conviction to a fine not exceeding R20 or to imprisonment for a period not exceeding one month if he:

- (i) fails or refuses to give information reasonably required for the enforcement of compulsory school attendance or who knowingly gives incorrect information or who uses foul or obscene language to any person engaged in the performance of his duty;
- (ii) employs a child for whom school attendance is compulsory in terms of the Act, thus preventing his regular attendance at school.

The regulations exempt a child from compulsory school attendance if —

- (i) the Director is satisfied that such child is receiving regular and effective education in any other manner;
- (ii) for reasons of ill-health certified by a registered medical practitioner;
- (iii) for any other good and sufficient reason is exempted by the Director.

The regulations governing compulsory education, however, do not apply to those pupils who have already been admitted to a school prior to 1973.

It has been decided to introduce compulsory education in phases in order to ensure that school accommodation keeps pace with the demand for such accommodation. In this manner full compulsory education for all Indian children will be realised within a few years.

The upper age limit of compulsory education has been fixed at 15 years in order to coincide with the end of the Junior Secondary phase. Under the new system of differentiated education which comes into effect in January, 1973 the Junior Secondary phase ends at the completion of Standard VII. Normally a pupil is expected to complete Standard VII at the end of his fifteenth year.

Moreover the Junior Secondary phase is an exploratory period in the new educational programme. In this period the pupil ought to discover his educational inclination. Compulsory education will therefore give the pupil an opportunity to remain in school and discover for himself his potentialities and thus help him to proceed with a study direction of his particular inclination into the Senior Secondary phase.

How will compulsory education benefit the Indian community?

1. Drop-Outs

The drop-out rate amongst Indians is high as the

following figures will show:

YEAR	I	II	III	IV	V	VI	VII
1966	18586 (100%)						
1967		17752 (95,5%)					
1968			17666 (95,1%)				
1969				15943 (85,8%)			
1970					14730 (79,3%)		
1971						13667 (73,5%)	
1972							9339 (50,2%)

If we take Standard I as a starting point in 1966 and trace these pupils to the end of 1972 we notice that of the original number (18586) only 9339 pupils reached Standard VII in 1972. This represents a drop out of 9247 pupils or 50% during the period 1966 to 1972.

The early abandonment of formal education is not only a great waste of talent but also a waste of public money.

With the introduction of compulsory education most children will be in a position to reach Standard VII by the time they reach 15 years and thus reduce the drop-out rate substantially.

2. Truancy

Although truancy is not an alarming phenomenon in our Indian schools, the Indian Child Welfare Society has approached the Department with a view to combating truancy. An investigation carried out recently by the Education Division reveals that whatever truancy that exists is due largely to socio-economic factors. Today more and more mothers go out to work to supplement the family income. Lack of parental control over school going children encourages truancy. Children who truant from school are, in some instances, employed in return for a few cents by mobile grocery and vegetable vendors especially in Chatsworth.

With the introduction of compulsory education the problem of truancy and absenteeism will be gradually eradicated. The regulations stipulate that children attend school regularly. Further no person shall employ a child who is subject to compulsory education thus interfering with regular school attendance.

From a sociological point of view compulsory education would lead to a reduction of juvenile delinquency by keeping children gainfully occupied at school.

3. Literacy.

Compulsory education should lead to a higher level of literacy among the Indian community. A higher level of literacy will enhance the social, economic and cultural aspects of the community. Better and worthwhile pursuit of leisure time will also ensue.

4. Economic considerations.

Our country is fast developing into a highly industrial nation and the Indian community will be expected to play an important role in the economic development of our country. The transition from an agricultural community to an industrial nation has had tremendous

influence on the standard of living of all sections of the population. Scientific and technological advancements have placed added emphasis on the value of education. Through education we must lay a strong foundation for future advancement. Today the Indian community is playing an important role in commerce and industry as more and more Indians are being employed in skilled and semi-skilled jobs. Employers are giving preference to persons with higher educational qualification. Several trades are laying down Standard VII as the minimum educational qualification as prerequisites for apprenticeship.

Moreover the Indian community will be expected to assume greater responsibility in serving their own people. For all this a higher level of education is necessary.

5. Education of Girls.

Until recent times there was a strong prejudice against education for girls. The position has improved considerably. However, parents still stop their daughters from school after they have passed Standard VII or

earlier. The drop-out rate amongst girls is higher than amongst boys. Increasing number of girls leave school early in order to seek employment in light industries such as the clothing industry.

The increase of wants and their satisfaction has caused the family to lose its role in the early education of the child. The decline in the educational role of the family has to be arrested. The importance of the home as the place where a sound emotional foundation is laid depends largely on the education of the girls. The home is still the most important educational agent for it is at the home that the foundations of personality are laid. It is hoped that with compulsory education our girls will remain longer at school thereby enriching the community.

The Department appeals to parents and guardians to take full advantage of free compulsory education by sending their children or wards regularly to school and to allow the children to remain in school until they have completed the Senior Certificate examination. □

ISCOR...

South Africa's Steel Giant

THE achievements of man in this age of science and technology depends largely on the availability of steel, a metal known and used for many centuries. It has become such an integral part of modern society that its numerous applications are seldom really noticed, yet life would be almost unimaginable without this versatile material.

Steel and electricity are the two keystones on which progress is built in any developing country, as they are indispensable to agriculture, mining, industry, transport and all other sectors of economic activity.

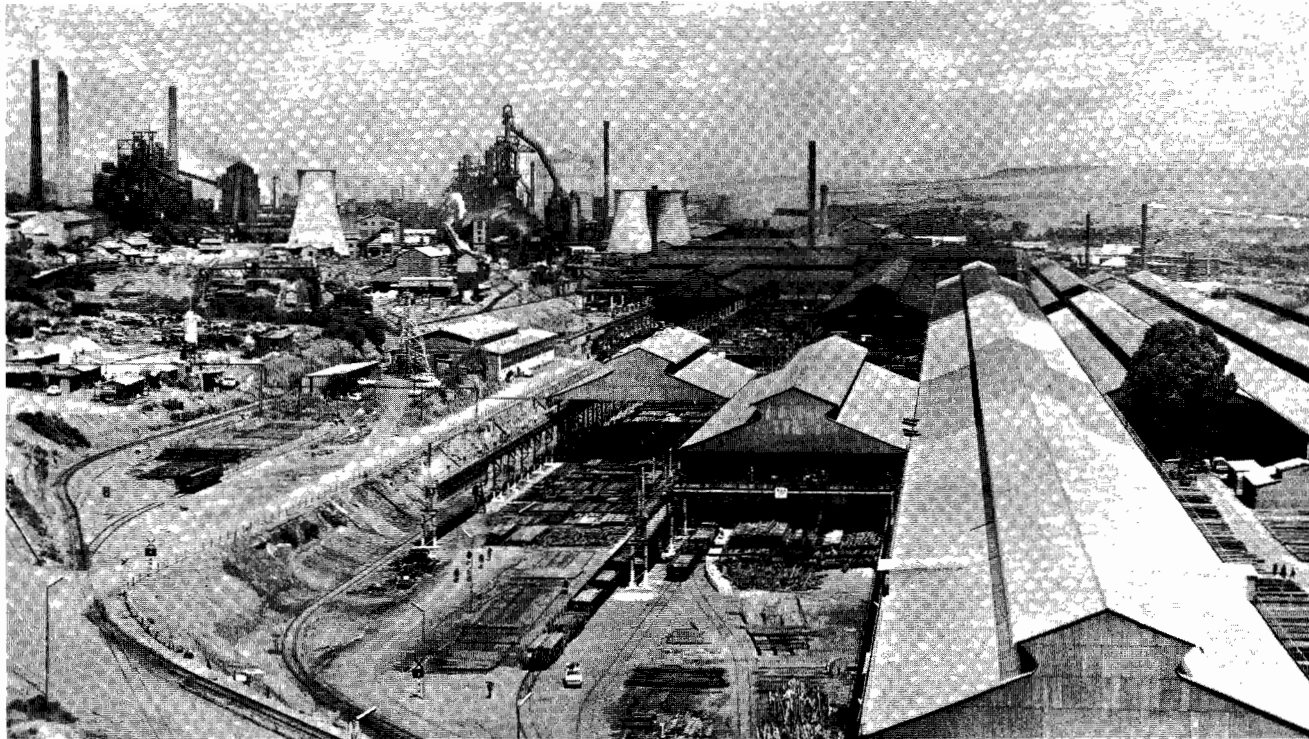
Less than half a century ago, South Africa was almost totally dependent on imports to meet its steel requirements. As late as 1934, when the South African Iron and Steel Industrial Corporation, Limited — generally known as Iscor, commenced pro-

duction on a modest scale at its Pretoria Works, the country's own steel industry could supply only 18 per cent of the domestic demand. The Corporation was established in terms of an Act of Parliament with the object of producing iron and steel from indigenous raw materials, particularly to exploit the country's large deposits of high-grade iron ore. Iscor's initial annual capacity was a meagre 160 000 tons of ingot steel, but it heralded a new era of economic expansion for South Africa.

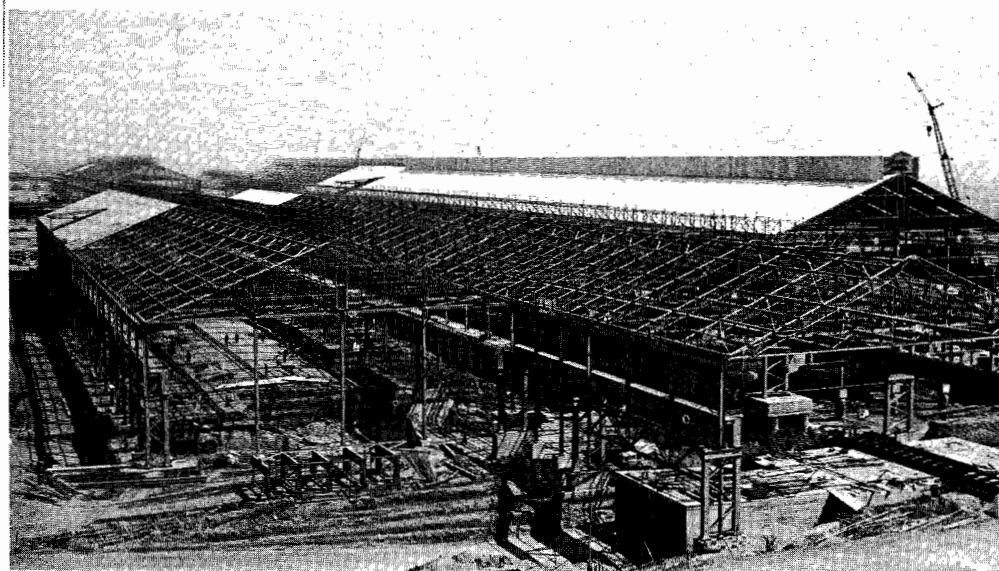
The great forward strides that have since been made by South Africa's rapidly-growing steel industry are evident from the fact that in recent years it supplied up to 96 per cent of all rolled, drawn and forged steel products required locally. As a result of fluctuations in the domestic demand, it is still necessary to import

to a small extent in order to supplement local production, but in the main the country has reached the stage of self-sufficiency as regards steel supply.

A sound iron and steel industry is indeed a major strategic asset, but its advantage to the country's economy as a whole is of much greater importance. Small wonder that South Africa has made such spectacular progress since Iscor came into being, for this basic industry now produces at an annual rate of over 3 800 000 ingot tons of steel — about 24 times its original capacity. The larger part of this output is contributed by the Vanderbijlpark Works, which was erected soon after the Second World War. At present the Pretoria Works produces a wide variety of profiled products, ranging from rails and joists to reinforcing rod and several



Part of Iscor's Pretoria Works, with blast furnaces in the left background.



Buildings to house some of the rolling mills at Newcastle are taking shape.

types of wire, whilst the Vanderbijlpark Works manufactures flat products ranging from heavy plate to galvanized sheet and tinplate.

In order to keep pace with the long-term rise in the Republic's demand for steel products, Iscor is currently engaged in the largest expansion programme ever undertaken since its inception. The first phase of

this programme is scheduled to be completed within four years, raising the Corporation's steelmaking capacity to about 6 500 000 tons of liquid steel, at an estimated cost of approximately R1300 million. It entails rounding off extensions at the two existing steelworks, bringing into production the third fully integrated steelworks which is now rapidly taking

shape at Newcastle, and increasing production at the various mining centres. The second phase will probably be completed by 1981/82, but all related aspects are still being studied before final decisions can be taken regarding its scope and the plant to be installed. However, it should increase Iscor's steel-making capacity to over 10 million tons of liquid steel a year.

Owing to far-sighted planning, the authorities in South Africa have made provision for expanded industrial activity to fill the gap which must eventually result from a decline in gold production. Present indications are that the country's gold output is likely to begin decreasing within the foreseeable future if new gold-fields are not discovered or the world price of gold is not increased.

Iscor has reserves of many thousands of millions of tons of high-grade iron ore in the Sishen area, as well as vast quantities of lower grade ore which, after beneficiation, can be economically used for steel production.

Plans have been submitted to the Government for allowing the Corporation to export large tonnages of iron ore as well as semi-processed products to overseas markets through a proposed deep-sea harbour at Saldanha Bay. The project comprises large extensions at the Sishen mine to yield the required export tonnages of iron ore, the construction of a railway line to Saldanha Bay and the

development of a suitable ore-loading harbour at Saldanha.

With the assistance of local and foreign consultants a detailed study was made of all aspects of the proposed scheme. All findings indisputably indicate that the project will be a major asset to Iscor in particular, and to the country as a whole. Should it become reality, some 15 million tons of iron ore would have to be exported annually, with provision for eventually increasing the tonnage to 25 million tons a year.

The earnings from 15 million tons of iron ore could be well over R100 million, but more than three times this amount could be earned by exporting 5 million tons of pig iron and semi-processed steel products.

Tenders received for all facets of the scheme have been adjudicated and the Corporation's recommendations will be submitted to the Government early in 1973. Meanwhile, agreement has been reached between Iscor and Voest, the largest steel producer in Austria, to jointly establish a steelworks, at either Saldanha or Sishen or at some point along the proposed railway line, to produce steel semis for export. This project could be extended to include other overseas concerns which might be interested, but it can only come to fruition if the Saldanha iron ore schemes gets the green light.

By establishing its third steelworks, as a border industry, at Newcastle, Iscor has created a fresh growth point in northern Natal and boosted the economy of the Republic. The Saldanha scheme could likewise create a new growth point in the western Cape.

Before it was decided to build the third Iscor steelworks at Newcastle, all relevant economic factors had been duly considered. One of these was the fact that the steel industry had to be decentralized. This will also bring about a certain measure of decentralization in respect of the secondary industries using steel as their main raw material, as happened in the case of the Iscor works situated at Vanderbijlpark. Newcastle was found to be a favourable site from a cost point of view, whilst also offering other advantages. The new steelworks at Newcastle will undoubtedly

speed up industrial development in the Tugela Basin.

Satisfactory progress has been made with the project and construction work at this works. An order has been placed for two high-type coke oven batteries, each consisting of 100 ovens, at a total cost of R76 million. The first battery is scheduled for commissioning in January 1974, and the second during 1976.

The first blast furnace for the new works should be put into operation in 1976/77. The first two basic oxygen furnaces, each with a capacity of 150 tons, with two continuous bloom casting machines, each with a capacity of 480 000 tons per annum, have been ordered and will commence production by January 1974. The total cost of the two oxygen furnaces will amount to R21 million and that of the continuous casting machines to R17,5 million.

Four mill units at a combined cost of R200 million have also been ordered, and the project work for a wire plant is now in progress. According to present market estimates, it may be expected that a start will be made with the production of cold-rolled flats at the Newcastle Works in 1980, whilst hot-rolled flats will follow in 1981.

With the demand for manpower exceeding the ability of the White population to supply the needs of industry, Iscor is looking to the Non-White sector to fill hundreds of different jobs at its Newcastle Works — just as all industry makes use of

available labour in border area development.

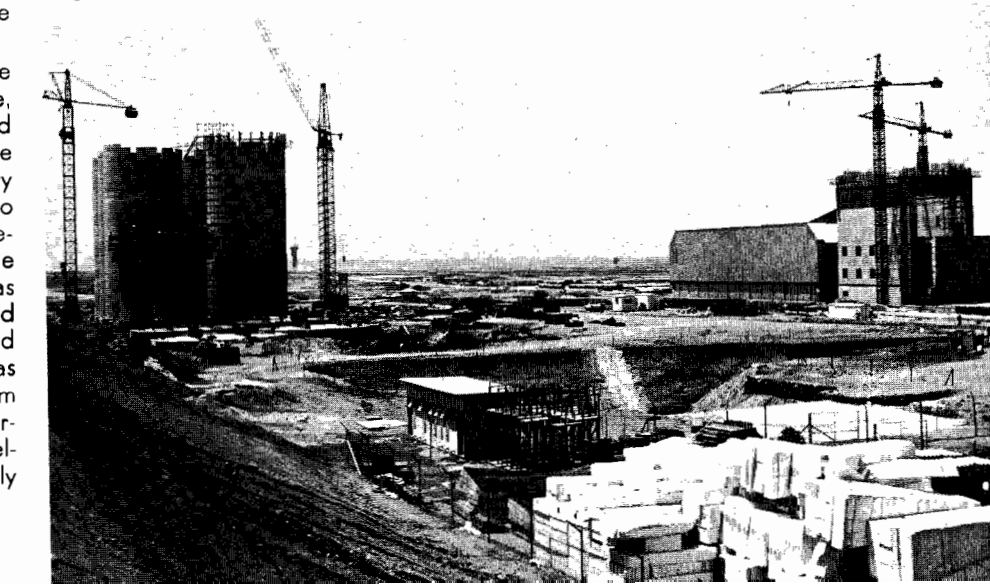
This policy has opened the door to a wider range of job opportunities for Newcastle's Indian population and Iscor expects to have quite a number of Indian men on the payroll by 1980, as machine operators and clerical workers. With an eye to the future development of this section of the population, Iscor already has created an Indian Affairs and General Welfare Administration Section at the new works.

Indian staff are selected on the basis of aptitude, just as are all other employees, and a system of merit rating has been introduced to ensure that each man, whether operator or clerk, can fully develop his personal potential after initial and follow-up training.

When group areas have been finally set aside for the Indian group at Newcastle, the authorities will establish an Indian housing scheme. Welfare and benefit schemes are also considered for Iscor's Indian employees. Top of the list of schemes soon to be implemented is one to provide low-interest loans to these employees should they wish to buy or build their own homes, whilst the existing free medical aid scheme is expected to be considerably improved.

Indian staff are also automatically covered by the non-contributory pension and death benefit fund, whilst holidays are on full pay plus leave bonus. Long service will bring additional bonuses. □

Large-scale civil construction on the site of the new Iscor steelworks at Newcastle.



SPRINGFIELD COLLEGE DIPLOMA CEREMONY

ON the 6th December, 1972 the Springfield College of Education once again held its annual diploma ceremony, at which 163 students received diplomas that would entitle them to teach.

Addressing the students, their parents, relatives and friends the Director of Indian Education, Mr Prinsloo thanked the parents who had made it possible for their sons and daughters to come to the Springfield College and said that they should rejoice in the knowledge that their children are entering the noblest and most rewarding of all professions. He pointed out that the aim of the training colleges is more than providing men and women to become purveyors of knowledge or merely instructors and posed the following questions to the newcomers to the profession:

- What are your objects in education?
- What is your code of principle in education?

Mr Prinsloo pointed out that modern society needs more leaders than ever before and it is the task of our teachers to see that every potential talent is fully developed. "It is not only what you make of your own individual life, but of the hundreds or it may be thousands of pupils who will be entrusted to your care, and although your training here has in the first place been intensely factual, I believe that you have also been led to discover lasting values and to gain a wider conception of the function of education," he said.

"A good teacher is a many-sided person; he is in the first place a teacher, and therefore he must teach, but there are ways and ways of teaching; as a professionally qualified teacher he must be a specialist in his subject so that he can impart correct knowledge to his pupils and he must stimulate learning; he must therefore remain a student and continually acquire new knowledge to enable him to keep pace with new trends in

education; pedagogically he is a moulder of character and a leader of youth; socially he is a public relations officer. All these aspects are closely interwoven and a good teacher fulfils many roles combined into one."

"Education has for its object the formation of character, but the product of this cannot be calculated in figures or in terms of money. In the words of Henry B. Adams: 'A teacher affects eternity; he can never tell where his influence stops'," he said.

Mr Prinsloo also cautioned his listeners to bear in mind that a teacher's training is never complete. Riper knowledge and wisdom can only come from continued study. "And if you adhere to outdated methods and don't move with the times," he said, "you will become frustrated. The few years of training you have received here is relatively short in comparison with the many years of teaching you are probably looking forward to, and although your training here has been intensely functional, it has been impossible to equip you completely for developments that might come. But if you remain professionally alert, you won't fall by the wayside. Experience is the best teacher, and as you gain experience in practice you will develop a greater awareness of the need for further professional training."

"The good teacher also accepts his social responsibility. Where the parental authority figure is lacking at home, the child will fall back on somebody else to fill the gap and the teacher is the proper person to fill this role. Unfortunately there is a trend in society nowadays for the home to take a diminishing share in the upbringing of its children and the school is therefore obliged to take an increasing share. To make matters

worse there are subversive powers at work to defy all forms of authority and to dismantle old established norms in society. And we must not labour under the delusion that these evils are still remote from us. Pamphlets in which all forms of authority and discipline were attacked and children encouraged to revolt against their teachers, were distributed on the campuses of some of our schools at the beginning of this year. Not the principal and his staff, they say, but the children must govern the school. In England this has already become a national problem. What would you do should the children in your school respond to such a call? Where will it lead to?

"Lack of positive authority at home and at school often ends in juvenile delinquency. Where the authoritative figure is lacking at home and at school, the child becomes frustrated and he will seek it elsewhere. Unfortunately he often finds it in the form of drugtaking or dagga-smoking. The child needs security, security in the form of a loving force that would guide and protect him and create a feeling of belonging in him, but also security coupled with the necessary discipline."

Mr Prinsloo said that he is not despondent. He has confidence in the way Indian parents on the whole still



Some of the successful students.

bring up their children and inculcate in them respect for discipline and authority. "But if this is lacking at home," he said, "the teachers will have to act in loco parentis and even become substitutes for parents."

Referring to the recent wave of student unrest which had also spread to the College, Mr Prinsloo said he would like to express himself very clearly and in no uncertain terms on this matter so as to avoid all misunderstanding in future and so that all students who wish to come to the College for their training should know what the position is and what will be expected of them. "Although this college is regarded as a senior educational establishment of the Department, it is not an autonomous insti-

tution. The students are welcome to the rights and privileges they enjoy here, but they must abide by the rules and regulations by which the College is controlled. We are not indifferent to students' opinions and their legitimate requests, but there are recognised channels through which they should work. Apart from the fact that the boycott of classes is in contradiction with the regulations, one should expect teacher students to behave more maturely than organising demonstrations without first submitting their grievances or requests to the Rector for consideration." "No student," said Mr Prinsloo, "has the right to intimidate other students who do not wish to indulge in such irresponsible activities. Students must always bear in mind that here we are preparing men and women for the teaching profession, and when they enter into practice we must be able to give parents the assurance that their children can be entrusted confidently to the care of the teacher." Mr Prinsloo said he was mentioning this because parents and leading members of the Indian Community have expressed their grave concern about the demonstrations that were staged at the College in 1972. "The Department," said Mr Prinsloo, "won't shirk its responsibility to the parents and the cause of education. Students must therefore be on their guard not to be taken in tow by subversive organisations, for the Department will not tolerate the disturbance of a peaceful atmosphere on the campus."

Mr Prinsloo congratulates Mr J.N. Naidoo who received a distinction in History and was also awarded the Saambou-National Merit Award for 1972.



The choir opened the proceedings by singing the College Anthem.





Mr R.P. Raghubir is being congratulated by Mr Prinsloo as he received distinctions in Art and Arithmetic. He also received the Gokool Art Prize for being the best Art teacher for 1972.

derive much pleasure from your work. Some of you will probably rise on the promotion ladder, others not, but remember that it is the unknown soldier who wins the war. The unknown teacher serves his community first as much as the one who makes the headlines. Therefore, enjoy teaching, learning and life. Be a professional teacher and work in every way to make teaching a real profession and not just a job. Always strive to keep up the good name of your school and your profession. Behave at all times in such a way that you will serve as an example to the children and to your colleagues." □

Mr Prinsloo congratulates Miss K.A. Pillai who received a distinction in Afrikaans. She was also the most outstanding student in the Department of Afrikaans.

In addressing the Rector Mr Prinsloo said, "The year 1972 will be recorded in the annals of your College as the year in which you celebrated the College's 21st Anniversary." "I wish," he said, "to take this opportunity to extend my heartiest congratulations to the College on its coming of age. The College has made much progress and grown in stature since its inception 21 years ago. Its thinking in the field of teacher training has not become static and it has constantly adjusted its programme to keep pace with new demands. This I appreciate for the ultimate value of our educational system will, to a large extent be determined by the standard of our teacher training. I am also aware of the fact that here you aim at producing teachers of the right calibre i.e. educators in the real sense of the word. May your College continue to produce men and women who will enrich the profession not only with their knowledge and energy but also with their ideals."

Congratulating the successful students on attaining their diplomas, Mr Prinsloo said, "I hope that you will



HONOURS DAY AT TRANSVAAL COLLEGE

THE Transvaal College of Education held its thirteenth annual Honours Day ceremony on December 6th, 1972. As in previous years, a Fordsburg cinema owner kindly agreed to lend the use of his theatre for the morning's ceremony.

On this occasion 34 students received the Junior Secondary Education Diploma, 31 the Senior Primary Education Diploma and three ladies the Junior Primary Education Diploma. Several awards were presented to students who had distinguished themselves academically or otherwise in college life.

The Rector's Prize went to the three girls who had completed the Junior Primary course, Misses P. V. Francis, P. Naidoo and S. Naidoo. These girls had impressed the rector with their diligence, punctuality, their willingness to assist others and especially their friendliness.

Some 250 guests were welcomed by the master of ceremonies, Mr Moolla, who introduced the speakers and announced the appointment of Mr Veldhuizen, previously of Springfield College, as rector. On behalf of the staff and students he extended a warm welcome to Mr Veldhuizen.

In his annual report Mr J. T. Claassen, the acting rector, referred to the past year as one of challenge. He mentioned various outstanding events of the year, and thanked several people who had contributed greatly to the college's successes.

Mr Claassen stressed the fact that a report of this kind had to acknowledge both successes and failures. He referred to the June unrest at the college, but emphasised the fact that the effects of this had been ruled out almost entirely with the willing co-operation of students.



Mr Prinsloo presents diplomas and awards to students.

His final message to the departing students was this: "In your educational thinking, come to no conclusion and hold no belief that is not founded on a consideration of the facts, all the facts and nothing but the facts. Distrust hunches, suspect opinions, reject intuitions . . . all conclusions must be fact-based."

In his speech Mr P. W. Prinsloo, Director of Indian Education, stressed the important role of the teacher in modern society. "Modern society needs more leaders than ever before and it is the task of our teachers to see that every potential talent is fully developed."



Above: Outside the Lyric Theatre, Fordsburg, after the ceremony.



Left: Three students who received their diplomas at the Fordsburg Training College. From (L to R): Misses S. Raffee, K. Cassim and N. Amirchand.

Below: Mr P.W. Prinsloo addressing the audience.



'Mr Prinsloo said that every teacher's status ultimately depended on his own behaviour, and that a good teacher would have to ensure that his own behaviour is impeccable, so that his students may gain by following the example he sets. This was why irresponsible action on the part of teachers and teacher trainees had to be considered in a serious light.

After the presentation of diplomas, Mr Prinsloo congratulated the students on their excellent performance.

After the ceremony guests were invited to join staff and students at the college grounds, where tea and refreshments were served, and where friends and relatives had the opportunity to congratulate the delighted ex-students. □

Farewell To Mr Jack Naidoo



MR JACK NAIDOO, Education Planner in the Division of Education for the last eight years, has been appointed Director of Development at the University of Durban-Westville with effect from 1st January, 1973. This is a newly created post of equivalent grading to that of professor.

Mr Naidoo has an outstanding record of education and community service.

After completing the Matriculation and Teachers' Diploma he obtained his degree at the University of Natal with majors in English and Latin.

His teaching and other educational service include three years of primary school teaching and six years of high school teaching at Sastri College as senior Latin master. In 1945 he was appointed the first Registrar-Secretary-Accountant of the newly recognised M.L. Sultan Technical College.

In 1956 he was promoted to the post of Deputy-Principal and Head of the Department of Commerce, Administration and Modern Languages

at the College. At the end of the year 1964, Mr Naidoo was appointed the first Indian Inspector of Education of the Department of Indian Affairs.

Apart from his full-time educational duties, Mr Naidoo was part-time lecturer at the Indian technical college (1938-1945), in the Department of Classics, University of Natal (1947-1959) and in the Department of Education, University College of Durban (1962/1963).

Mr Naidoo has been the recipient of a number of scholarships and grants and has travelled extensively in Africa, U.S.A., Canada and Europe in the course of his studies.

Mr Naidoo has read many papers in the course of his educational career and some of them have been published e.g.:

- (1) The Indian as a South African.
- (2) Growth of Indian Education.
- (3) Technical Education for Indians.
- (4) Adult Education and the Community.
- (5) Educational Advice to Parents.

Mr Naidoo has associated himself

fully with community affairs and with the educational, social and cultural upliftment of the Indian Community. He was first Chairman of the Indian and Coloured Juvenile Affairs Board (1947-1959) and President of the Natal Indian Boy Scouts' Association for three years, and today is associated with the following organisations:

- (i) Chairman of the M.L. Sultan Charitable and Educational Trust.
- (ii) Secretary of the V.M. Maistry Educational Trust.
- (iii) Executive Trustee of the Indian Centenary Scholarship Trust.
- (iv) Vice-President of the Natal Indian Blind and Deaf Society, in which organisation he has served for the last 25 years.

In addition, he serves on the Council of the M.L. Sultan Technical College, the Boards of Management of the New Horizon School for the Blind, the Durban School for the Deaf and St. Aidan's Hospital, on the last of which he has been a member for 26 years. □

FARMERS DAY AT CLIFFDALE

SPEAKING at the "Farmers' Day" organised by the Cliffdale Agricultural Association on Saturday, 25th November, 1972 the guest speaker Dr. M. B. Naidoo, member of the Executive Committee of the South African Indian Council emphasised the role of organic matter in soil evolution and the importance to the farmer on the need for the proper conservation of the soil. He recalled the work that he had undertaken at Cliffdale in the interests of soil conservation some 15 years ago before

the area came under the supervision of the Department of Agriculture which had converted a poorly developed farming area into one which had some of the finest market gardens in Natal. Dr. Naidoo stressed the fact that much of the Cliffdale area consisted of loose sandy soil which yielded iron rich loomy soil through the weathering of a sill of intrusive dolomite.

In the course of his address he referred to the use of radio-active isotopes in the control of insect pests

in agricultural holdings and the use of gamma-rays in crop production.

Earlier in the day a panel of judges comprising Messrs. Paul Reinecke (Chief Extension Officer), C. M. Denness, Horton (Chairman of the Camperdown Agricultural Society) and Ivan Meyer (Vice-Chairman of the Royal Agricultural Society) together with the officials of Cliffdale Agricultural Association toured the farming area to choose the 'best conserved farm'. Mr. Ivan Meyer who spoke on behalf of the judges said:

- "The judges were highly impressed with the methods of farming especially on the very steep slopes;
- the benched terrace experiment being carried out on Mr. Sookoo's farm by the Department of Agricultural Technical Services is proving to be a great success;
- the use of boulders in storm water drains to reduce the rush of water is strongly recommended;
- they were of the opinion that strip cropping on steep slopes would minimise the washing away of soil;
- they were generally impressed with the management of farms and the lay-out of homesteads."

Mr. D. M. Rix of the Department of Agricultural Technical Services who did the judging of the farm produce praised the farmers for the very high quality of the crops that the farmers were producing. A number of exhibits were awarded 'Merit Certificates'.

The Chairman of the Association, Mr. M. M. Moodley outlined some of the problems that the local farmers were faced with. He stressed the need for the relaxing of building restrictions in order to solve the acute labour problem.



The produce exhibited was much admired.



An interested group of vegetable growers discussing aspects of lettuce production with Mr D.M. Rix (Senior Extension Officer).

Mrs A. M. Pentz presenting the Pentz Memorial Trophy to Mr B. Sewlall for the best conserved farm.

Mrs. A. M. Pentz, widow of the late Dr. Pentz, who in his lifetime was largely responsible for the farming methods now being followed at Cliffdale, presented the trophies and certificates to the successful competitors. The 'Pentz Memorial Trophy' awarded annually for the best conserved farm was awarded to Messrs. B. Sewlall & Sons this year.

The Secretary of the Natal Indian Agricultural Union, Mr D. Badul addressed the farmers on the formation of a co-operative at Cliffdale.

The days' activities culminated in a film show by the Department of Information when films of general interest to farmers were screened. □



THE MOSHAV

(An example of
Agricultural Planning in Israel)

By

Dr M. B. Naidoo, F. R. G. S.



THE PLANNING of Agriculture In Israel is as vital to the economy and survival of the Israeli nation as in the management of the oil output in the neighbouring Arab world. Two contrasting peoples of two great Monotheistic religions live in juxtaposition with two distinct landscapes. One portrays the lush green fields and orchards as an example of man's conquest of his environment and the other, the stark arid wastes, sun-drenched and untamed by the race that inhabits it.

The Balfour Declaration of 1917 and the establishment of a Jewish State in 1948, in conformity with the United Nations Plan of 1947 to partition Palestine into separate Jewish and Arab States, triggered off the wrath of the Arab World which has not abated since the 24 years of Israel's troubled history. No two Semitic peoples widely separated by differing religious convictions have shown such hostile attitudes and sullen temperaments over political boundaries. Yet, the realities are there despite the solemn determination of the Israelis to develop the promised land.

The present population in Israel is forecast by demographers to reach 3.4 millions by the end of 1975, showing a recent growth of 30% through natural increases and immigration. It is the latter that ac-

counts for the burgeoning population with immigrants from all parts of the world, including South Africa and North Africa and significantly from Maharashtra and Travancore in India.

Whether it is for political reasons or the unrestrained yearnings of devout Jews, the migration to Israel is a continuous process. Israel is the land of hope and promise sanctified in the hearts of a people who see in their desert homeland the fulfilment of an ancient prophesy.

Anyone who has visited Israel would have been astounded by the greenery that meets the eye. Long groves of citrus and olives and carefully tended vegetable gardens speak of the toil and patience that had transformed a barren country into a green paradise. Nowhere has determination been greater or organisation executed with such meticulous precision. There was the problem of rehabilitation of men, women and children who spoke many tongues but were united by the Jewish Faith and reverence for the ancient language, Hebrew.

This was a vast task of Herculean dimension but had to be done. Funds were made available by the State as well as by the Jewish Agency but in all the monetary dispensation, the objectives had to be clear. The water resources of the country had to be determined and the pre-

cious life-giving mineral distributed with the utmost care. Israel's rainfall is inadequate and much of the conserved water is lost by evaporation. The annual losses in the fields through evapo-transpiration are prodigious.

With a large and increasing population, the country has to be self-sufficient in food which is produced for internal consumption and export. The absence of metallic minerals deprives the country of a mining economy but industrialisation in Israel is dependent on the processing of raw materials produced within the State. Israel's economic survival is dependent on an export market and all surplus food is exported raw or processed in the industries of the Kibbutzim. Since agriculture is an integral part of the national economy, Government intervention in the field of agriculture is aimed at increasing demand and supply, decreasing production costs and by stabilising prices through purchase of surpluses.

Israel specialises in the export of off-season vegetables for European countries, particularly during winter months in Europe. The introduction of the liquid-nitrogen techniques has increased the output of frozen foods which have a ready overseas market. In small farms of 5 to 10 acres, the farmers resort to intensive cultivation. Vegetables such as tomatoes,

onions, celery, carrots and cabbage are raised for a ready internal and external market. The production of flowers in hot-houses meets the demand for gladioli, roses and carnations. To stimulate agricultural production a loan of twenty million dollars was made available by the World Bank.

In order to compensate the soils for loss of soil nutrients through high level usage, artificial fertilisers are used extensively to enrich the soils. Ammonium sulphate, nitrates, potash urea, potassium sulphate, superphosphate and calcium are used extensively.

Agriculture has spread to the Negev, but only to the northern section where the soils are good for commercial crops such as wheat and sugar-beet. The southern section of the Negev desert does not offer agricultural possibilities owing to the poor soils.

In the collective farm known as Kibbutz, production and consumption are collective. A big farm in the Kibbutz has a population between 600 and 1 000 persons. The average size of the dairy farm in the Kibbutz has 100 to 150 cows which are fed on imported fodder. About 60% of the concentrated fodder is imported from the United States. The animals are stall-fed and a single cow is known to have produced a record yield of 8 000 liters of milk a year although the average yield is around 6 000 liters a year. Besides agriculture, large manufacturing enterprises concerned with electronics, plastics, textiles and food are a feature of the Kibbutz.

An assured market for the farmer backed by the Government Agency, is the basis upon which the successes of farming enterprises depend, and hence the regulations of supply and demand is a further safeguard towards the viability of farms.

Of the two important occupational programmes for the immigrant Jews, the Kibbutzim and Moshavim, it is the latter that has some relevance to the Indian farming community in Natal. It is for this reason that the Moshav, the family farm, receives importance in this article. In the Moshav, production and marketing are collective. Every member

of the Moshav community has a private farm which he operates and which is small in comparison with the farm in the Kibbutz. A dairy-farm here consists of 20 to 25 cows, all reared for maximum milk yields.

In addition to the rearing of cows, the farmer engages himself in raising broiler chickens which have a lucrative market. Since uniformity in farming operations is discouraged, the Moshav resolves itself into several types each with its own special operation. Thus, there is the Moshav engaged in Dairy and Poultry. The second type applies itself to fruit production while the third type specialises in flowers for overseas markets.

Machinery for farming is in common use and there is the interchange of facilities in a spirit of mutual co-operation. All the members of the Moshav are participants in a Council but the Executive which is entrusted with the running is elected every 4 or 5 years at a meeting which publicises its agenda in Hebrew.

In the setting up of a Moshav, in its initial stage the capital is provided by the Government or the Settlement Department of the Jewish Agency. Capital is available at an interest of 2% spread over 50 years. The land occupied by the farmer belongs to the State or Nation except for some 5% to 7% of the land which is under private ownership. A symbolic rent is paid to the State but this is not significant. The income derived from the farm depends on the size of the farm and the work expended.

Once a farm is set into operation, depending on the type of farm, it becomes viable within a few years, after which the farmer is wholly dependent on his farm through the encouragement offered by the export market. There is a noticeably strong decline of employment in agriculture.

The viability of a Moshav is based on the revenue derived from tourism, sport enterprises, and blocks of flats for tourists. The revenue so obtained is used for the maintenance of child-care, hospitals and social services.

As a centre providing the essential services which are intended to prevent the migration of the inha-

bitants into the larger towns and cities, the following services are available in a Moshav:

1. A First Aid Station;
2. Mother and child-care station.
3. Nursery and Kindergarten.
4. Co-operative consumer store.
5. Milk collection centre in a dairy-farm type of Moshav.
6. Village administration.
7. Reading club for the aged.
8. A synagogue.

It is not possible to provide all the civic services such as education, health, entertainment, etc. in a small Moshav but by combining these services for a number of villages, a social and cultural gap between town and country can be avoided. It is to be noted that suitable conditions will prevent the exodus from rural areas of people who have acquired education and know-how and are thus able to serve as the activating and guiding element so badly needed in modern rural development projects.

The successes of Moshavism in Israel have some significance for the Indian farmer of the North Coast of Natal where diminishing farm size is making farming uneconomical. The fragmented land holdings can be developed as units with different crop specialisation or as dairy or poultry farms under co-operative management.

A career in agriculture should engage the attention of Indian students with a rural background and rural schools must incorporate in their curricula a course in agricultural science. There is need for the provision of advanced training in agriculture set up for the purpose or in a Faculty of Agriculture at the University of Durban-Westville.

The successes of rural settlements in Israel should inspire the Indian people to base their economy on a system which is widely acclaimed as one of the most progressive in the world. What is needed is dedicated leadership, mutual trust and a pragmatic approach to the realities of the situation within the Republic of South Africa. It calls, too, for a re-awakening in the Indian of the same impulse and disposition which ensured for his forebears a permanency in the South African scene.

FOTOFLITSE PHOTO FLASHES



Mr Charles Crookes, Managing Director of Crookes Brothers Limited officially opening a new block of classrooms at the Renishaw State Aided Indian School. The Indian community of Renishaw added the new block to the existing building in their spare time. Much of the material was donated by Crookes Brothers Limited.

Dr W.P. Mostert and members of the Institute of Sociological Research of the Human Sciences Research Council in Durban doing the field work on a project for the Department of Indian Affairs on the Educational Advancement and Sociological Development of the Indian community in Natal. To help them with the field work they are using a team of about thirty ex-teachers who went through an intensive orientation course of one week before tackling their field work. The research will cover the whole of Natal. Seen chatting with Dr Mostert from (L to R) are: Mrs V. Anand, Mrs P. Benjamin, Miss R. Ramsaroop and Mrs G. Raj.

Professor Jack Grossert, head of Department of Fine Arts, University of Durban/Westville, admiring one of the many works exhibited by students at the annual exhibition held in the Fine Arts exhibition Hall recently.

Mr M. Govender a driver at the Natal Blood Transfusion Service has donated blood for the 100th time. To commemorate the occasion Mr O. Buckle, Planning Officer of the Blood Transfusion Service, presented Mr Govender with a gold badge.

Mr E.J. Turner, Assistant Regional Representative of the Department's Durban Office, hands over a cheque to Mr M.E. Moosa, Chairman of the Muslim Darul Yatama Wal Masakeen, being the Department's contribution towards the cost of equipping the society's new children's home at La Mercy. Mr E.A. Timol, Secretary of the Society and Mr C.I. Dannhauser, Chief Professional Officer (Welfare) look on.

A very successful music festival, the second of its kind, was held in Pietermaritzburg recently, at which many of the Indian schools in Pietermaritzburg participated. Our picture shows from left to right some of those who were responsible for the organising of the festival. Back row: Miss E.L. Joseph, Miss P.L. Abraham, Mrs H.M. Dommett, Mr E.W. Albertyn, (Inspector of Music), Miss N.S. Dhavaraj, Mr E.D. Darnabas. Front row: Mrs T.N. Phillips, Mrs E.M. Naidoo, Mrs J.A. Ramsing, Mr G. Krog (Deputy Director of Indian Education), Mrs L.M. John and Mrs L.M. Daniels.



The impact made by five final year music students of the University of Durban-Westville on about 4 000 pupils at 12 lecture concerts in Durban, Pietermaritzburg and environment suggests that this experiment may be continued next year. The concerts which lasted thirty minutes each were organised and conducted by Elizabeth Oehrie, Lecturer in Music in the Faculty of Education. A number of schools in Durban were chosen because the performers were practising teaching there.

The purpose of the lecture concerts was twofold. Firstly to give the student teachers experience in organizing school programmes and also the opportunity in performing and speaking before large student groups. The second aspect is to both entertain and to educate the pupils. The varied programmes of the group included folk music from seven different countries sung as far as possible in the language of the country. It included the sounds of more than 10 different instruments. The singers were: M. Matthias, I. Naidoo, M. Peters, G. Pillay and S. Vawda.





Course followers listening intently to the discussions.

Leadership Course For Agriculturalists

ACCORDING to Plato "leadership is the prerogative of an elite group — the philosophers". Although this may have been the position in Plato's day, it certainly does not apply today. Leadership cannot be described in terms of certain characteristics nor can one's personal values determine whether a person is a leader or not. It is in fact a human quality revealed by a variety of people under very diverse conditions. The leader of a gang of criminals can thus, for example, claim to be a leader and can possess all the qualities of leadership in his own sphere and may be a better leader than the leader of a fully legal organisation such as for instance a political party.

It is highly unlikely that a group will make worthwhile progress without leadership. Indeed it is problematical whether a group will continue to exist

without leadership. From this it may be concluded that leadership develops through the group.

One of the main problems facing the Department of Agricultural Technical Services in its extension work amongst the Indian farmers of Natal has always been the lack of active volunteer leaders to assist and influence farmers in accepting changes which would improve their production etc. The Department in collaboration with the South African Indian Cane Growers Association and the Natal Agricultural Union therefore, arranged the first leadership course for Indian farmers which took place on the 29th and 30th November, 1972, at the Himalaya Hotel in Durban.

Mr. L. C. Zeeman, Regional Director of the Department of Agricultural Technical Services in his opening

address pointed out that initially his department's services through the efforts of the late Dr. Pentz and recently Mr. Dave Rix were directed at the Cliffdale farmers where a considerable degree of success was achieved in raising the production level and the well-being of those farmers.

During the last few years the Department has increased its efforts to provide and advisory service directed at the agricultural problems of all Indian farmers in Natal. With this broader approach, progress has quite understandably been slower and it is imperative, therefore, that better ways should be devised of recognising the potential for leadership amongst Indian farmers and activating them more effectively.

However limited, it has nevertheless been possible to lay the founda-

tions upon which a more dynamic and prosperous Indian agricultural industry can be built but without the council, advice and assistance of local lay leaders this ideal cannot be achieved and this is one of the reasons why the course has been arranged.

The current approach of the Department of Agricultural Technical Services involving the principles of optimal land-use, development programs, systems analysis, etc. envisages closer co-operation with and assistance from the farming community and no better time could have been chosen to hold this course. Under the changed conditions, greater responsibility will rest with the farmers themselves, and it is natural to start with the leaders in preparing for this change, as leadership is the key to community development.

Fortunately every community, and the Indian community is no exception, has people who are influencing, or can influence, the behaviour of others. At the same time every normal individual has the capacity to perform leadership roles in some kind of situation, and although there is an acute shortage of leaders in the Indian farming community, there is no doubt that the potential supply exists, and the Department will rely on those attending the course to exploit that potential in collaboration with its Extension Officers.

A group that has no problems, or none that its members cannot solve themselves, needs no leader; but where does one find such groups or communities? There are people, however, who *imagine* that they have no problems, and until otherwise convinced, efforts to organize such a group meet with indifference, and leadership simply withers.

At the community level, leadership roles should be allocated to all who can assume leadership positions, and each individual should be given as much responsibility as he can undertake successfully.

There are roles to be performed by everyone in carrying out programs, thus the need for training for the performance of leadership roles.

With all due respect and thanks to those leaders who have done, and are still doing, so much for their fellow-farmers, many more leaders

are needed not only for Indian Agriculture, but everywhere people who can control, influence or direct other people's behaviour attitudes or thoughts.

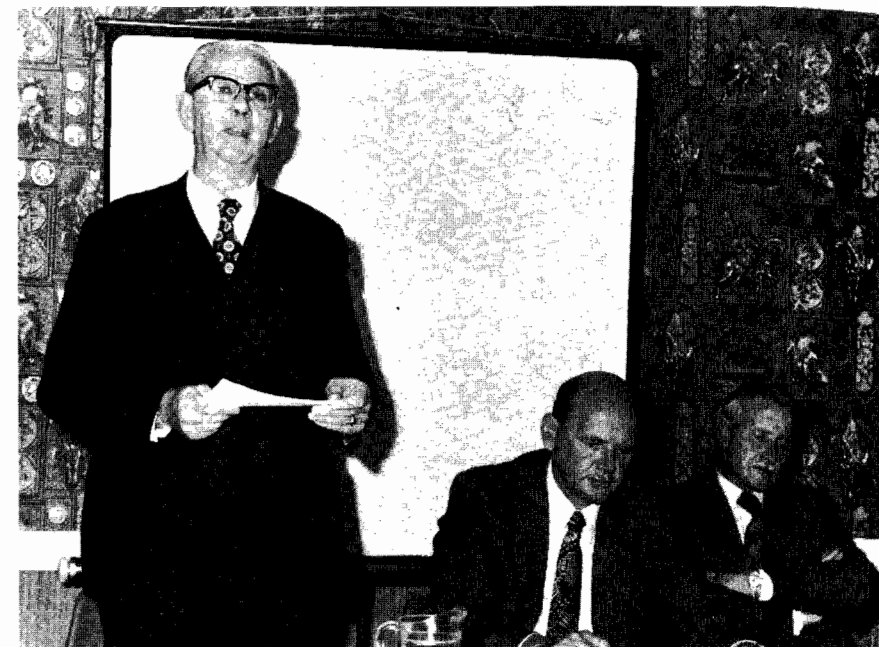
To illustrate just how important a role leadership plays in other countries, Mr Zeeman cited the case of the U.S.A. Widespread use of unpaid local lay leaders represents one of their extension service's most important and unique contributions to the field of informal adult education. At the beginning of the last decade over 1½ million different local lay leaders were actively engaged in carrying out some phase of an agricultural extension program in America. It is significant that the number of local lay leaders who assist with extension work there, increased sixfold in a period of about 30 years. Assuming that every lay leader in the U.S.A. devoted only say eleven days annually to leadership activities, it would be equal to more than 52 000 persons employed for a full year of working days. On this basis Mr Zeeman said that the position in South Africa is wellnigh stagnant, and that scores of leaders are needed in

Indian agriculture alone to assist with the extension programs that are envisaged.

No less a person than the Minister of Agriculture himself emphasized the scope and responsibilities of farmers themselves, and indirectly therefore leadership development. What is more, under the new Soil Conservation Act heavy responsibility rests on leaders to determine the problems in their communities, and to formulate and effect the necessary solutions. All farmers may not be conversant with the provisions of the Soil Conservation Act, but direction will play an extremely important role in the execution of the new Act, and leadership of the highest order will be necessary to give fellow-farmers the required guidance, possibly through the medium of the guidelines that have been formulated.

To achieve all this it is important that there should be the closest co-operation between organisations. In the same spirit of co-operation, liaison and assistance that exists for example between the S.A. Agricultural Union and the Department of Agricultural Technical Services and the S.A. Sugar

Mr. L.C. Zeeman, Regional Director, Department of Agricultural Technical Services, is seen delivering the opening address.



Association — which represents all sugar-cane farmers — so the staff of the Department in the Coastal Sub-region have worked in close co-operation with the Indian organisations. In recent months Indian farmers' associations have been formed in a number of areas where no formal community structure existed formally. The time is therefore now, the more so, ripe for Indian farming leaders to receive guidance and instruction in the development of leadership. Recent investigations into the Indian agriculture have revealed that leadership at a local level in the rural communities had been proved to be a definite weakness under the present circumstances. This has been a hindrance to the staff of the Department in their attempt to help Indian farmers. In some areas no community organisations exist, while in some other areas those that do exist are not as effective as they could be.

Mr. Zeeman pointed out to those participating in the course that they face a very important and interesting challenge in their community and he expressed the hope that the course will inspire and assist them in their efforts.

He further stated that his Department needs people to assist extension personnel to help decide on priorities and propagate proper resource usage and program development generally, and obviously therefore, a sound knowledge of their areas and the farming systems involved.

Mr. Zeeman explained that leadership in agricultural extension takes many forms, and broadly speaking they may be grouped under two headings namely, action leaders and opinion leaders. The latter may be defined as people who by virtue of their social position, education, family reputation, wealth, prestige, etc., influence opinions on most action programs initiated. Action leaders on the other hand should be trained for specific jobs and opportunities. They may all be defined as lay people actively involved in planning, executing, and/or evaluating extension programs. These include organisational leaders, subject-matter leaders, activity leaders and program planners, council advisors or committee members. He said, "I am more



Dr. Serfontein and Mr. D. Rix sharing a joke with some of the course followers.

especially perturbed about the problem that you will encounter when looking for subject-matter leaders i.e. those who are required to teach subject matter to others, activity leaders to assist with special activities or events such as result demonstrations, contests, tours, field days, etc., program planners or advisors needed for advising and assisting with the development of extension programs".

Mr. Zeeman also informed those present that the matter of agricultural training for Indian technicians had already received a lot of attention, and apart from numerous discussions between officers of his Department, the University of Durban-Westville and the Department of Indian Affairs approval had actually been given for the appointment of seven Indian technicians to be trained to assist in the agricultural extension effort.

Unfortunately at that stage, as a result of the financial position, those posts, along with many others, were frozen. For the time being it would therefore be up to the persons attending the course to solve the problem of filling the gap temporarily, probably by identifying and selecting lay leaders.

The acknowledged methods to do this is by studies (formal and informal) observations and leader de-

velopment meetings or courses, such as the one being held.

Mr. Zeeman concluded by saying: "Many more leaders are and will always be needed, therefore this course should not be the first and last, and cannot be because it will of necessity have to be followed up. For the purposes and objectives envisaged, at least as I see it, it is just not possible to develop a clear concept within the period allotted for this course, not to mention the understanding of the function and role in the extension educational program, and obtaining the knowledge or skills necessary for carrying out a specific job.

Nevertheless this is a start and a praiseworthy one at that, and I want to commend Mr. Rix for arranging the course and thank Dr. Serfontein for coming down and for his invaluable contributions. Also I want to thank the Indian community for the part they have played, and their splendid co-operation."

The course was attended by twenty-nine Indian leaders in the Indian farming community and was conducted by Dr. J. Serfontein, Deputy Director, Soil Protection and Mr. D. M. Rix, Senior Extension Officer, Department of Agricultural Technical Services.

□

A WOMAN'S WORLD

Dr Ansuyah Singh



BORN in Durban, Dr Singh (Mrs Ashwin Chowdree) received her secondary school education at the Durban Indian Girls' High School. Choosing medicine as a career she studied and graduated at the University of Edinburgh where she lived during the Second World War.

In 1954 after her return to South Africa she became the first Indian to be awarded a bursary by the Council for Scientific and Industrial Research.

In 1956, she was the first Indian woman graduate to be appointed to the service of the Natal Provincial Administration when she filled a joint appointment with that of the University of Natal when she joined the Department of Social, Preventive and Family Medicine at the University's Medical School and the Institute of Family and Community Health (now the Clairwood Hospital).

During 1961-1962, Dr Singh wrote a thesis entitled "Epidermological factors of blood pressure in Indian women" in which she compared blood samples of pregnant and non-pregnant women.

She is also the author of a number of papers, one of which "Emotional affors affecting foetal development," has been widely accepted, particularly in the United States of America.

A modest, sensitive woman, Dr Singh also has literary talents. Her

books include a novel "Behold the earth mourns", a book of poems, short stories and a play — "Summer moonbeams on the Lake" and a book of two plays "Cobwebs in the Garden" which was staged in 1964 and "A tomb for thy Kingdom".

Besides medicine, she displays a keen interest in social service, music and the amateur theatre.

She has played the leading roles of Shrimati in Rabindranath Tagore's "Natir Poja" and as Sakantula in a play by Kalida.

Dr Singh says her career has been a most satisfying and rewarding one. To the young Indian girls now leaving school and choosing a career, she says "Make the best of your life in your career, whether it be in the professions, business or as a housewife. Combine your career with your family life and you too will find it very rewarding. Take an active interest in the cultural activities of your community and become aware of the rich heritage that has been passed down by your forefathers." □

Pharmaceutical Firm Awards Bursaries

TWO Indian final year pharmaceutical students and two Indian final year medical students are among twenty-one pharmaceutical and medical students from all parts of Southern Africa to be awarded bursaries this year by a leading South African manufacturer of ethical pharmaceutical products.

They are Mr Ananda Naidoo and Mr Virandra Rambiritch of the Uni-

versity of Durban-Westville, Mr Sangithan Moodley of the University of Natal and Mr Ismail Mohammed Wadiwala of the University College of Rhodesia.

In addition, Mr Naidoo has also been awarded a prize of R100 and a silver medal for his essay on "The reasons for and the practical problems of quality control in pharmaceutical manufacture with special reference to South Africa." □

ANOTHER COTTAGE FOR LAKEHAVEN



Mr Dhanpal Naidoo, President of the Durban Indian Child Welfare Society, addresses the gathering.

THE fifth cottage to be built by the Durban Indian Child Welfare Society at its Lakehaven Children's Home was officially opened by Shri Pithukuli Murugadas on the 21st December, 1972.

Besides being one of India's distinguished singers of devotional songs, Shri Murugadas is also president of one of that country's largest children's homes which cares for more than 500 children.

The cottage, built on the site where the sods were turned earlier in the year by Mrs P. R. Pather, the widow of the late Mr P. R. Pather, who in his lifetime was the President of the Durban Indian Child Welfare Society for many years, can accommodate twelve to sixteen children.

The children who have been committed to the institution are of different sexes and ages and live together as a family unit with their guardians — the house-father and house-mother and their own children.

The main principle behind the modern cottage system under which the Lakehaven Home is run, is to afford neglected and destitute children an opportunity of developing in a family situation. With this principle in mind the Board of Management of the Home has tried to effect a family atmosphere in their cottages in a practical manner.

The housefather, like any other father, is in full time employment outside the institution. His wife stays at

home and attends to those household chores common to any ordinary home. She is assisted in her tasks by the older girls in the cottage.

Although lunch and supper is prepared in a central kitchen, breakfast is the responsibility of each cottage. As the ideal situation would be for the cottages to do their own cooking entirely, the Board has recently set aside one day per week when all the meals are prepared in the cottages to assess the desirability and success of such an arrangement.

The children attend the local schools, and they are encouraged to cultivate healthy friendships in the community. During school vacations arrangements are made for them to spend their holidays with families outside the institution. Ex-pupils are encouraged to maintain contact with the institution. In these and various other ways the Board of Management

endeavours to provide a secure family atmosphere for the children committed to the care of the institution.

In introducing Shri Murugadas to the assembled guests, Mr Dhanpal Naidoo, President of the Durban Indian Child Welfare Society said that Shri Murugadas had given a special performance in Durban to raise funds for the Society. He was happy to announce that this concert had resulted in a contribution of R1 600 towards the Society's funds, which amount the promoters had undertaken to increase to R2 000.

Commenting on the Society's future programme for Lakehaven, Mr Naidoo said that the Board of Management was investigating the possibility of establishing a day nursery or crèche, and the provision of a swimming pool and playlots for the children of the institution. □

Shri Pithukuli Murugadas is seen officially opening the fifth cottage of the Lakehaven Children's Home. Mr D. Naidoo looks on.





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