

Mr. B. A. Balkusson



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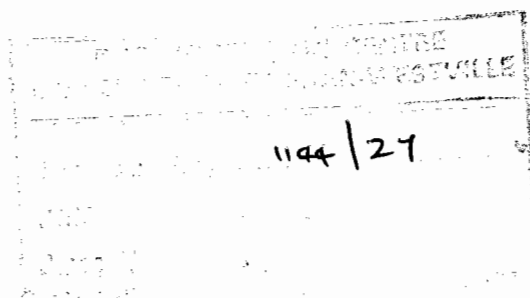
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South African Indian Council Meeting	2
The Natal Indian Regional Cultural Council	8
Plan — or Perish	10
"A Woman's World"	13
The Challenge of Crime	14
Messages from the Minister for Indian Affairs	16
Failure at School	18
The Language-experience Approach to Learning	22
Fotoflitse / Photo Flashes	24
The Generation Gap	26
Sixty Years of Education	28
Food for Thought	30
Giving to the Chest	32

Front cover: Photographed at the meeting of the South African Indian Council, on October 25, 1972, are, from left: Senator O. P. F. Horwood (Minister of Indian Affairs), Mr H. E. Joosub (chairman of the Council), Mr A. M. Rajab (chairman of the Executive Committee of the Council), and Mr F. W. Waring, who recently retired as Minister of Indian Affairs.



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SOUTH AFRICAN INDIAN COUNCIL MEETING

THE Third and final meeting of the South African Indian Council for 1972 took place on 24th and 25th October, 1972, and was held in the Council Chamber of the University of Durban-Westville. The meeting which was presided over by the Chairman, Mr. H. E. Joosub, was attended by all members except Mr. A. M. Moolla who was absent through illness, as well as by the Secretary for Indian Affairs, Mr. H. A. Prinsloo, and his

senior officials.

The highlight of the meeting was the visit paid to the Council by the new Minister of Indian Affairs, Senator O. P. F. Horwood, and by the former Minister of Indian Affairs, The Hon. F. W. Waring. In welcoming both of them, the Chairman expressed

the Council's pleasure at the opportunity afforded to it of meeting Sen. Horwood formally for the first time since his appointment as Minister of Indian Affairs, and, in taking leave of Mr. Waring, of expressing the Council's thanks and appreciation to him for what he had done during his term

Senator Horwood addressing the Council meeting. Also in the photograph are Mr H.A. Prinsloo, Secretary for Indian Affairs, Mr H.E. Joosub and Mr Waring.



of office for the Indian people. Both Senator Horwood and Mr. Waring were then garlanded in the traditional Indian way by Messrs. M. D. Coovadia and C. C. Palsania.

Tributes were thereafter paid to Mr. Waring for his services to the Indian people by the Chairman of the Executive Committee, Mr. A. M. Rajab and by other speakers. Particular mention was made of the progress which had been made by the community during the period that he had been in office.

Mr. Rajab commented on progress that had been made in the field of education and referred to the wide diversification of courses and subjects available in schools and the fact that a completely new differentiated system of education will be introduced from 1973. It was, he said, during Mr. Waring's term of office that the M.L. Sultan Technical College had been elevated to an institution for advanced technical education and the foundation stone of the magnificent new Durban-Westville University had been laid.

Mr. Waring was warmly thanked for the personal contribution which he, as Minister, had made in persuading the Government to declare Grey Street and Park Rynie as group areas for Indians and in piloting the South African Indian Council Amendment Act, 1972, through Parliament recently, as a result of which the Council is to be enlarged and converted to a partly elected body. All speakers were unanimous in their view that Mr. Waring had done a great deal for the Indian people, and that the Council sincerely regretted that its official association with him had come to an end. As a mark of the Council's appreciation for the services which he had rendered to the community, a pair of golden cuff links were presented to him by Mr. Y. S. Chinsamy.

Mr. Waring, in reply, thanked the Council for the honour accorded to him by having been garlanded by one of its members and for the handsome gift which he had received. He stated that his association with the Council had been a most satisfying experience and that he was glad to have been able to play a role in assisting the community to achieve

Mr M.D. Coovadia garlanded Senator Horwood.



the progress which it had made. This gift from the Council would always serve as a reminder of his happy association with the Council and the Indian people whom he regarded as his friends.

Commenting more particularly on his association with the Council, he said, *inter alia*, that notwithstanding adverse criticism and efforts by certain individuals and some sections of the press to discredit it, the Council had by its achievements and by the responsible and effective manner in which it had approached its task earned for itself not only the goodwill and support of South Africa's Indian Community but had also as the recognised mouthpiece of the Indian Community gained the respect of both Local and Central Government authorities because of the dignified and responsible manner in which it had made its representations. The success of the Council, he said, had not been achieved by threats and confrontations but by discussion and dialogue at the highest levels.

Mr. Waring said he was pleased to have been able to pilot through Parliament the amending Act which gives increased authority to the Council and

the Executive Committee. He had no doubt that the Council would handle this increased authority in as responsible a manner as it had performed its tasks in the past.

On the role that individual members of the Council have to play, Mr. Waring said that as persons in public life, it could be expected that they would be subjected to criticism and that they could never hope to be popular with everybody. The essential qualities which one should try to maintain at all times in public life were in his opinion—

- o The ability to analyse criticism objectively but not to ignore it; to accept sound advice and positive guidance; and to disregard what is negative and unwarranted mis-representations.
- o Not to let a negative decision to representations create a feeling of frustration demanding intemperate reactions.
- o To avoid confrontation. Confrontation is never inductive to a favourable atmosphere ever developing, in fact, it works in the opposite direction.
- o Not to over-react to emotional appeals and public outcries.

SOUTH AFRICAN INDIAN COUNCIL MEETING

o Not to overstate one's case when making representations and submissions.

In wishing the Council every success for the future, Mr. Waring said he would in his years of his retirement, watch with interest its progress, and the work that it is doing for the Indian Community of the country.

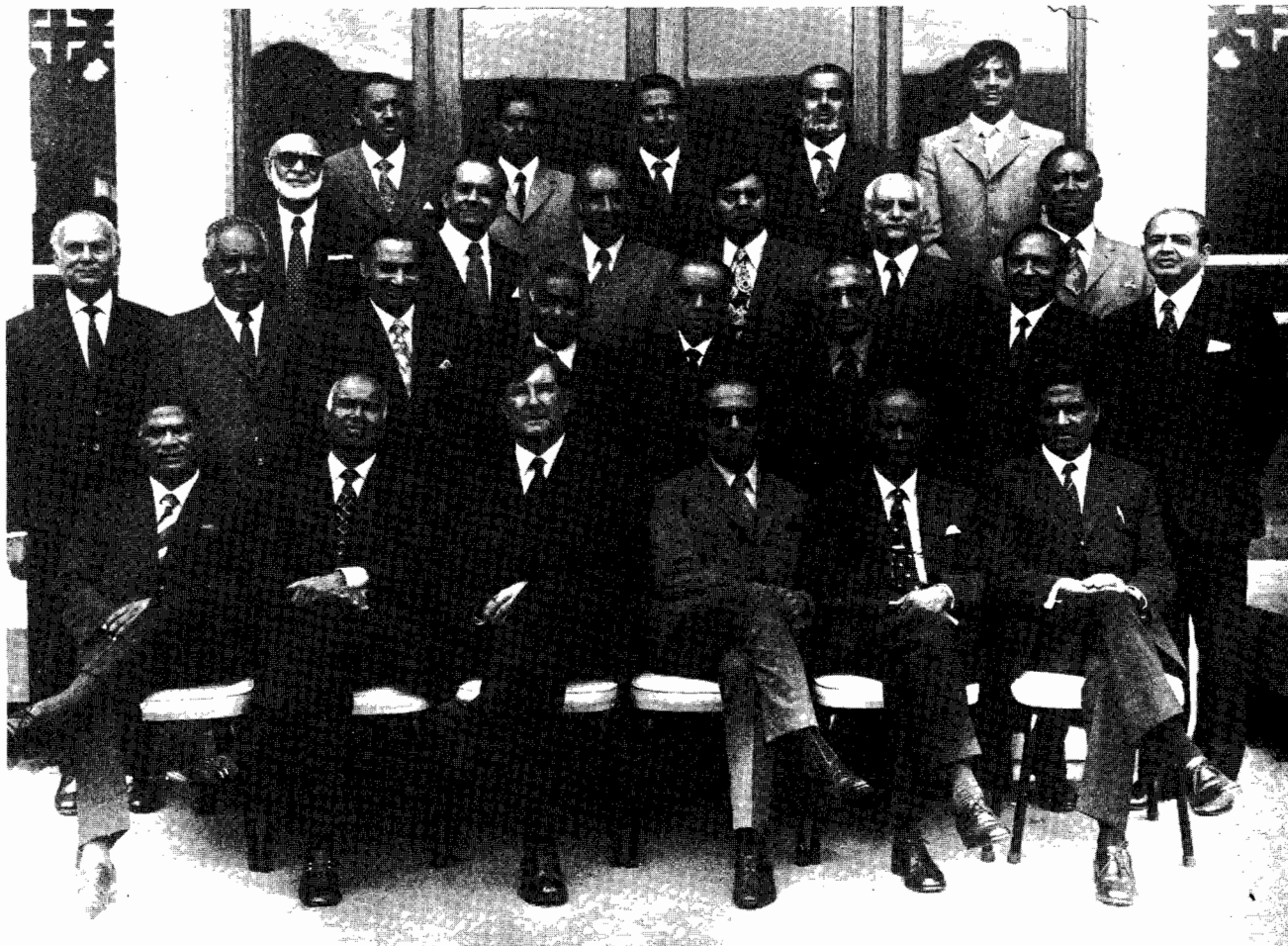
Dr. M. B. Naidoo thereupon addressed himself to Senator Horwood and said that the Council was very

pleased that he had been appointed as Minister of Indian Affairs in succession to Mr. Waring because he was well known to the Indian people and that as a result of his association with them over many years he should be fully aware of their needs and aspirations. He hoped that the Minister's association with the Council would be a happy one for himself and that he would be able to assist the community to make further progress. He thereupon listed a number

of matters which required attention. The most important of these, according to Dr. Naidoo, were housing, the relaxation of restrictions on inter-provincial movement, the narrowing of the pay gap, opportunities for Indians in State institutions, amenities in Indian areas and the zoning of beaches, some of which had already been raised by the Council with the Minister.

In thanking Dr. Naidoo and members of the Council for the very warm welcome extended to him, Senator Horwood paid tribute to his predecessor, Mr. Waring, for the manner in which he had handled the important portfolio of Indian Affairs, and he associated himself fully with the senti-

The members of the South African Indian Council with Senator Horwood. Seated are from left: Messrs Y.S. Chinsamy, A.M. Rajab, Senator Horwood, Mr H.E. Joosub, Dr M.B. Naidoo and Mr J.N. Reddy. Second row standing: Messrs A.G. Khan, J.B. Patel, M.E. Sultan, R.G.R. Munsook, H.N. Naran and L. Nelson. Third row standing: Messrs S. Collakoppen, V. Govender, A.B. Ismail, I.F.H. Mayet and S.R.B. Naidoo.



ments expressed by members of the Council.

Since his assumption of office the Minister said that he had gained a deeper insight into the problems which confront the Indian community, some of which had been mentioned by the Chairman of the Council. Referring to the progress which had been made in the past by the Council in finding solutions for some of these problems he said that he was very conscious of the fact that the Indians were members of a very ancient race which had made great contributions to civilisation, and that the Indians had great aspirations as a community in South Africa. "I believe," he said, "that by putting your case responsibly and in a well-informed way as you have been doing, and with the Government's sincerity and approach to your problems you will continue to make the progress which all have seen under my immediate predecessor's term of office and, indeed, in his predecessor's term of office as well."

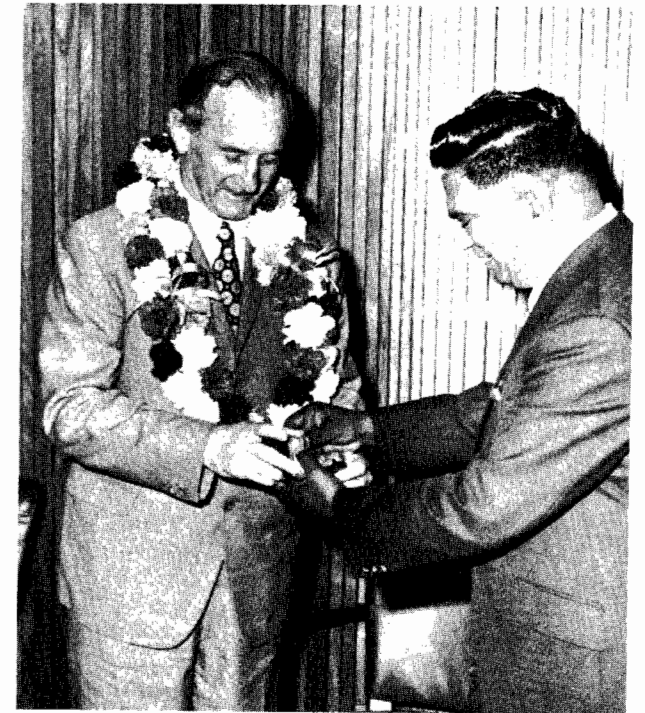
Senator Horwood indicated that in the consideration of representations made by the Council he would, if he felt that the Council was wrong and after having discussed the matter thoroughly, and given careful thought to the issue say so. At the same time he would endeavour to indicate alternative approaches and possible courses of action. Conversely if a good case had been made out and if after careful consideration of all the facts he thought that the Council was right, he gave members the assurance that he would support their case.

Commenting on the matters referred to by Dr. M. B. Naidoo the Minister stated that the Executive Committee had recently held discussions with him on several of these matters and that they were receiving his attention. Some of these issues required careful consideration and he needed more time to study them properly.

He was pleased to announce, however, that the representations made by the Council in respect of the inter-provincial movement of Indians had met with success and added that:

"The Government had given careful consideration to representations by the South African Indian

On behalf of the Council, Executive Committee member, Mr Y.S. Chinsamy, handed a gift of gold cuff-links to the retiring Minister.



Council for the removal of the restrictions placed on Indians in regard to interprovincial movement and although it cannot see its way clear to remove all barriers at this stage, it has decided to introduce amending legislation during the forthcoming session of Parliament that will enable the Minister to relax certain of these restrictions by way of exemption from the necessity to obtain permits for travelling to other provinces for certain specified purposes and periods.

"Details of these concessions will be made public after the relevant Act has been amended and promulgated. The manner in which the relief measures in terms of the amending legislation will be applied, will be discussed with the Council before being made public.

"Attention is, however, drawn to the fact that as far as the O.F.S., the Northern Districts of Natal and the Transkei are concerned, the movement of Indians is regulated by other measures which will not be affected by the proposed amendment to the Admissions of Persons to the Republic Regulation Act, 1972 (prior to the 2nd June, 1972, the Admission of Persons to the Union Regulation

Act, 1913)."

The Minister went on to say that the Government had also decided with regard to the University of Durban-Westville to bring about certain changes in the composition of the Council of the University and he made the following statement in this connection:

"Acting upon representations by the South African Indian Council and the Council of the University of Durban-Westville to afford the Indian community the opportunity of playing a more meaningful role in the control and administration of their university, it has been decided by the Government to introduce legislation to abolish the Advisory Council and Senate and to give direct representation to the Indian community on the Council.

"I, therefore, intend at the end of 1974, when the periods of office of the Council and the Advisory Council expire, to enlarge the Council's membership to 16 by the appointment of 4 Indians as members."

Mr. A. M. Rajab reported on the discussions which the Executive Committee had recently held with the Minister, one of which concerned the



SOUTH AFRICAN INDIAN COUNCIL MEETING

enlargement and conversion of the Council to an elected body. It had been decided that the Executive Committee would submit certain suggestions to the Minister as to how this should be brought about. Another matter that was raised with the Minister was the problem of the Chatsworth Bus Operators. The Council also noted that both Mr. A. M. Rajab and Mr. J. N. Reddy in their capacities as Chairmen of the Executive Committee and of the Southern Durban Local Affairs Committee respectively had given evidence before the National Transport Commission in support of the retention of the bus services for the residents of Chatsworth.

In the course of the deliberation

the Council also gave consideration to a number of other matters, the most important of which were:

NON-WHITE LOCAL GOVERNMENT ADMINISTRATION

The Council noted with gratification that the Group Areas Amendment Act, 1972, had recently been promulgated and that as a result thereof the overall control of the institution of local government administration for Indians had become vested in the Minister of Indian Affairs.

The Council noted further that the second autonomous Indian local authority had been established for Isipingo Beach and Isipingo Rail and that the possibility existed that further such bodies might come about

in the not too distant future.

As far as the Cape and the Transvaal were concerned, further Consultative and Management Committees were in the process of being established.

GROUP AREAS MATTERS

The Chairman of the Executive Committee reported that the Committee was hoping to have discussions in the near future with the Ministers of Indian Affairs and of Planning concerning the proclamation of group areas at Newlands, Stockville, Wyebank and Newcastle. Certain implications of the Government's decision to proclaim Grey Street as an Indian business area had recently been considered by the Committee and representations in re-

gard thereto had been made to the authorities concerned.

INDIAN DEVELOPMENT CORPORATION

The Council heard a report on the discussion which certain members of the Executive Committee had recently held with the Secretary for Industry and officials of the Industrial Development Corporation with regard to the establishment of an Indian Development Corporation. It was noted that facilities existed whereby Indians obtain financial assistance for both large and small industrial undertakings and that there was, therefore, no need for a separate body to be set up for them.

ELECTRICIANS AND PLUMBERS

The Chairman of the Executive Committee reported that discussions had recently been held with the officials of the Electricity Supply Commission with the object of opportunities being created by the Commission for the training of Indians as electricians. The matter was being further pursued. The Committee also proposed having discussions with the principal local authorities in whose areas of jurisdiction there were large concentrations of Indians with a view to exploring training and employment opportunities for Indians as electricians.

INDIAN CULTURAL COUNCIL

The Council noted with great pleasure that an Indian cultural organisation had recently been established in Natal for the promotion of the cultural activities of the Indian people and that all the principal language groups would be represented thereon. Indians in the Cape and the Transvaal were encouraged to form similar bodies.

INDUSTRIAL SITES FOR INDIANS

The necessity of industrial sites being provided in Indian areas such as Phoenix, Newlands, etc., to make the economically viable from a municipal point of view was discussed and it was noted that the Executive Committee proposed making representations to the authorities in regard to this matter.

As far as Chatsworth was concerned sites had been provided in certain of the neighbourhood units



and in Silverglen and some of these were at present being offered for sale.

DENTAL DEGREES OBTAINED IN INDIA, PAKISTAN AND CAIRO

Council reviewed the difficulties with which students who had obtained dental degrees in India, Pakistan and Cairo were faced in finding employment in State and other institutions. In view of the fact that more South African Indians were expected to qualify at these universities during the next few years the Executive Committee was asked to renew its efforts to have this problem solved.

INDIAN MARKET STALLHOLDERS

The Council was informed that the Executive Committee was still endeavouring to persuade the Durban City Council to provide suitable alternative accommodation for the market stallholders in the Grey Street area when they would have to vacate the existing market building at the end of March, 1973. Certain proposals in this regard had been made to

The Chairman of the Executive Committee, Mr A.M. Rajab, (right) and Mr M.E. Sultan in discussion with the Minister.

them.

EDUCATION MATTERS

The Council was given details of the new differentiated system of education which is to be introduced in Indian schools as from the beginning of 1973. After discussing the matter fully the Council decided to give its full support to this move.

GENERAL

Other matters discussed by the Council during its meeting included agricultural land for Indians, the creation of "Boys Town" for Indians, employment opportunities for Indians in the Railways and Harbours Administration, the admission of concert artistes to the Republic, the difficulties facing Indians in certain occupations in the hotel trade in complying with the bilingual requirements about to be introduced. □

NATAL INDIAN REGIONAL CULTURAL COUNCIL

FOR SOME YEARS now, interest has been growing in the formation of an Indian cultural council to co-ordinate the various linguistic groups in the Indian community. The success achieved by the Natal Tamil Vedic Society at the City Hall in Durban two years ago when the five Indian linguistic groups presented a joint programme, further demonstrated the need to create a regional body with the object of drawing the various groups together rather than allowing them to continue as separate entities. The inspiration for such a movement was provided by the Natal Arts Performing Council which is the recipient of a State subsidy to promote music, art and drama in the Coloured community. Indians concerned with the preservation of the indigenous elements of their culture saw in the formation of a Cultural Council the means of unifying the various linguistic groups into one body which will encourage and present the best features of their cultural heritage.

Mr Y. S. Chinsamy, an executive member of the South African Indian Council recognised the value of a State subsidised Cultural Council and the potential it would possess in arousing interest in Indian Music, Dance, Drama and Literature. The idea was discussed with several leading Indian musicians and cultural leaders who welcomed the idea and saw in the proposed Indian Cultural Council a medium for the fulfilment of their aspirations. This then, was the beginning of a movement to establish an Indian Cultural Council.

In order to give practical effect

to the idea envisaged, it was recommended that an Indian cultural council be established along the lines of the South African Performing Arts Council. It was suggested that the management and control of the Indian Cultural Council be vested in a Board of Management consisting of 15 members who are elected thereto by the various cultural organisations with due cognisance being taken of the rights of each linguistic group to be represented on the Council. The five linguistic groups to which the Council refers are as follows:

1. Tamil speaking Indians.
2. Hindi speaking Indians.
3. Telegu speaking Indians.
4. Urdu speaking Indians.
5. Gujurati speaking Indians.

The preliminary discussions on the formation of a Council culminated in a meeting of several cultural leaders from the different linguistic groups at the Department of Indian Affairs in Durban in February this year. At this meeting it was decided that the members present, including heads of different cultural organisations convene meetings of their individual linguistic groups in order to put forward the proposal, arrived at in the meeting held in the Department of Indian Affairs. This was done and the Natal Tamil Vedic Society, the premier Tamil cultural body widely recognised in the Republic for the propagation of the Tamil language and culture, submitted the following Resolution passed at a meeting in the Natal Tamil Vedic Society Hall.

"That this meeting of the Tamil people, whilst appreciating the ef-

forts of the South African Indian Council in its endeavour to secure Government assistance and recognition towards the development of Tamil Art and Culture in this country, hereby resolves:

That the Tamil people unanimously agree to constitute themselves into a cultural group Committee or Council in accordance with the terms and requirements of the Department of Indian Affairs as represented by the South African Indian Council."

Similar resolutions were submitted by the other linguistic groups who, it must be appreciated, had pledged themselves to work together for the promotion of Indian Culture. Several meetings were held subsequently. In the latter two a Draft Constitution was considered. At a special meeting convened for the purpose, the Constitution was unanimously adopted.

The Constitution, among other things, provides for the encouragement of artists in South Africa to become professionals in their respective cultural fields, to encourage the writing of plays, music and songs, painting, sculpture or modelling or any work intended to further the work of the organisation.

The constitution provides for the election of a chairman, a vice-chairman, secretary, treasurer and three other members who shall constitute

an executive committee.

At the first meeting for the election of office-bearers, the following were elected:

Messrs S. R. Devar (Chairman), M. I. Mehtar (Vice-Chairman), Bal Ganesh (Secretary), P. V. Lakhani (Treasurer) and P. I. Devan, S. Chotai, S. K. Naidoo (executive members).

Similar meetings will soon be held in the Transvaal and the Cape Province. The regional councils when formed will function in terms of the constitution applicable to Natal. It is envisaged that upon the formation of the regional councils in the three provinces, a co-ordinating council, consisting of the regional councils, will become the supreme body which will have jurisdiction over the regional bodies on all matters relevant to the promotion of Indian culture in the Republic.

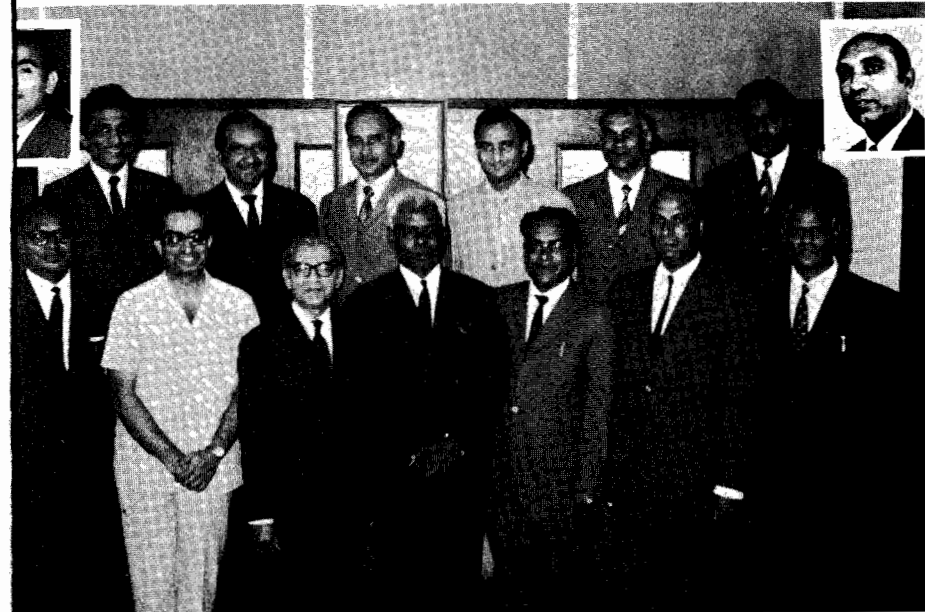
This move must not be regarded as an attempt on the part of the State to divide the Indian community into linguistic groups, and thereby sow the seeds of dissension among them. Such a fear is groundless. The State plays no part in this venture except to consider the allocation of a grant, when representations for it is made. The idea of a cultural council originated with the Indian community which saw in the formation of the council a means of bringing together

The members of the Natal Indian Regional Cultural Council, photographed at their first meeting, are from left in front: Mr S. Chotai, Mr P.V. Lakhani (Treasurer), Mr M.A. Mehtar (Vice-President), Mr S.R. Devar (President), Mr Bal Ganesh (Secretary), Mr S.K. Naidoo and Mr P.I. Devan. From left in the second row are: Messrs Z. Siddiqui, E. Bacus, S. Rambharos, K.J. Desai, S. Reddy and B.D. Naidoo. Inset: Mr J.T. Bhoola (left) and Mr T. Vadivelu.

the different linguistic groups to enliven and perpetuate in South Africa the rich cultural heritage of the Indian people. The formation of the Cultural Council must not be construed as being an attempt to alienate the Indians from the rest of his fellow South Africans. Rather, it is an attempt to emphasise the unity in diversity and to enrich the aesthetic life of the South African peoples. It is important for the Indian, no matter where he is, to retain his language and his spiritual values.

One cannot escape the bewitching movements of the Bharata Natyam or the Manipuri dance or escape the ecstatic music of North or South India. Whatever one may have to say in approval or rejection of Indian culture in South Africa, the fact remains that the present generation of Indian South Africans possess a cultural inheritance of which Indians can be proud.

A people live by the ideals enshrined in their hearts, and cannot forsake the memories that shape their character and offer enrichment to their personality. In the countless vicissitudes of their history the Indians have forged instruments of civilisation and advanced from stage to stage. But in all this, one discovers the permanent elements, the beliefs and the enduring human temperament. Like the Greeks, the Indians were preoccupied with the vision of the Gods and gave expression through their languages and songs to their searching curiosity about man and his place in the Universe. With the consciousness of such a heritage, it is now necessary that the Indian South African reassesses his role in the aesthetic life of this country. That he will do so is not to be doubted, and it is for this reason that the Indian Cultural Council is commended for serious consideration. □



By
Dr. M. B. Naidoo

DURING THE PAST several years the press in this country has been diligent in pointing out to the public the alarming implications of the population explosion, but unfortunately the papers are always so full of frightening reports of wars, atomic or otherwise, and other calamities that, naturally enough, readers become hardened and tend to regard each new problem in the way they do the atom bomb — "We can't do anything about it, so why worry?"

The difference is, however, that the atomic bomb is a mere squib compared with the menace of world over-population, and there is something we can do about that. The control of the bomb lies in the hands of politicians and generals, but the control of the far greater threat of world over-population rests in the hands of every living adult — and that means you and me. I cannot overstress this point. We are all busy people, working for our living, planning our futures and those of our children; but the plain fact is that unless we do something active about population control, we can give up bothering about our children's futures, because they just won't have any. Population control is everybody's business — and it is no good leaving it to the next man.

WHY HAS THE PROBLEM ARISEN?

There is no single cause for the increasing speed of growth of the world's population. A number of factors have all worked together. First of all, there are the numerous advances in two important branches of medicine, the preventive and curative.

PREVENTIVE MEDICINE

This amounts, in essence, to protecting man against his environment. Epidemics, which once killed thousands, are controlled by inoculation

and vaccination. Water supplies are protected and purified, standards of housing and sanitation have been constantly raised during the past century, and in fact many killing diseases such as plague and typhus have disappeared altogether from large areas of the world. Another direct result of the growth of preventive medicine has been a lessening of the number of babies dying during their first year of life and of the number of women dying in childbirth — a reduction in maternal and infant mortality in fact, which tends to encourage an increase of the population.

CURATIVE MEDICINE

The impact of the great development in the effectiveness of modern medical skills and drugs is to increase man's expectation of life — to postpone death — and this, like the prevention of disease, has played a part in upsetting the balance of nature. But another factor has developed, and that is a changed age-structure in many populations. More and more of them, especially the more highly

developed ones, are showing a greater proportion of older people. On the other hand, in less developed communities there are comparatively more people from the younger age group which propagates faster.

ECONOMIC FACTORS

A general trend in many countries is for the wealthy to be few, and the poor, who usually multiply faster to be many. On the other hand, some countries endeavour to reduce the hardship of these by welfare schemes, such as famine relief and free medical services, thus cancelling out factors which naturally limit the population.

DISCIPLINE

We are all too familiar with the term "permissive society", which simply means a falling away of traditional moral or tribal codes of sexual behaviour. This contributes to a high illegitimacy rate and a more rapid population increase.

Some countries have encouraged

a high rate of fertility among its women from a sense of nationalism just as Hitler gave medals to women with over-large families of potential little Nazis. Other countries have been powerfully influenced by religious bodies which see in the number of babies born into their faith more adherents to increase their strength. It is encouraging to note that more and more nations are realising the fatal fallacy of these policies which have undoubtedly contributed to overall population growth.

LACK OF FORESIGHT AND ACTION

The population explosion now threatening the world could have been foreseen long ago, but in 1900 the world population was only a paltry 1.75 billion. It is now 3.5 billion. The trouble was that very few people recognised the dangerous trend and its (to us) obvious implications. They can hardly be blamed for the fact that the first birth-control clinic was not opened until 1916, because the population increase was a gradual

process — though, of course, it was gaining momentum all the time.

HOW BIG IS IT?

We ordinary people are not used to thinking in billions or even in millions. They are difficult to visualise; they are not things we handle or see in daily life. But when we begin to study the world population explosion we have got to try and adjust our minds to these vast numbers. For example Professor Ian Sadie of the University of Stellenbosch has pointed out in 1970 that during the 12 months following his talk, about 124 million babies would be born in the world, but only 51 million people would die. This means an increase of 73 million people; enough to replace the population of France, Switzerland and Holland! The population increase in the world is at the rate of 1.9% to 2% a year. How small that sounds! But it actually means that the population **doubles** itself every 35 years. The rate, by the way, varies from country to country and in general the underdeveloped

countries show the most rapid rate of increase. As regards our country, Dr. N. J. van Rensburg of the H.F. Verwoerd Hospital estimates that if nothing is done about it, the population will increase from the present 21.5 million to between 53 and 70 million by the turn of the century. I know that we live in a big country and there seems to be an awful lot of empty space, but let us see what the concrete effects of this popu-

PLAN ... or PERISH

by **Dr. A. T. G. Thomas, M.D., B.Sc., D.P.H.**
Medical Officer in charge of Family Planning, Natal Region,
Department of Health.



THIS GENERATION THE NEXT?

lation increase will have on us and, more importantly, on our children.

WHAT ARE ITS PRESENT EFFECTS?

Accepting the fact that the world population is growing too fast, and has been for the past quarter of a century, what do we find? The effects of what is happening are much more evident to those of us who are past middle age because we can compare what we see today with what we can remember of the spacious days before cities developed a peri-urban sprawl, before the days of queues when one could always get a seat in a bus or train. Younger people have grown up to accept the discomforts caused by overpopulation — and by the same token are less easily frightened by its implications. This is unfortunate, because it will fall to them to carry on the work on population control which we are trying to start. Accepting that there are too many people around for comfort in the cities, what other evils are beginning to show? Because of the urban sprawl, which I have already mentioned, more and more people have to travel longer distances to work, leading to industrial inefficiency. True, this is now being met by setting up factories and offices in peri-urban areas; but this is not the whole answer, and in any case destroys country amenities. A more sinister effect of urban overcrowding is an increase in crime, particularly juvenile delinquency, and sexual immorality which results in an increase in illegitimate births.

POLLUTION

Next in this sinister list is pollution. Overcrowding overloads sewerage systems, resulting in the fouling of rivers, lakes and the sea, while in poorer areas coal fires are still being used, causing smog and atmospheric pollution. But these evils all fade into insignificance beside the problem of starvation. The plain fact is that at this moment **half of the people** in the world do not get enough to eat. To quote a joint declaration by a group of Nobel Prize winners:

"Unless a favourable balance of population and the resources is achieved with a minimum of delay, there is in prospect a dark age of human misery, famine, under-education and unrest which would generate a growing panic, exploding in wars fought to appropriate the dwindling means of survival." — Borgstrom (food production expert). It is estimated that one half of the children alive today never reach adulthood, and that the deaths due to starvation and malnutrition in the world were (in 1969) 70 per minute or 4 200 per hour, which is 100 000 per day or about 35.5 million per year.

"Every 8 weeks the world must find food to feed an additional 10 million people — a population larger than either London or New York." (This was written in 1969 and is already out of date.)

WHAT IS BEING DONE ABOUT IT?

The only real solution to the many problems associated with overpopulation is for every country with a rapidly growing population to control it by promoting family planning, an idea that began to be taken seriously in the 1960's, when the activities of such bodies as the International Planned Parenthood Federation started to expand on a global scale. About eight years ago the principle was given an enormous impetus by the World Health Organisation. Since then nearly every important country in the world has considered or implemented schemes for the control of population growth, including many newly independent African States such as Kenya and Ghana. In this country, by the end of 1966 there were 291 family planning clinics, and services given by 426 District Surgeons. The number since then has considerably increased. Natal alone has more than 72 centres and 50 District Surgeons, and all materials and advice are given free. The centres are run by Government, Local Authorities, Hospitals (including some Missionary Hospitals) and by the Natal Association for Maternal and Family Welfare. From this

it will be seen that the need for serious and determined action has been recognised. The facilities are there and are constantly being extended. What is now needed, and urgently needed, is for full and increasing use to be made of them.

WHAT IS FAMILY PLANNING?

If this is to be done — and it must be — everyone should have a clear idea of what family planning is. Firstly, it is not:

- ★ confined to any particular race, but to all;
- ★ compulsory in any sense;
- ★ aimed primarily at reducing the population directly by restricting births, but at having them **spaced** so that every child has a fair chance of health and education and so that food production can catch up;
- ★ a separate service but part of a comprehensive scheme aimed at securing a general betterment of the health of the population.

The benefits of family planning are:

- ★ **To the father** who will have a lighter financial burden to bear and more money to spend on his home and the welfare of his family.
- ★ **To the mother** better health and less hard work.
- ★ **To the child** better education, better nutrition and better health.
- ★ **To everybody** a world free from fear for their children's future survival, and enough to eat!

Family planning is carried on at Health Centres and clinics at which women can receive free materials and advice.

WHAT ARE YOU GOING TO DO ABOUT IT?

Having learned the facts about the population explosion and the serious effects it can have on you, and, in particular, on your children, as well as the benefits that family planning can give, no doubt you will want to do something about it. □

A Woman's World

Matron of a hospital

Mrs. M. Thumbadoo



MRS M. THUMBADOO, the matron of Shifa Hospital, Durban, since 1968, was born in Johannesburg and trained at Baragwanath Hospital. After qualifying in 1950, she took a midwifery course at the Bridgeman Memorial Hospital.

After her marriage she came to Durban and joined the Institute of Family and Community Health (now known as the Clairwood Hospital) where she remained from 1953 to 1960. While there she studied Social and Preventive Medicine under Professor Sydney Kok.

When the Institute was taken over by the Natal Provincial Administration, Mrs Thumbadoo joined the staff of the King Edward VIII Hospital where she worked in the children's ward. She also spent some time at St. Aidan's mission hospital.

During the course of her work, Mrs Thumbadoo attended part-time

lectures at the M.L. Sultan College in Durban and obtained her Public Health Certificate.

Later, Mrs Thumbadoo spent a year on a full-time course in Ward Administration and Clinical teaching at Edendale Hospital in Pietermaritzburg.

In 1968, she accepted the post of matron at the Shifa Hospital.

The hospital, which is privately owned, is run by a Board of three directors: Dr A. Khan, Dr M. G. H. Mayet and Dr Y. Motala.

Shifa is a sixty-bed hospital with medical and surgical sections and a maternity and children's ward. It has its own Renal Dialysis Unit for kidney patients and a 24-hour out-patients' service. Nurses' quarters accommodate up to 20 nurses.

The hospital is served by 6 doctors, 4 sisters, 21 staff nurses and 12 student nurses.

A recent innovation has been the

introduction of training facilities for nurses, and the first group of auxiliary nurses who have been trained wrote their examinations in September, 1972. They all started as nurse aides at Shifa.

Sister Thumbadoo was the original instigator of this move to train student nurses at Shifa.

She feels that there is a need for more registered nurses who can take responsibility and thus relieve the doctors of some of their work.

When asked about the number of nurses coming forward for training Sister Thumbadoo said: "Years ago, people looked down on the girls who received training, but not now. The numbers are going up every year."

In spite of her busy life at the hospital, Sister Thumbadoo finds time to spend with her family. Her husband lectures in the teacher training department at the M.L. Sultan College. They have four children. □

The Challenge of Crime

THE South African National Institute for Crime Prevention and Rehabilitation of Offenders (NICRO) recently convened the third national meeting of its Indian committees in Durban, choosing as theme "The Challenge of Crime". Mr L. L. Millar, Chief of Social Development of the Department of Indian Affairs officially opened the meeting. Papers on the subject matter were also presented by Mrs P. Ramasar, regional supervisor of the S.A. National Council for Child Welfare, Mr R. S. Naidoo, president of the S.A. Indian Teachers' Association, Rev L. D. Poodhun, rector of Christ Church, Durban and Mr P. N. Pillay from the Department of Economics, Univer-

sity of Natal. Mrs F. Meer delivered an address on "Crime: its Challenge to Society".

Mr Millar in his opening address pointed out that there is no society that is not confronted with the problem of criminality. Its form changes; the acts thus characterised are not always the same, but everywhere and always there have been men and women who have behaved in such a way as to draw upon themselves penal repression.

The question arises "What is Crime?" Mr Millar referred to Elmer Hubert Johnson who in his book "Crime, Correction and Society" differentiates between a legal and social definition of crime.

The legal definition is "Crime is an intentional act or omission in violation of criminal law, committed without defence or justification and sanctioned by the law as a felony or misdemeanour". This definition explains the legal concept of crime: that behaviour becomes criminal when it violates or runs counter to that code. The offender cannot, however, be assumed to be a criminal until he has been found guilty by a competent court. This requirement is presumed to give the legal definition its special asset in precisely differentiating with competence between the criminal and the non-criminal. It is contended that criminal law is a particularly stable and responsible means of adjusting social control to changing social conditions.

The social definition of crime according to Johnson, Mr. Millar pointed out, is "an act which the group regards as sufficiently menacing to its fundamental interests to justify formal reaction to restrain the violator". This definition assumes that criminal laws are seen as part of a larger body of norms. It may be regarded as in part a body of rules which prohibit specific forms

of conduct and indicate punishments for violations. Here crime is defined more broadly than under the legal concept. It is viewed as anti-social behaviour that is injurious to those social interests which rules of behaviour (including legal codes) are designed to support. This means crime is defined to include a larger variety and quantity of behaviour than that which the criminal law is intended to penalise. The intrinsic qualities of behaviour are considered to be a major focus of study, rather than only the violation of criminal law.

Mr Millar referred to criminals as intriguing figures in fiction. They are equally interesting to the social scientist because their deviant behaviour and the societal responses to their deviation raise major questions meriting profound study. In fact, along with many other academic specialities criminology offers a useful framework for a systematic survey of knowledge about human activities. Included among criminals are as wide a variety of individuals as is found in the total population of a society. Criminology involves human beings — the criminals, their victims and those who deal with the various facets of the crime problem.

In referring to the crime rate in South Africa, particularly in the Indian community, Mr Millar quoted interesting data taken from the Report of the Commissioner of Prisons for the period July 1, 1970, to June 30, 1971. "For the period under discussion a total number of 1801 Asiatic males and 98 Asiatic females received sentences of a varied nature. Of the 1801 males 61,1% (1100) were sentenced up to four months, 4,9% (88) over six months but less than two years and 4,6% (82) over four months and up to six months. Of this same total of 1801 males 44,3% (797) had no previous convictions and were sentenced to under six months, 21,6% (389) had one previous conviction and were sentenced to under two years, 16% (288) had more than three previous convictions and were sentenced to under two years.

With regard to the age groups admitted during this period 31,4%

(565) of the males were between 21 and 29 years, 29% (522) between 30 and 39 years and 21,4% (385) between 40 and 59 years. Of the 98 females 38,8% (38) were between 30 and 39 years, 32,7% (32) between 40 and 59 years and 24,5% (24) between 21 and 29 years.

According to the said report there was a total of 337 Asiatic males in custody on June 30, 1971. Of these, 27% (91) were serving sentences of two years and over, 14,5% (49) were males, 44,3% (797) had no previous serving the indeterminate sentence and 14% (49) were serving sentences up to and including one month.

Particularly informative is the following comparative information regarding the daily averages of Asiatic male prisoners sentenced and unsentenced (data also quoted by Mr Millar from the report of the Commissioner of Prisons).

1961/62	373	1966/67	401
1962/63	388	1967/68	433
1963/64	413	1968/69	462

1964/65	425	1969/70	482
1965/66	417	1970/71	452

Mr Millar stated that it was evident that there is a steady increase in crime in our Indian community. The increase in numbers as such may not be excessive but it is certainly a phenomenon that necessitates very careful consideration. It is for this reason too, he pointed out, that a symposium on the subject matter of crime was of the utmost importance, serving a most useful need.

Mr Millar concluded by stating that the broad aim of welfare work may be seen as the promotion of a healthy society by means of services aimed at the prevention as well as the cure of social ills that cause social damage. "This is the joint task and responsibility of the Department of Indian Affairs, of which I am happy to be a member, and of the private sector in the sphere of welfare. We all have a positive role to fulfil. We are, after all, partners in the field of welfare."

Mr R.S. Naidoo delivering his paper. Also in the photograph are from left Mrs F. Meer, Rev. L.D. Poodhun, Mr L.L. Millar, Mrs P. Ramasar, Mr D. Grice and Dr T. Toussaient.



Photographed at the conference are from left Dr T. Toussaient (assistant national director of NICRO), Mr R.S. Naidoo, Mr P.N. Pillay, Mrs P. Ramasar (regional supervisor of child welfare), Mr L.L. Millar, Mr D. Grice (chairman of NICRO), Mrs F. Meer and Rev. L.D. Poodhun.

MESSAGES FROM THE MINISTER FOR AFFAIRS, SENATOR O. P. F. HORWOOD

Deepavali

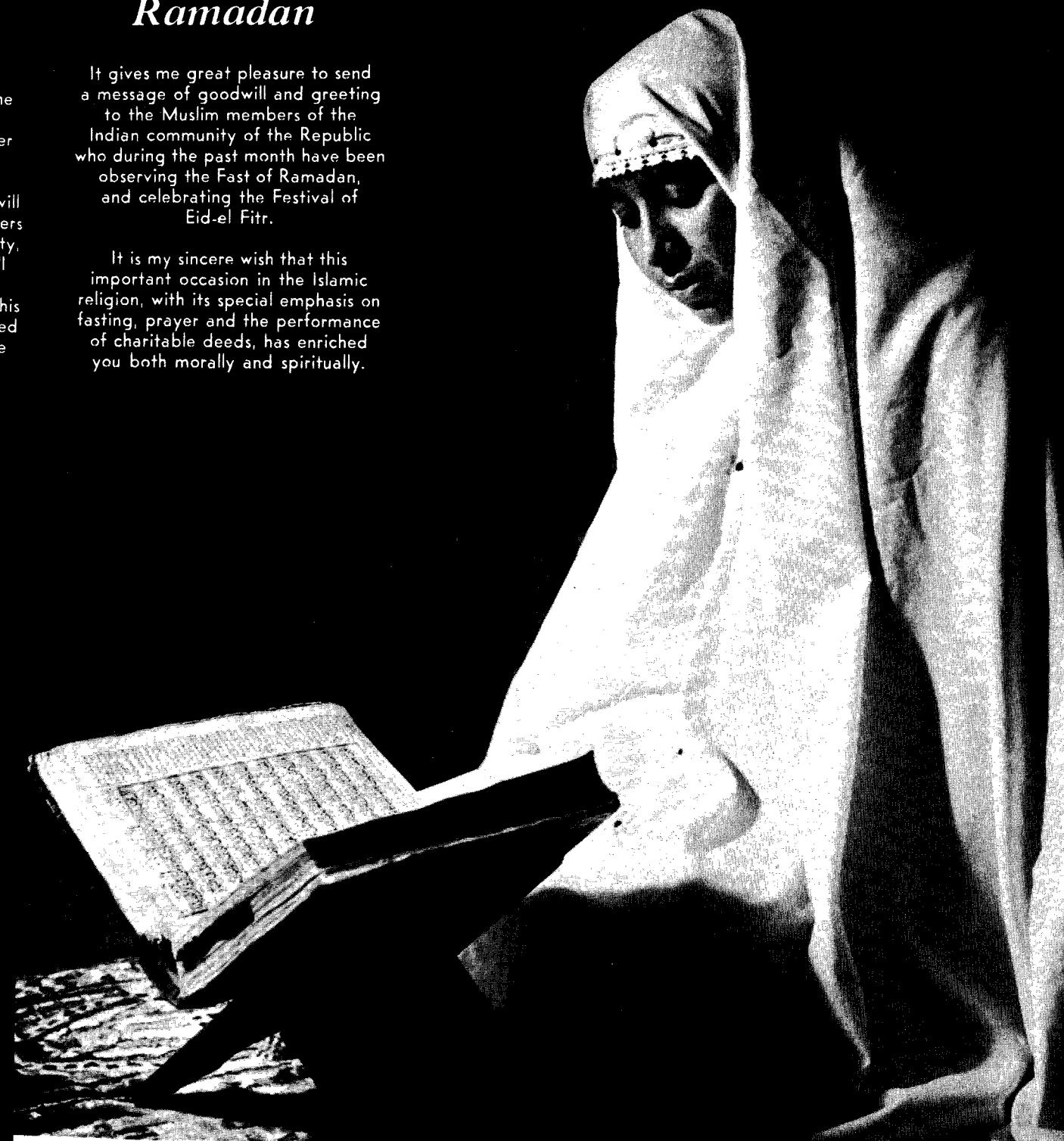
The lighting of the traditional clay lamps has again heralded the festival of Deepavali, with its symbolic message of triumph over evil, and light over darkness.

In sending this message of goodwill and greetings to the Hindu members of the Republic's Indian community, it is my sincere wish that you will derive much spiritual benefit on the occasion of your celebrating this festival which is so closely identified with the religious and cultural life of your community.

Ramadan

It gives me great pleasure to send a message of goodwill and greeting to the Muslim members of the Indian community of the Republic who during the past month have been observing the Fast of Ramadan, and celebrating the Festival of Eid-el Fitr.

It is my sincere wish that this important occasion in the Islamic religion, with its special emphasis on fasting, prayer and the performance of charitable deeds, has enriched you both morally and spiritually.



FAILURE AT SCHOOL

by
Dr. N. van der Walt

Part 1 Extent and Causes of the Problem

THERE is probably no school system in the world which is not in one way or another concerned about the proportion of pupils who fail. Investigations have been carried out in most countries and the solutions put forward vary from automatic promotion of all children to a stringent selection and grading of pupils.

Although there is this difference in approach all studies undertaken agree that failure of pupils is a wastage of human resources if it is not followed by a programme of diagnostic testing and remedial measures.

What we must know to come to grips with the problem is what the extent of it is and what measures can be introduced towards controlling it so that we waste neither the teaching time nor the human capital represented by the failing pupils.

PRIMARY SCHOOL — FAILURE

To see the picture as a whole we must start with failure at the primary school level.

The position in our primary schools and primary classes attached to high schools is as follows:

Enrolment and failure rate, Class i to Standard 6 in 1970:

	Enrolled	Failed	Percent. Failure
Cl. i — — — —	20 127	2 256	11,2
Cl. ii — — — —	17 543	1 519	8,6
Std. 1 — — — —	15 559	1 455	9,3
Std. 2 — — — —	14 037	1 291	9,2
Std. 3 — — — —	18 798	2 657	14,1
Std. 4 — — — —	16 973	1 587	11,1
Std. 5 — — — —	15 414	1 739	11,2
Total — — — —	118 456	12 805	10,3

If the enrolment of Class i is taken as 100% and the failure pattern remains unaltered then only 45,2% of the pupils will reach Standard 6 in 1978. This includes failures who repeat. Remember—a child who has failed once, tends to fail again.

An established fact is that a child who fails is a potential drop-out. This is understandable—he fails because the work becomes too difficult, he becomes frustrated and leaves school. If we take Standard 1 as a starting

point in 1966 and trace these pupils to the end of 1970, we notice that of the original 18 586, only 14 730 pupils were in Standard 5 in 1970. This represents a drop-out of 3 856 pupils during the period to 1970 which represents 20,7%.

Apart from these drop-outs, hundreds of other youngsters are under-achievers; they do not function at the level of their intellectual competence at school. These drop-outs and under-achievers represent a tragic waste of human resources, considering that we need their fullest productivity.

FAILURE IN THE HIGH SCHOOL

From the above it can be concluded that children now admitted to our high schools are already a selected group. We further state that in accordance with our education policy the method and material should be suited to the ability, interest and aptitude of each individual pupil. If we successfully apply this policy to this selected group there should be no serious failure problem



in our high schools.

What then is the failure-rate in our high schools?

In Natal and Transvaal High Schools it was as follows in 1971:

NATAL			
	No. of pupils who entered exam.	Failed	%
Std. 6 — — — —	12 734	1 771	13,9
Std. 7 — — — —	8 119	1 903	23,4
Std. 8 — — — —	6 427	1 744	27,1
Std. 9 — — — —	3 381	840	24,8
Std. 10 — — — —	2 822	1 322	46,8

TRANSVAAL			
	No. of pupils who entered exam.	Failed	%
Std. 6 — — — —	1 966	397	20,2
Std. 7 — — — —	1 719	331	19,3
Std. 8 — — — —	1 458	297	20,37
Std. 9 — — — —	852	286	33,6
Std. 10 — — — —	528	95	18,2

The failure rate from Std. 6 in 1967 to Std. 10 in 1971 was as follows, in Natal schools where Std. 6 enrolment is taken as 100%:

	Failure Rate
Std. 6 — 1967: 100 — — — —	7,6%
Std. 7 — 1968: 92,4 — — — —	25,4%
Std. 8 — 1969: 68,9 — — — —	36,8%
Std. 9 — 1970: 43,54 — — — —	33,69
Std. 10 — 1971: 28,87 — — — —	46,85%
Passed Std. 10: 1971: 15,35%	

Hence, for every 100 pupils admitted in Std. 6, only 15 pupils completed Std. 10.

The following is a comparison of Std. 9 and Std. 10 examination results in the five schools with the best Std. 10 results and the five schools with the worst Std. 10 results:

	Best Std. 10 Results		Worst Std. 10 Results	
	Std. 9 Fail.	Std. 10 Fail.	Std. 9 Fail.	Std. 10 Fail.
School A — — — —	17%	19%	17%	77%
School B — — — —	14%	22%	6%	76%
School C — — — —	17%	28%	16%	73%
School D — — — —	12%	29%	9%	72%
School E — — — —	10%	32%	7%	69%

From the table it is apparent that the policy of sifting is not being applied consistently in all schools.

Are some schools following a policy of passing potential failures in Std. 9 and doing the sifting in Std. 10 or is it a question of passing the buck? Whatever the case may be we have to decide what is best for the child and also keep in mind that schools and the Department are judged by their Std. 10 examination results. We have to decide whether we do our sifting in Std. 9 or Std. 10.

FINANCIAL IMPLICATIONS

Let me just touch on an aspect that is not educationally so important but

not without meaning in the overall picture of the promotion policy followed.

At the end of 1970 we had the position where 12 809 pupils from Class i to Std. 5 and 8 883 pupils in Stds. 6-10 were not promoted. Assuming that these failures do not drop out from school the implications will be as follows:

427 primary teachers (ratio 30:1) and 355 high school teachers (ratio 25:1) would be employed just teaching repeaters.

Thus repeaters alone would fill 16 primary schools holding 800 children each and 9 high schools holding 1 000 children each. For 1970 the per capita expenditure was R89 per primary pupil and R122 for a high school pupil. To keep these children one year longer at school the cost is R1 140 001 for primary school children and R1 083 726 for high school children.

No one will begrudge this expenditure provided that it is spent in an educationally sound way but a recurring expenditure of R2 223 727 per annum is big business, whichever way you look at it. Every attempt should therefore be made to curb the failure rate as far as possible without lowering of academic standards.

DORP-OUT OF PUPILS IN HIGH SCHOOLS

How many of our High School pupils drop out of school?

DORP-OUTS, STD. 6 IN 1966 TO STD. 10 IN 1970, ARE AS FOLLOWS:

STANDARD					
Year	6	7	8	9	10
1965 — — — —	10550(100%)				
1967 — — — —		6511(62,6%)			
1963 — — — —			5273(49,9%)		
1969 — — — —				3252(30,8%)	
1970 — — — —					2145(20,3%)

Thus 20,3% of the children who entered Std. 6 in 1966 advanced to Std. 10 in 1970—the others left school. I must however, add that the holding power of our high schools is improving tremendously. The growth of our high school population was 14% in 1971 as compared with 2%

growth in primary schools. Pupils should be encouraged to remain at school to attain the highest possible qualification because there is a positive correlation between educational attainment and income. The following table is taken from the 'Civil Servant' and needs no explanation:

AVERAGE ANNUAL INCOME OF MEN RELATED TO EDUCATIONAL LEVEL

QUALIFICATION					
	Std. 12-24	Std. 25-39	Std. 40-59	Std. 10+	A Degree
	633	1 263	2 916	1 203	1 200
	1 600	2 070	2 947	3 120	3 684
	1 782	2 916	3 360	3 782	4 800

Research carried out by the Human Sciences Research Council in 1963 showed that at that date:

8,7% of the Indian population was at school.

69,6% had been at school, and 21,7% had never been at school.

The research showed that most of the younger generation, in comparison with the older group, had been to school:

6% of the age group 15-24, 58,3% of the age group 55-64, 66,7% of the age group 65+, had no schooling.

It is thus abundantly clear that the younger generation fully realises the importance of education. It is our duty to help them on the way.

THE CAUSES OF SCHOOL FAILURE

Investigations into the causes of school failure show that in most cases of failure there is not a single but a combination of causes—such a combination can be: below average intelligence, illness plus a poor socio-economic background.

J. B. Edmonson in "Why High School Pupils Fail" lists 30 causes of failure while Cole in an investigation published in "Educational Research" lists 113 such causes.

The major causes seem to be a below average intelligence; ill-health and, because of that, irregular school attendance; poor home conditions and a below average socio-economic position.

(a) BELOW AVERAGE INTELLIGENCE.

L. M. Terman thought the chief

cause of school failure was lack of intelligence. Later researchers found that from 40 to 50% of repeaters had an I.Q. of 110-125. Lack of intelligence might be the main but not the only cause of failure.

When we express judgment in school about a child's intelligence we need to consider several qualifications:

- (i) Firstly there is the danger that impressions of the child's ability are based too much on the child's poor school achievement.
- (ii) With children in poorer areas, we need to recognise that the verbal and cultural limitations of their environment affect their school learning.
- (iii) We must realise that intelligence is not a unified ability but a range of different processes.
- (iv) Finally, when we say that a child is lacking in intelligence we must beware of assuming that this is a permanent unchanging fact.

In practice, in estimating what we can expect of pupils we have to take account of the fact that good motivation, parental encouragement, attitude to work and other personal qualities may enable a child to do better than expected. There is good evidence that school morale, teachers' expectations and other influences affect standards of achievement.

(b) BROKEN AND UNSTABLE HOMES.

Children from broken homes and emotionally deprived children have difficulties in maintaining an interest span. In trying to deal with their feelings they are so pre-occupied in their own thoughts of hostility, guilt, grief and anger that they cannot concentrate. Therefore, these children may be categorized as slow learners or dull normals, resulting in retention. (Clark: Emotional Problems: A Major Factor in Retention).

(c) HOME ENVIRONMENT: THE MOTHER.

It has long been realised that the kind of home a child comes from is an important factor in his progress at school. It is commonplace that the lower streams in schools tend to have more children from poorer homes.

One of the first studies of environmental factors and backwardness was by Burt who showed how backwardness was related to poverty and to material and cultural deficiencies in the home. Retardation was due to many causes but Burt was able to say: 'If I had to single out the one factor in the home which bore the closest relation to the child's school progress it would not be economic status of the family but the efficiency of the mother.'

Recent research into the relationship between various aspects of home background and school progress has confirmed these ideas. Wiseman, in research for the Plowden Report, stresses that satisfactory school progress depends on the physical and psychological care of the child by the mother. Investigations by Fransen, Wiseman and Croft all found the degree of parental interest is more influential than the standard of the home or the school's academic record.

(d) CULTURALLY DEPRIVED AND SOCIALLY DISADVANTAGED CHILDREN.

The poor achievement of many slow learners is due as much to the limitations of their cultural background as to limitations of ability. Clegg and Megson have suggested that as many as 12% of children may be considered as children in distress whose poor response to schooling, vulnerability to delinquency, and maladjustment is caused by the poor circumstances in which they live.

(e) THE SCHOOL AS A CAUSE OF FAILURE.

Lafferty in investigating high school failures in Texas came to the conclusion that 24% of the failure rate was caused by low mentality, although the school was to be blamed for 76% of all failures. Carrothers in 'The Bulletin of the National Association of Secondary School Principals' blames the lack of dedication of teachers for most failures.

A summary of causes which can be attributed to the schools:

- (i) Large classes.
- (ii) Unqualified teachers.
- (iii) Wrong choice of subjects and courses.

- (iv) Too high a standard.
- (v) Poor teaching methods.
- (vi) Lack of dedication by teachers.
- (vii) Staff changes.
- (viii) Absenteeism by staff.

(i) Large classes

How big can a class be before size interferes with successful learning?

We must see the classroom for what it is—an extremely complex shifting web of interpersonal relations which can be described in terms of such dimensions as conflict, reinforcement, contagion, resistance, good direction, frustration, efficiency, expediency, productivity, and the like. Consensus of opinion is: The smaller the classes the greater the chances for early adoptions of newer and better practices; desirable classroom practices tend to be dropped when class-size is increased.

(ii) Unqualified teachers.

I think we can take it for granted that a qualified teacher can do a better job of teaching than an unqualified one.

- (1) Unqualified teachers are gradually being replaced. In 1968 we had 985 unqualified teachers, in 1971 there were 427—and these mostly for Music and Afrikaans.

- (2) Because of a shortage of teachers in certain subjects, a number of teachers are responsible for subjects other than those in which they qualified — they are really unqualified to teach those other subjects.

- (3) We have an overproduction of Geography and History teachers. The result is that teachers with majors in these subjects are placed in primary schools. Thus we get high school methods being used in primary school teaching. Are they qualified to teach in the primary school?

- (4) We have already spoken of the phenomenal growth of our high school population—14% in 1971. Our growth in teachers is 2%. A number of primary teachers are therefore drawn into the high schools. Are they qualified to be?

- (5) Finally, we have those teachers qualified to teach in the primary school who have improved their qualifications through external study. They now have the academic qualifications for high school work but are they professionally qualified for it?

(iii) Wrong choice of subjects and courses.

The performances of candidates in the Senior Certificate examinations of 1971 are given below to indicate the difficulties experienced by pupils in the incorrect choice of subjects for the course:

Advanced Grade:

Subject	No. of Candidates	Average % Passed
Typing	41	52
Accountancy	1 010	50
Housecraft	218	49
Phys. Sc.	309	III 48
History	825	IV 45
English	1 886	I 40
Biology	1 577	III {40
Maths	1 710	{39}
Geography	1 826	38} IV
Afrikaans	752	{37
Latin	1 162	II {34
	11 316	

Ordinary Grade:

Subject	No. of Candidates	Average % Passed
Accountancy	621	53
Biology	833	49
Indus. Arts	12	46
Physical Sc.	38	45
Health Education	291	45
English	872	42
Housecraft	228	41
Typing	89	40
History	235	39
Maths.	532	38
Geography	687	35
Afrikaans	379	34
Latin	315	22
	5 132	

Conclusions

- (1) 1 886 wrote on A-level as against 872 on the O-level, whereas it is estimated only 43% to 50% of Secondary School candidates are capable of coping with all subjects on the Advanced Grade. This shows a complete imbalance in choice of level attempted for the examination.

- (2) Of the 1 886 A-level candidates, a considerable number had chosen courses leading to the Matriculation Exemption. What do the figures show?

- (a) The mean mark for English was 40%, which is the minimum requirement for Matriculation Exemption. Therefore 50 failed on this score alone.

- (b) The mean marks for Afrikaans and Latin were 37% and 34% respectively. So here more than 50% would have failed on this score alone and not necessarily the same 50%.

- (c) For other subjects the marks scored were:

Mathematics	39%
Biology	40%
Physical Science	48%

Once again over 50% failed on the score alone. This proves that too many pupils who are unable to cope are still attempting Matriculation Exemption courses under the present system.

(iv) Neglect

Russ found that an I.Q. span of from 85-150 can be found in any classroom. Investigation in the Cape Province found a standard span of from Std. 2 to Std. 9; in the tested Std. 5 standard. Highwater, in a publication in 'Educational Administration and Supervision' states:

"In any grade above the primary level will be found the complete range of elementary school achievement."

When we examine these findings it is clearly obvious that the same

materials, methods of instruction, marking practices and grouping cannot successfully meet the needs of these pupils.

(v) Poor Teaching Methods

I feel that poor teaching methods and unimaginative approaches in teaching lead to failure.

(vi) Dedication

In a study of environmental factors on attainment, Kemp found that while attainment was related to the ability and social background of pupils the next important factor was school morale, determined by the attitude and philosophy of the head and staff. High morale and the proper tone of the school are conducive to learning.

(vii) Staff changes

During the year 1971, 1 032 transfers were effected. The majority of these transfers were as a result of the resettlement of Indians in proclaimed areas. Other factors were promotions, resignations, and the closure and opening of new schools!

These transfers affect the continuity of the pupils' education and could not be entirely ignored when failure at schools is being considered.

The Department has now decided to fill promotion posts and parallel transfers once a year—probably at the end of each year. This perhaps will reduce the number of transfers during the course of the year, thus reducing the number of disruptions to a minimum.

(viii) Staff absenteeism

During the year 1971, teachers were absent for 32 311 days on sick, occasional and examination leave. This does not include the number of teaching days lost on account of accouchement leave and long leave.

If we take 30 pupils as an average number of pupils per class then by simple arithmetic this means that 969 330 pupil days were lost. The loss of pupil-teacher contact in secondary classes, where on an average a teacher sees about 200 pupils per day, is phenomenal. □

The Language — Experience

Approach to Learning

*by Mrs. Joan Pope, Lecturer in Audio-visual Education at the
Springfield College of Education*

THIS approach to learning is fast gaining prominence in primary schools in the United States, Canada and England, as well as on the European Continent.

The Language-Experience Approach to learning makes no distinction between the development of listening, speaking, spelling and writing skills. It is based on the premise that all learning is generated from some experience. Children are encouraged to share former experiences, and join together in experiencing new subjects. It capitalises each child's oral-language background, and fosters creativity in both slow learners and fast.

The Language-Experience Approach to learning teaches a child that what he thinks about, he can say; what he says can be written by his teacher or by himself; what is written can be read by himself and by others. He learns, in other words, that writing and reading are natural extensions of his own speech.

In the Language-Experience Approach to reading, the oral language each child brings to school is valued, and it is used as a basis for developing his competency as a writer and as a reader.

When a child enters school, he soon comes to know that not everyone speaks "his" language, i.e. his child's language. With the Language-Experience Approach, however, he is not taken abruptly from his comfortable child's language to the unfamiliar language of an adult, or of a textbook. This is especially important for those children who are linguistically or culturally disadvantaged.

The child is not criticised by his peers or by his teachers. He is not made to conform to a "different" language which will inhibit his flow of ideas and reduce him to silence. Instead, he is encouraged to express himself in his own words, with the belief that it is important that he should express himself, for as he expresses his thoughts, he extends his language ability. To illustrate this point, supposing a little boy were asked to say how he feels, he might say: "I be happy." The teacher does not tell him immediately that he has expressed his thoughts ungrammatically, but she gravely writes it down and he reads it, learning to identify each word in the sentence. Then the teacher tells him that there is another way to express his thoughts, namely: "I am happy." She then writes this sentence down and her pupil learns to read the sentence and identify each word. He then practises several times saying, and reading: "I am happy." The argument in favour of such an approach to learning to read the correctly expressed sentence, he has learned not only the words, "I, am, happy", but also the word "be".

EXPLORING OWN INTERESTS

In a Language-Experience Approach to a learning programme, a child is given an opportunity to explore his own interests, to pose many of his own questions and to explore their solutions, to find his own answers and to use them.

One of the most important considerations with regard to this approach to learning is that each child is accepted and valued for what he is. He develops self-confidence and a feeling of accomplishment when he learns that his words can be written and read with understanding.

After the initial stage in learning to read has been successfully accomplished, the teacher interrelates the reading skills with other communication skills, such as listening, speaking, spelling and writing. Because these skills are not separated, the classroom becomes a laboratory of language experiences extending throughout the day. Communicative skills are applied in all curriculum areas, science, mathematics, art, music and social studies. The writer observed that "theme teaching" provided the best vehicle for the Language-Experience Approach Method.

To establish a continuing programme, the classroom itself becomes decentralised rather than arranged in a single, fixed, homogeneous unit. The room becomes, in effect, a variety of learning centres where the children are free to explore the resources in each. The teacher is able to work with individual children, with small groups, or with the class as a whole — thus providing the flexibility necessary for individualised instruction. Each child becomes increasingly self-directed as he uses a variety of manipulative materials.

With regards to the learning centres in each classroom, some centres may concentrate on art activities, or science projects. Game

centres may stress mathematics. Sensory experience centres heighten a child's awareness of things around him as he explores the size, shape, or texture of items, and the essential writing and reading centres help pupils compile their own word lists. In these centres, the pupils write about their experiences in other centres, and they read and edit each other's stories.

In order that such an approach to learning should succeed, a wide variety of materials should be regularly available, namely: library books, films, filmstrips and slides on topics children can discuss to help them express new ideas and feelings; games for practice in word recognition and writing skills; all types of art materials — children are encouraged to talk about and write about their paintings and drawings, extending their experience with words; recordings of music, songs, stories, sounds and dances; materials for writing — paper, pencils, crayons, marking pens, chalk, chalkboard and magic slates.

INQUIRING ATTITUDES, CREATIVE AND CRITICAL THINKING

It has been found that a continuing reading programme evokes enthusiastic and divergent responses as all children are continuously involved at their own level of competency. Inquiry attitudes, and creative as well as critical thinking are the result.

The Language-Experience Approach to learning has an extension beyond the classroom. It helps the child to become more sensitive to his environment, both within and outside the classroom. He realises he can use his own experiences and his own vocabulary to express a wide range of ideas. Then he can build to an understanding of the writings of others.

A Language-Experience Approach to learning works equally well with children who are emotionally disturbed, economically disadvantaged, educationally handicapped, gifted, and average. It is also advantageous for children who have English as a

second language.

The "Language-Experiences in Reading" Programme devised by Dr Roach van Allen is based on three strands of skills and activities.

STRAND ONE — EXTENDING EXPERIENCES WITH WORDS

1. Sharing experiences — tell, write or illustrate something on a purely personal basis.
2. Discussing experiences — interact with what other people say and write.
3. Listening to stories — hear what others have to say through books, and to relate ideas to one's own experiences.
4. Telling stories — organise one's thinking so that it can be shared orally or in writing in a clear and interesting manner.
5. Dictating words, sentences and stories — choose from all that might be said orally the most important part for someone else to write and read.
6. Writing independently — record one's own ideas and present them in a form for others to read.
7. Authoring individual books — organise one's ideas into a sequence; illustrate them, and make them into books.

STRAND TWO — STUDYING THE ENGLISH LANGUAGE

1. Conceptualising the relationship speaking, writing and reading — conceptualise through extensive practice that reading is the interpretation of speech that has been written and then must be reconstructed orally or silently.
2. Expanding vocabulary — expand one's listening, speaking, reading and writing (including spelling)

vocabulary.

STRAND THREE — PERSONAL EXPERIENCES

1. Read whole stories and books — read books for information, pleasure, and improvement of reading skills on an individual basis.
2. Using a variety of resources — find and use many resources in expanding vocabulary, improving oral and written expression, and sharing ideas.
3. Comprehending what is read — gain skill in following directions, understanding words in the context of sentences and paragraphs, reproduce the thought in a passage, read for detail and for general significance.
4. Summarising — get main impressions, outstanding ideas, or some details of what has been read or heard.
5. Organising ideas and information — use various methods of briefly relating ideas in the order in which they were written or spoken.
6. Integrating and assimilating ideas — use reading and listening for personal interpretation and elaboration of concepts.
7. Reading critically — determine the validity and reliability of statements.

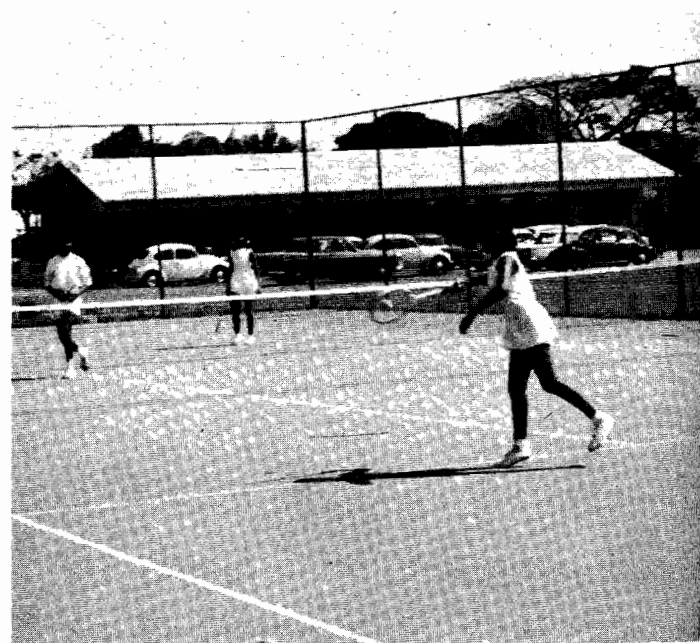
The advantages of the Language-Experience Approach to learning can be summarised as follows: children enjoy it; it works; written compositions flow easily from children's oral expressions; pride in authorship stimulates children to write more stories; children are eager to read each other's stories; and, last but not least, freedom in self-expression leads to self-confidence in all language usage. □

FOTOFLITSE PHOTO FLASHES

The Durban Indian Surf Life Saving Club recently organised the 1972 Surf Sari Queen Contest. The attractive prizes offered were responsible for the large number of contestants. Of the original 67 twelve qualified for the finals. Mrs Shiela Singh, who was crowned as the 1972 Surf Sari Queen, won an air trip to India, film tests, a sari, cosmetics and R50 cash. Miss Neela Naidoo, who was placed second, received a bedroom suite, a sari and cosmetics. Miss Jaya Pather won the third prize of two occasional chairs. Consolation prizes were given to the other nine finalists. In the picture, from left, are: Miss Neela Naidoo, Mrs Sheila Singh and Miss Jaya Pather.



Die Natalse Indiër pluimbalkkampioen, Jerome Meharchand, met die trofee wat hy tydens die onlangse Suid-Afrikaanse kampioenskappe in Port Elizabeth losgeslaan het.



Members of Isipingo's first all-Indian licensing board, pictured recently while sitting at the Isipingo town offices. They are, from left: Mr R.M. Naidoo, a business consultant, Mr A.K.I. Vahed, an attorney who is chairman of the board, and Mr R.P. Soni, a retired schoolmaster.

Alister Govindsamy, Anita Naidoo (middle) and Kasamal Padayachee-pupils of the Junagarh Road State Indian School in Merebank, Durban - enjoy a game of tennis on their school's new tennis court. The court, costing R2 500 and complying with international standards, is the first all-weather one to be built at an Indian school. The school children themselves raised the money over a long period by efforts such as cake sales, film shows, or washing father's car and working in the garden.



Die Afdelingskommissaris van die Suid-Afrikaanse Polisie, Port Natal, Brigadier H. J. Schröder, gesels met leerlingkonstabels Doopnarain (links) en Daniran. Tydens 'n voorstellings- en medaljeparade van Indiërlede van die Mag, in Durban op 28 Oktober 1972, is die trofee vir die beste leerling gewoerskut aan Leerlingkonstabel Doopnarain toegeken. Leerlingkonstabel Daniran het die trofee vir die beste leerling pistoolskut ontvang.

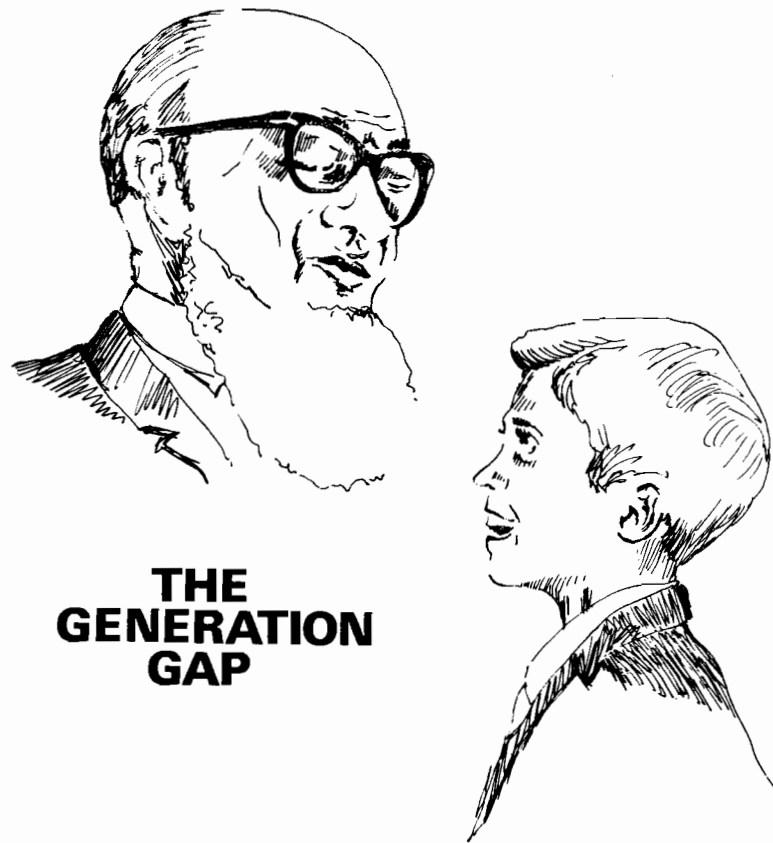
An address which Durban's Commissioner of Child Welfare, MR L. G. GIFFORD, recently delivered to senior students of the Ghandi-Desai State Aided Indian High School.

IT may come as a surprise to you to learn that throughout the ages there has been what we call a "generation gap" and that the older generation has found fault with the younger generation. Recently early Egyptian writings were discovered in a tomb and the words used could be used as a summary of the present day circumstances.

By generation gap I understand a lack of communication between the older generation (fathers and mothers) and the younger generation in the persons of their children and their children's contemporaries. Probably the chief causes of this generation gap are:

- (a) Changing circumstances throughout the world;
- (b) A failure by the older generation to appreciate and keep up with these changes; and
- (c) A desire by the younger generation not only to be a part of these changes but also to experiment and even initiate changes themselves.

What the younger generation should not lose sight of is that the time is not far distant when they themselves will be in the same position that their parents are today. Moderation in all things should thus be the keyword. Parents generally do their best to bring up their children in such a way that they get the best upbringing that the parents can afford. Parents, too, try to protect their children from the pitfalls of



life — pitfalls that the very young don't recognise but which the parents know by virtue of the experience of the years behind them.

This brings me to the present permissive society. This is a phenomenon that exists throughout the world. The worst elements of permissiveness are promiscuous sex and abuse of drugs. Fortunately for the world generally, there appears to be a new awareness among the youth of today that permissiveness leads to degradation and rejection by the moderate elements of society.

The youth of today are beginning to realise that their future wellbeing lies very much in their own hands. In order to prosper and be happy in life one has to conform to certain

norms. Mod clothing (or way-out gear) is but a symptom of a wish to be different. This wish has not been achieved. Looking at the younger generation one finds a remarkable similarity in their style of dress and behaviour — a standard set by their age group. I often wonder whether they realise that they are conforming to a dress code that has purloined ideas from earlier generations. This can be checked simply by looking at illustrations of the French Revolution, the early 1900's and even the 1920's.

Basically then, the present generation in its dress is causing no harm or grief to anyone. The main problems for the younger generation to solve are in behaviour, that is pro-

miscuity and drug addiction. The older generation cannot live the lives of their children — they can only point out the pitfalls facing their children and if their basic training of their children during their formative years has been sound their children will recognise and by-pass these pitfalls.

Each one of us came into this world in human form. Each of us has been given a brain with which to think. This brain has grown during our childhood, and with our growing intelligence we should have absorbed numerous facts. A brain requires stimulation and this stimulation is to be found in use. Throughout our lives we continue to learn. Learning does not cease when one leaves school or university. If we do not feed our brains by using them, they become sterile and retrogress.

Similarly the body given to each of us requires to be fed in order to grow and it requires to be exercised in order to maintain its ability to function as our Creator intended. A body is a very complex creation. A germ infects our body and throws it out of balance and we become ill. With proper medication a sick body can become well again. But what happens when we abuse our bodies by feeding them substances which are potentially harmful? If we experiment with drugs we do our bodies harm. In some cases, such as smoking dagga (or grass) we harm both our brains and organs such as the liver. It has been medically proved in Britain and the United States of America that both the brain and liver are seriously affected by dagga. A side effect of dagga is that it neutralises our normal inhibitions — that is a person who smokes dagga loses the ability to distinguish between right and wrong. It is but a short step from dagga to what are termed hard drugs. These

hard drugs (e.g. L.S.D.) cause a rapid deterioration in our brain power and in our bodies — a deterioration that cannot be cured by medication.

Life is conducted within a society. That society lays down rules for us to obey. These rules may be formulated by a parliament, a provincial council, a town council or even a specific society such as a tennis club. Can you imagine a game of tennis or a soccer or rugby match played without rules? It would be a farce or a shambles, would it not? Society then has rules or laws to govern how one's life should be conducted. These laws or rules have been evolved from custom in the very early days and are continually being revised and added to as the needs of society require.

We have all seen big changes in the last 5-10 years. These changes will probably be even more marked in the next decade. We have seen the emergence of various power groups and we have all read and heard about enormous changes in the various parts of Africa. There has been the emergence of Black Power (Uhuru) which in East Africa has resulted in the expulsion of a vast number of Indians and Whites. This process of change has not stopped — if anything I expect it to accelerate.

Let us turn now to our own country. Here we have a population made up of various race groups. Each group has a large contribution to make to the wellbeing of our country. It is the youth of today who will have to solve and live with the many problems which beset us. Anyone with a grain of common sense can see that South Africa is crying out for people of ability. And those people of ability must come from every race group. If they are not forthcoming then the future for South Africa is indeed very bleak.

My advice then to the youth of South Africa and in particular those of you who finish your schooling this year is to prepare yourselves to give for the betterment of South Africa as a whole. To do so you require an adequate education and an ability to utilise your particular talents to their utmost. Strikes and rebellion against duly constituted authority achieve precisely nothing. You only have to look at Britain, paralysed and bankrupt by strikes, to see what can happen.

When a farmer ploughs a field and plants mealies, he will reap mealies and not potatoes or monkey-nuts. In other words you get out of life what you put into it. If you mess around you won't prosper and you won't have a happy life. It is the qualified who will occupy all the worthwhile jobs, and they will only continue to do so while they apply themselves diligently.

Each one of us requires self-discipline and self-pride in order to achieve our objectives. You who are shortly leaving school and embarking on careers, or are going to University to prepare for careers, must remember that it is your parents who have stood behind you and encouraged and cajoled you up to now. They will continue to do so. In due course it will be your turn to do the same for your children. You will probably then also be criticising the youth of your day and finding fault just as your parents do now. I suggest that before embarking on any act you should weigh up the pros and cons carefully. A wrong decision at this stage of your lives can have permanent effects. You will find it most helpful if you ask yourselves a simple question and answer it honestly and truthfully . . . the question is "Would I like my son or daughter (as the case may be) to do this?" □

Sixty Years of Education

"**E**VIL forces are at work to destroy the old moral and social axioms", said Mr P. W. Prinsloo, Director of Indian Education, at the diamond jubilee celebrations of the St. Oswald's State Indian High School in Newcastle on 16 September, 1972.

He said that these forces penetrate into educational institutions and undermine all forms of discipline and authority. "We must be alert to the evils that would bring ruin to our youth. We must prepare the coming generation to keep on a straight path, and make them aware of the pitfalls on their way to maturity. The real challenge that faces home and school today is to provide children with a sound foundation of moral and spiritual values on which they can build worthwhile lives. The moral and cultural standards of the future generation will to

a great extent be determined by their present education."

The famous Greek philosopher Plato had said that education determines a man's whole future life, Mr Prinsloo said.

He continued, "I am aware of the fact that our Indian homes attach great value to the inculcation of good habits and respect for discipline and authority and I wish to appeal to the parents here today to maintain this tradition at all costs."

The acquisition of knowledge was essential, he said, in order to service and prosper in today's modern and complex conditions. The uneducated would become obsolete. Therefore, "Knowledge is power", said Mr. Prinsloo.

To acquire knowledge was not a task that could be accomplished by the school alone. Teachers, parents, pupils and even the general public

had to work together. He told the children that what mattered was not what career they were going to follow but how they went about it.

He said that schools should always guard against becoming educationally stagnant and assured his audience that the Department of Indian Education was fully alive to today's educational needs, and realised its responsibility in this regard.

Keeping abreast of new trends in education, he pointed out, was one of the Department's major concerns. Its schools were planned and equipped to cope with contemporary demands. The teacher training programme was reviewed from time to time to keep abreast of new developments.

Mr Prinsloo said that St. Oswald's had a good academic record. In 1971 the school won the Douglas Shield for the best Senior Certificate results, obtaining an 80% pass. One of the students, Hasmukh B. Barboo won the Standard Bank award of R100 for being the top Indian Student in 1969. These were merely a few of the academic highlights.

In his address Mr A. S. Govender, the principal of the school, said that a heavy responsibility rested on the shoulders both of parents and teachers to ensure that every child was developed to its full potential.

"It is necessary for every child to be at school as long as possible. A child should leave school only when he is in a position to be a useful member of society and to be able to

Mr N.K. Singh, addressing the guests at the celebrations.

Photographed in the needlework display room are from left: Mrs C.M. Norden, a former mayoress of Newcastle, Mrs K.A. Iyer, teacher in domestic science, Mrs Prinsloo, Mr Govender, Mr S.A. Jadvat, chairman of the Education Committee, Mr P.W. Prinsloo and Mr I.H.L. Nel, Inspector of Indian Education.

earn a living for himself. It is only the qualified person who can hold his position in the highly competitive world of today."

Mr N. K. Singh, an ex-member of the South African Indian Council and a member of both the School Fund and Education committees, gave a brief history of the school. He said that during 1912 the St. Aidan's Mission established a school in Newcastle, with sixty children. As a government aided school it gave an education to the children up to Standard V. In 1945 St. Oswald's acquired the status of a secondary school, and at the end of 1952 the status of a high school. Today the school has an enrolment of 596 pupils. □



Walking to take their places just before the function commenced are from left in front: Mr A.S. Govender, the Principal, Mr N.J. du Toit, the Mayor, and Mr P.W. Prinsloo.



food for thought

ALL peoples tend to be conservative when it comes to food, so much so that we associate certain foodstuffs with different peoples. The roast beef of old England comes to mind, the Afrikaner's biltong and boerewors, French snails, wines and frogs' legs, German sausage and beer, Chinese birdnest soup, Scotch haggis and whiskey, Italian spaghetti, Russian vodka, the Irishman's potatoes, and so on.

In South Africa meat has long been of prime importance to the Whites. Naturally! Armed with firearms, they found game meat comparatively easy to come by in the early days. On trek it was indispensable. Raising crops meant months of work in one place — a settled existence; meat was there for the taking, all around you. You shot it and moved on.

But the game could not last for ever. Permanent settlement called for animal husbandry as opposed to

hunting, and so the flesh of domestic animals replaced that of wild ones in the dietaries of South Africans. It was not very good meat because the cattle had been bred for draught purposes and the sheep for wool; but it was meat, and that was all people seemed to worry about.

In the past, White households in South Africa have relied mostly on beef and mutton, to which chicken has now been added, served as a rule with potatoes and vegetables, the London waitress's 'meat and two veg'. Perhaps one should add that the English are not particularly inspired when it comes to the 'two veg' part of it. It was a Frenchman who said of them, "They only have two vegetables, and they are both boiled cabbage."

INDIAN cookery is totally different.

It does not rely on meat, though it may use it, but rather on a variety of other foodstuffs cunningly flavoured in all manner of ways, many of them stretching back to antiquity. It would seem that some of these recipes are just what numerous South African Whites are going to need to cope with the change in feeding habits that the meat shortage will impose. Indians can therefore contribute valuably to their diets and cookery. Indeed, they have already done so. Is it not significant that at a leading hotel, the so-called "Scandinavian" smorgasbord makes a feature — and a most popular one too — of its Indian curry served with *et ceteras* common to Delhi but quite foreign to Oslo or Stockholm?

Again, many White South African families — perhaps the majority — eat curried food of one kind or an-



other at least once a week, dishes based on Indian recipes and flavoured with oriental spices, the demand for which, be it remembered, sent those early sailing ships on their hazardous voyaging of uncharted seas, and led to the discovery of the Cape by Bartholomew Diaz and of America by Christopher Columbus.

It will be seen that Indian cookery has not only affected the feeding habits of many nations; it has profoundly influenced world history.

This, however, it not to say that it can be adopted *holus bolus* by others. As we have already said, people tend to be conservative in matters of food. Many flavours and dishes are an acquired taste. Therefore, if Indian cookery is to appeal widely to others, it will need some modification. There are many Whites who avoid anything very sweet; they think of their waistline. Others reject very fatty foods, bearing their livers in mind. Yet others are sensitive about strong or, to them,

strange flavours, particularly those that inpart themselves to the breath. One must be careful with garlic, raw onion and *dhunia* leaves, for example. However, these little problems can easily be solved. They have been, in making the curry powders, chutneys and canned Indian foods (e.g. *biryani*) already so popular with non-Indians.

COOKERY is an ancient art and, as such, is time-consuming. Today, however, most people lack time — or is it that they refuse to take the trouble? — to prepare the dishes their mothers did. It may be sad but it is nonetheless true that all so many housewives are prepared to tackle is the 'instant' cooking of 'instant' foods. Their most important piece of kitchen equipment is the tin opener.

Fortunately for the health of the family and the stability of marriage, canners have recognised in this trend a profitable outlet for their products, and have risen to the occasion with the most delectable dishes (in tins). Supermarket shelves are stacked with them. The bewildering variety of canned goods invariably includes oriental dishes made from Indian recipes, often by Indian canners whose products grow in popularity year by year. These the housewife heats up and serves to her guests, smilingly accepting their congratulations on her superb cooking. And it *IS* superb cooking. That it is not hers, that the 'heroine' only came in in the last act, armed with a tin opener, we may let pass. But that the canners have made a far better job of it than she ever could (though I don't know about her mother) is something that should not escape us.

Coupled with the shortage of meat, which may last indefinitely, and the shortage of time women are prepared to spend buying, preparing and cooking food, which is definitely here to stay, the very high quality of the canned product provides us with more than a hint of how in future we are going to prepare that delectable meal for our guests who will not know how on earth we managed it — or will say they don't! □



In the 'instant' cookery of today, the tin is the housewife's best friend and the tin opener a most important piece of equipment. What more tasty than Indian recipes?



Durban's Indian Market where the discerning housewife can buy the spices and flavourings of the orient.

Indian women in an Indian factory can Indian recipes which all consume.

Giving to the Chest

THE INVOLVEMENT of Indians in the Durban and District Community Chest has grown steadily during the last few years, according to the Chest's Director, Mr John Clarkson.

School-children and their teachers in greater Durban contribute a sizeable proportion of the money received from Indian members of the public. Pupils of many schools have become very eager to raise money for the Chest. One school, the Isipingo High School, this year donated R1 700, and donations of hundreds of rands have been raised by the pupils of many other schools. The donations come from the pupils' pocket-money and from cake sales, film shows and various other fund-raising efforts. At many schools the classes compete against each other in raising money for the Chest. Individuals and businesses also contri-

The Isipingo Indian High School gave R1 700 to the Chest this year - more than any other school in the Durban area. Mr J.R. Clarkson, Director of the Chest, is seen here receiving the cheque from Kishore Singh (right) and Sulaman Mahomedy, two pupils of the Standard 8b class, which won the competition for collecting the most money - R246, 77. With them is their class teacher, Mr M. Govender.



bute large sums of money. Many salary and wage earners support the "give-as-you-earn" (G.A.Y.E.) plan, whereby an employer deducts a small amount from a worker's salary every month, for sending to the Chest.

The Chest, which is now in its forty-second year, exists mainly for two purposes.

- ★ To reduce the number of charitable appeals to the public, and thus the administrative costs

thereof.

- ★ To free trained, qualified social workers from the burden of fund-raising, thus allowing them to concentrate on their welfare work.

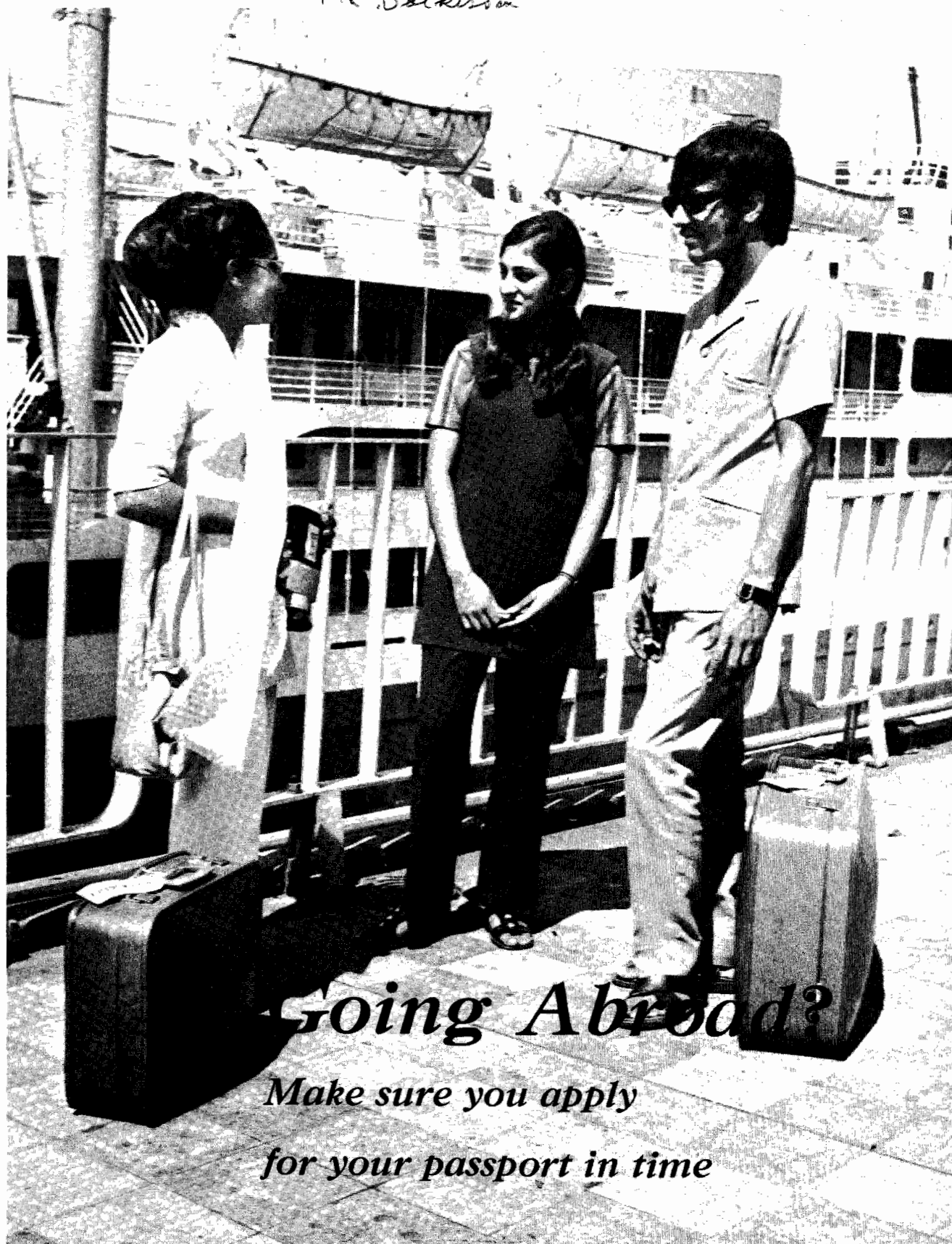
The Community is the fund-raising arm of more than sixty member organisations, responsible for two-thirds of all registered welfare work in greater Durban.

Welfare organisations receiving their funds from the Chest include the following all-Indian ones: the David Landau Community Centre (which provides an infant feeding service and nursery school facilities, and undertakes general welfare work amongst Indians in the Springfield area), the Lakehaven Homes (which provide housing for orphaned, destitute or neglected Indian children), Clarehaven (which provides facilities for mentally handicapped Indian children), the Durban-Westville Child Guidance and Research Centre, Indian Information Office of the South African National Council for Alcoholism and Drug Dependency, the Indian Auxiliary Committee of the National Institute for Crime Prevention and the Rehabilitation of Offenders and the Durban Indian Child Welfare Society. □

The Risecliff High School in Chatsworth, which opened only in January this year, was praised by Mr Clarkson for their generous contribution to the Chest. He is seen here receiving their cheque from Beena Sunker, while the principal, Mr R.D. Nobin, looks on.



Mr. Balkisson



Going Abroad?

*Make sure you apply
for your passport in time*