

FIAT LUX

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The manager discussing details of design of furniture with designer — pointing out certain particulars on blueprint.

The role of Indians in the Furniture Industry

FOR more than 30 years now, Indians have constituted the largest racial group in the labour force employed in the furniture industry of Natal. Of the 1,800 employees at present engaged in the industry, at least 1,300 are Indians. They are employed in all the grades

of work up to and including that of foreman. Some have even become designers and have received overseas training in this field. 90 Indian youths are at present serving an apprenticeship in the furniture industry in Natal.

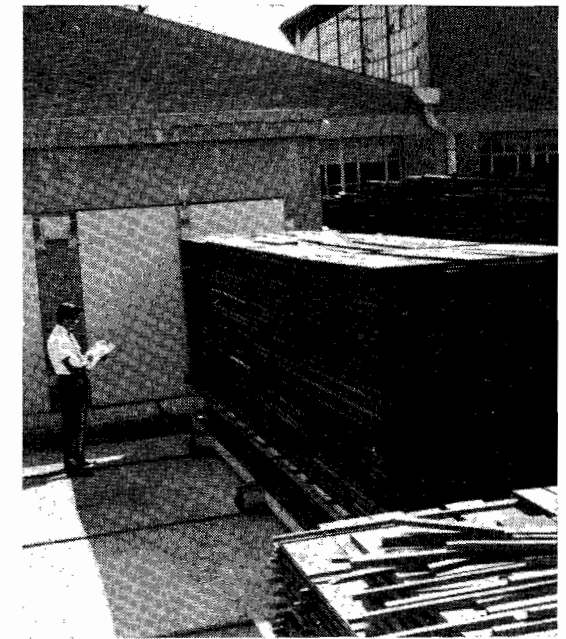
The Indian employees are organised in a

trade union, the Furniture Workers' Industrial Union, with its offices in Bolton Hall in Durban. An industrial agreement operates to ensure the smooth running of the industry. An Industrial Council consisting of representatives of the Furniture Workers Industrial Union and the employers' organisation, the Natal Furniture Manufacturers' Association, administers this agreement. The representatives of the employees' union are predominantly Indians. On the employers' side two of the six employers' representatives of the Council are Indians, indicating the degree of participation by Indians in the total production of furniture in Natal.

Good labour relations exist between the management and the personnel and difficulties which arise are normally resolved by negotiation. Agreements remain in force from two to three years, but suitable adjustments are made from time to time to offset rises in the cost-of-living, etc. Wages have increased steadily over the past 30 years from R10 per week to a prescribed wage at present of about R30 per week for a journeyman a position which can be reached after 3 years training. Most employers pay wages well above the minimum prescribed wage. In addition an annual bonus amounting to 8% of all earnings including overtime, is also paid. Whereas workers were granted only one weeks leave in the early days of the industry, 3½ weeks leave (including public holidays) is granted annually now.

Indians have also made their presence felt as manufacturers of high-class furniture. At present they produce from 25% - 30% of all the furniture made in Natal. There are 25 Indian factories as against 17 owned by members of the White group. The latter are mostly branches of national furniture manufacturers. The Indian factories, on the other hand, are mainly family concerns, three of which are large undertakings. Indians have firmly entrenched themselves in the industry and have invested roughly R4 million in it. The Trueart Furniture Factory in Durban for instance which is an Indian concern, enjoys the distinction of being the second largest furniture factory in Natal. This factory has 2½ acres under roof out of a total site area of 3½ acres. The factory employs 180 workers of whom all the production workers are Indians.

The Indian factories played an important role during the war years in supplying about

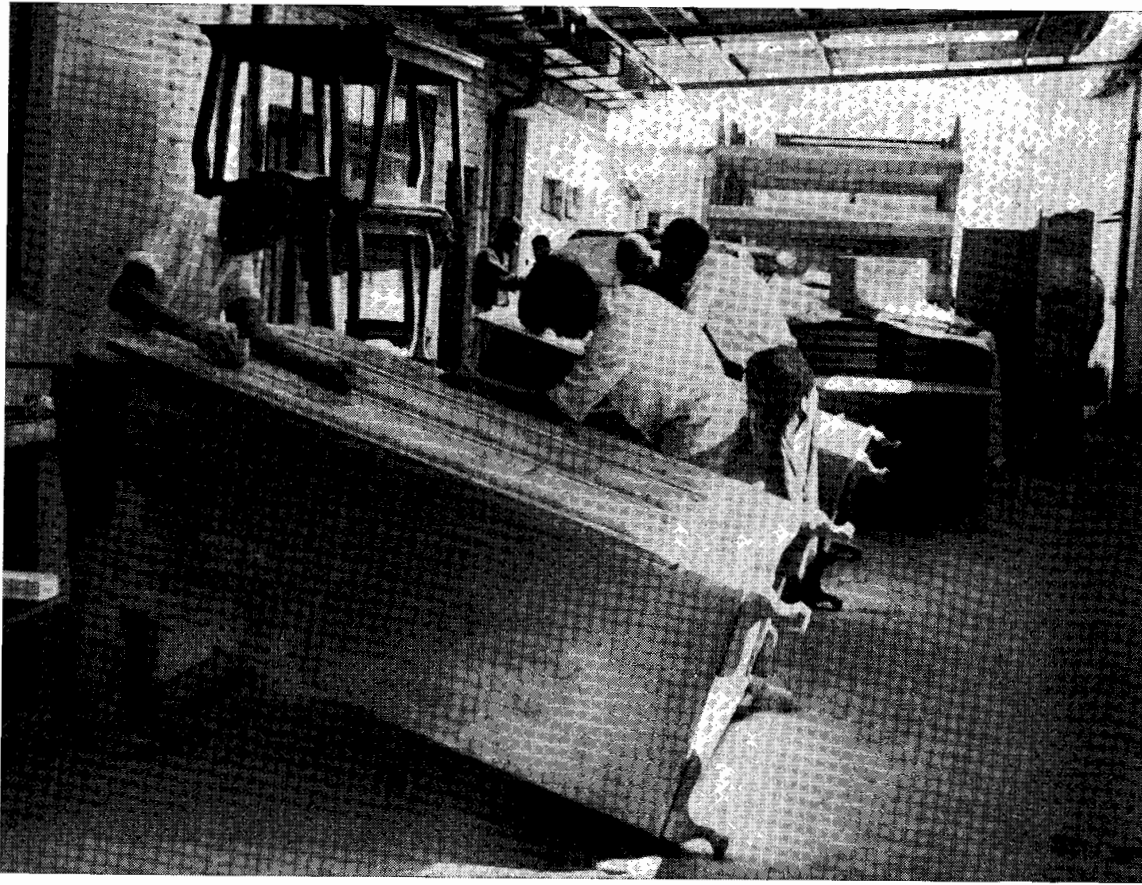


Load of imbuia entering or leaving electric kilns.

40% of the furniture sold in the retail trade in spite of acute shortages of materials. Great ingenuity then had to be displayed by manufacturers to meet their requirements. An owner of a large upholstery firm recalls for instance how he bought up all the old motorcar seats he could find in the motor graveyards in order to obtain springs for furniture upholstery, and how when even this supply was exhausted he had people making springs for him by hand. Indian factories fortunately no longer need to resort to improvisation today.

A visit to any large Indian owned factory in Durban will show that it is a hive of industry with the latest machinery, materials, and methods being used. Inevitably, as is the case with most other manufacturing processes today, the furniture industry is greatly mechanised and fragmented, so that at any one point one sees being made only the various parts of a piece of furniture which will eventually leave the factory as a finished article.

Many Indian factories specialise in the manufacture of elegant and durable furniture made mostly of imbuia and mahogany, and their products are sold in the leading furniture



The final polishing of furniture.

stores in Durban and in other parts of the Republic. The imbuia wood is imported from Brazil and the mahogany from Malaya. Before being used, however, the timber is dried in special electric kilns to prevent it warping or cracking when it is made up. Veneers of many types of hardwoods are used and are obtained from plywood factories in the Republic. Highly decorative designs adorn much of the furniture manufactured.

Indian householders are very particular in the selection of furniture for use in their homes and generally show a preference for the more expensive types of furniture. Good furniture is definitely a status symbol and furniture of contemporary design appears to be favoured. Al-

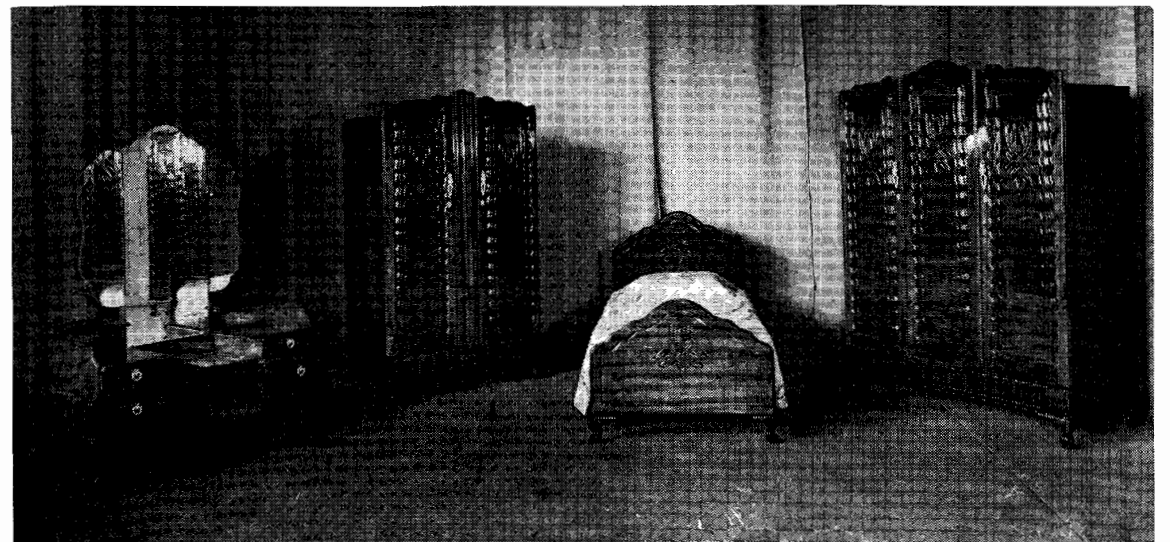
though brightly coloured furniture seems to be popular with many householders, discerning buyers exhibit very sophisticated tastes and choose furniture with great care. Although antique furniture is not commonly found, many splendid specimens adorn the more expensive homes.

Indian traders are well represented in the furniture selling business and most stores offer a wide selection of all types of household furniture. There is also a large business in good second-hand furniture. Many of the furniture businesses are family concerns which have been operating for a very long time and are therefore eminently able to gauge the wants and needs of the Indian public.



ABOVE: Elegance, taste and quality are shown by what can be seen in this private home.

BELOW: An Indian manufactured bedroom suite on display.



THE CHALLENGE OF DIFFERENTIATION

1. Introduction

The inauguration and the introduction of differentiation in our schools poses certain problems for the parent. This article is an attempt to answer some of the questions that have been put to the authorities.

2. What is differentiation

It has been proved that children differ in respect of ability, aptitude and interest. The school must take cognisance of this and provide education in accordance with these differences. In our schools this is done by the introduction of two streams:

- (a) The Advanced Level for those who wish to pursue higher education at a University or Training College and enter the professions.
- (b) The Ordinary Level for those who wish to embark on a vocational career.

3. Is there a need for differentiation

(a) Failure Rate in Public Examinations

The failure rate in all Public Examinations (which up to now have taken on the Advanced Level) is very high. The reason for this is that the Advanced Level is too difficult for a very large number of these candidates. As less than 20% of all pupils actually enter a University, the vast majority of the others are penalising themselves by

writing examinations on the advanced level and exposing themselves to failure.

The failure rate in the Public Examinations for the last five years is as follows:

Year	Std. VI	Std. VIII	Std. X
1966	2145 (21%)	902 (20%)	581 (37%)
1965	2468 (28%)	1882 (49%)	821 (58%)
1964	2057 (24%)	1098 (35%)	602 (52%)
1963	1730 (19%)	608 (22%)	364 (38%)
1962	1690 (22%)	829 (38%)	244 (38%)

These figures aptly illustrate the need for careful selection of a course on the part of the parent.

(b) Holding Power of Schools

Children who fail repeatedly drop out of school because they find the work too difficult. They have to face the labour market with a lower Certificate than that they could have had if they attempted the examination at the Ordinary Level. Writing at the Ordinary Level would mean they would pass more regularly and remain at school for a longer period, thus obtaining higher certificates.

4. Are only Indian Schools being streamed

Streaming is NOT something new specially designed for Indian children. All European schools in the Republic have had streaming

for a number of years. This is also the practice in modern countries such as the U.S.A., United Kingdom, Sweden and others. Statistics reveal that whereas only 20% of pupils reached the Standard ten (10) level before streaming, 36% now attain this standard.

5. When will streaming be introduced

Streaming will be made compulsory for all pupils in Std. VII in 1968, based on the Std. VI examinations of 1967. To follow a course of studies on the Advanced Level, an aggregate of 50% is required. For the Ordinary Level, an aggregate of 35% is required. However, facilities are being made available this year for pupils in Std. VII, VIII, IX and X to write examinations on the Advanced and Ordinary Levels. This will enable those candidates with an aggregate of lower than 40% i.e. those who would fail in the Advanced Grade, to write the Ordinary Grade examinations.

6. Who decides whether the children should be placed in the Advanced Grade or Ordinary Grade

Apart from achievement in the examinations, which is the main criterion, the final choice rests with the parent who however, should be guided and advised by the Principal.

7. Can a pupil change from one stream to another

Transfers from one stream to another are permissible and in some cases even essential depending on the pupil's general progress at school.

It is general practice that a pupil who passes an examination on the Ordinary Level and who wishes to transfer to the Advanced Grade, normally repeats that standard on the Advanced Level in the following year.

8. Does the Ordinary Stream have an inferior Syllabus

The syllabuses for the Ordinary Stream will differ from those of the Advanced Stream only in the approach of the subject. They will be more practical and direct, but both will be based on the approved core curriculum which is the same for all schools in the Republic of South Africa. Certain subjects will be exactly the same for both streams.

9. Will there be a stigma attached to the Ordinary Grade

NO Stigma can be attached to pupils in the Ordinary Stream because the children are in the one and the same school, the same standard and, in small high schools, even in the same classroom as pupils following the Advanced Stream.

They only write a different examination with the promise of success generally assured.

10. Will the best qualified teachers be used for the Advanced Stream

In high schools subject teachers are appointed whose duty it is to be responsible for certain specified subjects irrespective streaming.

11. What Vocations are open to pupils possessing an Ordinary Grade Certificate

Apart from the professions the training for which a University or Training College offers, all vocations in Commerce, Industry, and Public Service are open to candidates possessing Ordinary Grade qualifications.

12. How will the Transvaal Indian Schools be affected by Streaming

Streaming has been introduced in the Transvaal for a decade and the position in this province will remain unchanged.



Part of the plus minus 150 graduates in praesentia.

Graduation Ceremony

AT a graduation ceremony which took place in the Orient High School Hall, Durban, on Saturday, 13th May, 1967, the University of South Africa conferred 49 diplomas and 121 degrees on Indian students of the University of South Africa and the University College, Durban.

This was the fourth graduation ceremony in the history of the University College, which opened in 1961, in which students who had commenced and completed their courses at the College received degrees and diplomas. It is noteworthy that of the degrees conferred at the recent graduation ceremony those in the art predominated for the first time over the sciences. The relevant details are:-

B.A.	...	...	...	...	48
B.A. (Fine Arts)	...	...	...	...	2
B.A. (Soc. Science)	...	...	...	...	2
B.Sc.	...	...	...	...	21
B.Comm.	...	...	...	...	2
B.Ed.	...	...	...	...	5
B.A. Hons. (Hist.)	...	...	...	...	3
B.A. Hons. (Psych.)	...	...	...	...	1
B.A. Hons. (English)	...	...	...	...	1
B.Sc. Hons.:	7 of whom 2 received distinctions.				

The Chancellor of the University of South Africa, Dr. F. J. de Villiers, conferred the degrees, and the Chairman of the University Council, Professor A. J. H. van der Walt, was one of the guests of honour at the ceremony.



Dr. Francois J. de Villiers, Chancellor of the University of South Africa addressing the congregation. Seated behind him in the front row left to right — Prof. R. D. Orpen, Dean of Fac. of Commerce and Admin. at University College, Durban. Prof. A. C. Smit, Dean of Fac. of Science at University College, Durban. Prof. S. P. Olivier, Rector, University College, Durban. Prof. A. J. H. van der Walt, Chairman of Council of University College, Durban.

Dr. G. S. J. Kuschke, Managing Director of the Industrial Development Corporation of South Africa was the guest speaker and he stressed the importance of the trained mind and the increasing role that persons who have acquired the necessary academic training, will be called upon to play in the overall development plan for the Republic.

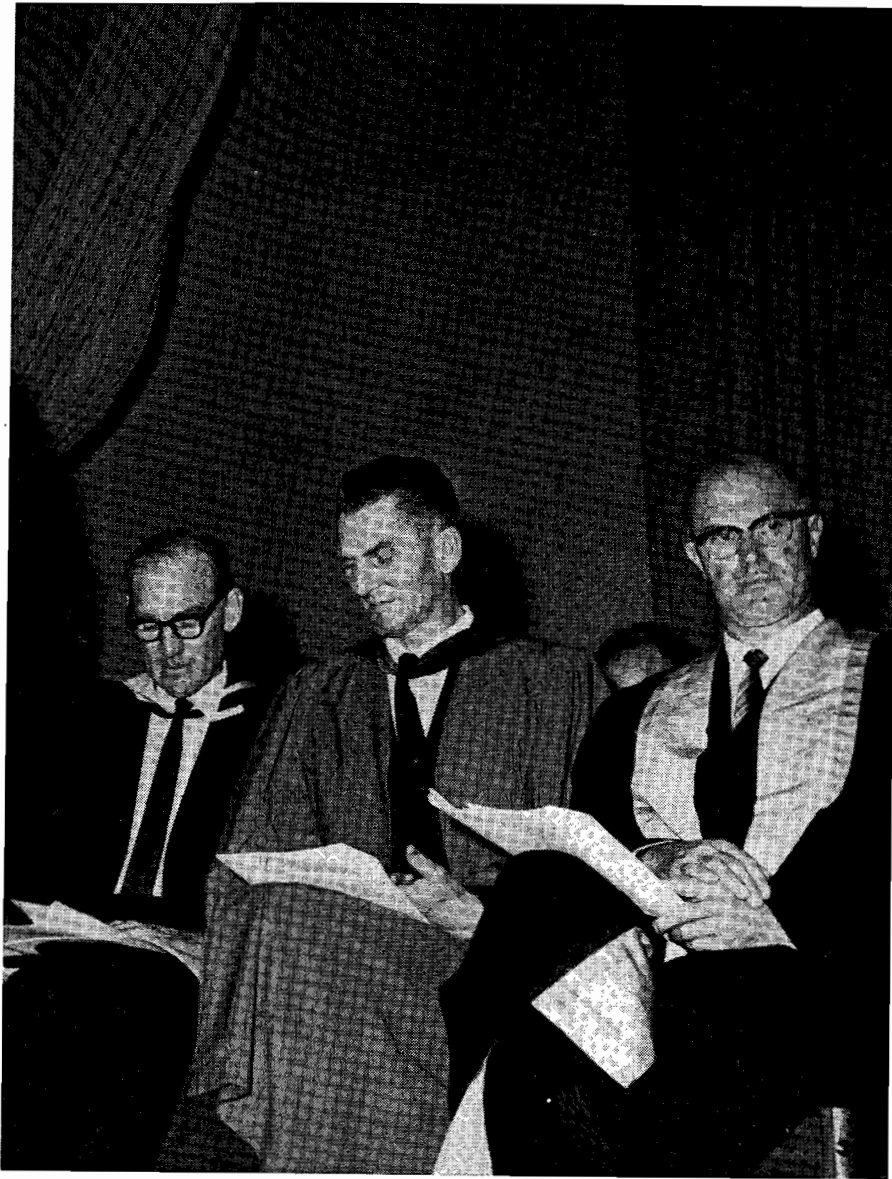
He emphasised the importance of planning for the future, which he said does not apply only to the individual as far as his personal ambitions are concerned, but is even more important in the Republic's efforts to achieve complete economic viability and independence. Dr. Kuschke added that he believed that in the present era effective planning for the future was essential to make any development effort truly successful.

"Any expansion of amenities in our modern society demands capital both "human" and "non-human" — human in the form of trained personnel and non-human in the form of money, buildings, machinery etc.," continued Dr. Kuschke. In Africa it had been proved that the injection of large sums of money alone did not bring prosperity. Recent surveys have

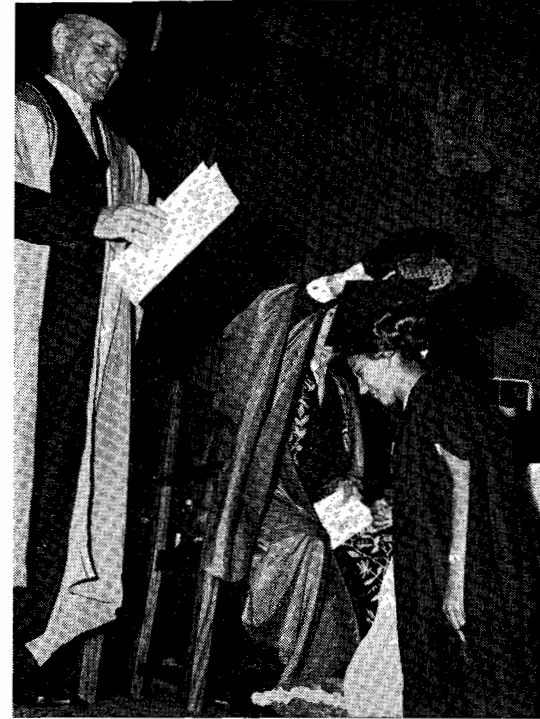
shown that investment of capital in education is the most profitable investment of all. Compared with other leading nations, the percentage of South Africa's national income devoted to education (4½%) was high, but still lagged behind the U.S.A. with 7%, Britain's 10% and Russia's 6.8%. If South Africa wished to maintain a rising standard of prosperity it was obvious that more would have to be spent on the education of its youth. It was of vital importance to plan for the future.

"In considering the place and participation of any sector in the national scene, it is of course, essential to define some objective towards which all will be working. Economically such an objective can only be the greater prosperity of the country and a higher standard of living for all its people."

He then quoted the gross domestic product per capita of West Germany, France, the U.K. and Japan which proved that South Africa's state of prosperity compared most favourably with those countries and was considerably higher than that of any other country in Africa. To achieve a higher degree of prosperity, changes in technology, the scale of out-



Dr. G. S. J. Kuschke, Managing Director of Industrial Development Corporation of South Africa Ltd., who was guest speaker is seen on the right.



Rector of University College, Durban — Prof. S. P. Olivier (standing) waiting to congratulate Miss Manoranjanie Budree on whom the degree B.A. is being conferred by the Chancellor of the University of South Africa — Dr. Francois J. de Villiers.



put and allocation of resources was needed. "A nation's endowments of natural resources constitute an obvious . . . element in its capacity for economic development" continued Dr. Kuschke, but this did not rule out future development for those nations plagued with a severe scarcity of natural resources. He cited Switzerland, Israel and Japan as countries which with diligence, hard work and above all adequate training, had risen above their deficiencies. The mere presence of physical resources was no guarantee of growth according to Dr. Kuschke.

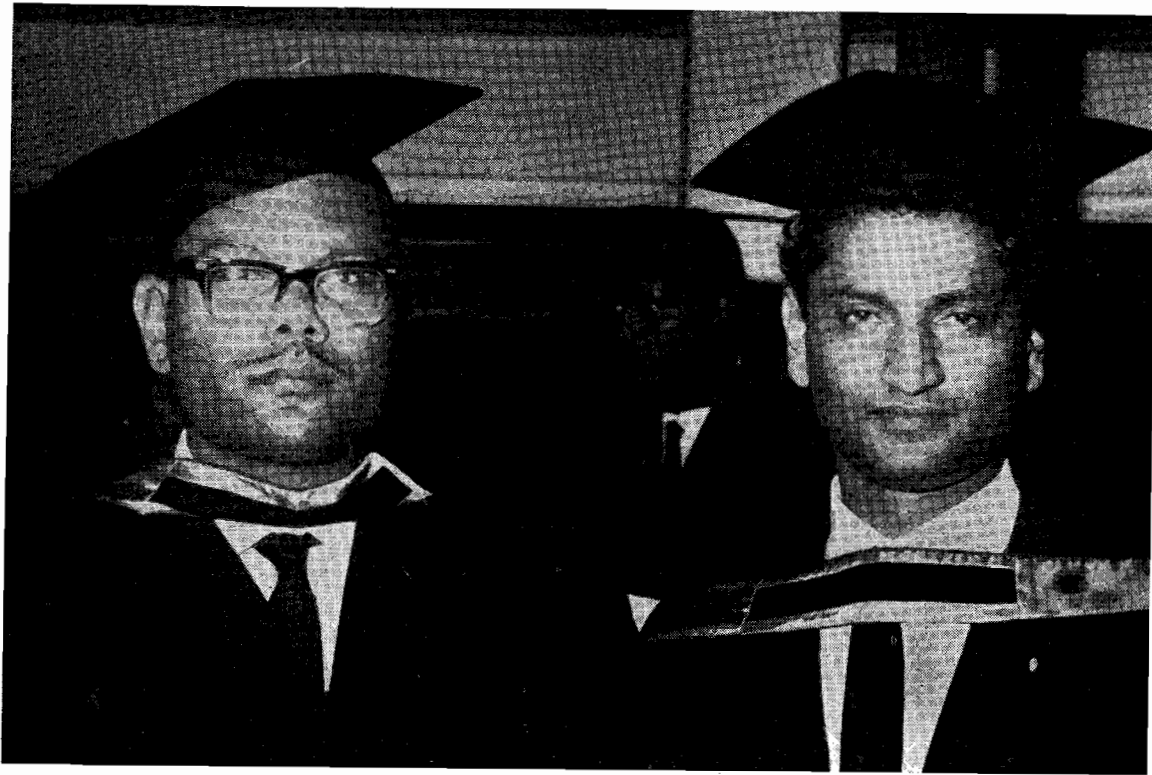
He went on to deal with the question of the changes that were taking place in the development of South Africa and mentioned that no fewer than 50% of the Republic's White population and 30% of the non-White lived on the Reef and in neighbouring areas. This concentration of the population in urban areas was now general all over the Republic. Although South Africa was a vast country, there was a scarcity of urban land and city populations would have to learn to make do with less space. It was necessary to plan now for situations of higher population density in future. "We have reached a situation in urban planning which calls for revolutionary building methods if we are to solve our future housing problems" said Dr. Kuschke.

Dr. Kuschke mentioned that in 1921 only three cities in South Africa had a population exceeding 100,000 but today 13 cities fell into that category. In addition to a great concentration of South African Bantu workers in industry, 600,000 foreign Bantu earn a living in South Africa and support their homelands economics to the extent of R16m. per year.

He also referred to the importance of border industries development in coping with the country's problems of overdevelopment in certain areas. Regions would have to be created where economic factors could be concentrated and harnessed to fit in with a development plan. This was where the trained mind was important.

In referring to Tongaat and Pietermaritzburg as being two of the areas chosen as specific growth points for industry Dr. Kuschke stated that these references to border industries were done with the purpose of identifying the nature of the challenge of the future. "Developments of this nature need idealism, realism, and faith, coupled with hard work,

Mr. G. N. Naidoo (right) and Jerry Packiri of Port Shepstone, Natal, received their Bachelor of Arts Degree.



J. Pillay (right), Vice-Principal of Chatsworth 26 State-Aided, and R. Singh (left) of Sastri College received the B.A. Honours (History) degree.



Miss Ruxmani Perma receiving her B.A. (Social Service) degree certificate from Mr. S. T. Reinhardt, Accountant, University College, Durban. Also in picture, left to right — Rev. Ernest C. W. Beyvon, Dr. J. L. le Roux Cilliers, Dr. H. S. Govinder, Dr. S. R. Maharaj.

These are the true and only components of a nation's future and of all people in a country."

Dr. Kuschke concluded by saying that the fact that those present had graduated or received diplomas was proof of their idealism and dedication to a task. Wider fields for the constructive application of knowledge gained were now opening up for service in their own community. He expressed the wish that the graduates would experience many years of happy and constructive work in the various fields they had chosen.

COVER:

Prof. S. P. Olivier, Rector, University College, Durban, congratulates Miss Rajasverrie Naidoo who had a B.A. Degree conferred and was also awarded a U.E.D.

THE ESTABLISHMENT OF A PLACE OF SAFETY AND DETENTION FOR INDIAN CHILDREN EXCLUSIVELY

By L. L. MILLAR

(Chief Professional Officer (Welfare) Department of Indian Affairs, Pretoria)

Introduction.

Before cases involving children are disposed of by the Courts, whether they are cases of children "in need of care" in the Children's Court or young offenders in the Juvenile Court, it is customary to have the personal histories and home circumstances of such children investigated and reported upon. Children's Courts are non-criminal courts dealing with children under the age of 18 years whilst Juvenile Courts are criminal courts dealing with the under 18 age-group, but are also empowered to deal with persons over 18, providing they are under the age of 21 years.

The purpose of these reports is to enable the judicial officer to decide on the most appropriate measures of care, training, etc., for these young people. As far as the Children's Courts are concerned, these social studies and reports in respect of Indians in Natal are carried out by either social workers employed by private welfare organisations or by probation officers of the Department of Indian Affairs, in accordance with a division of work existing between the said parties. To ensure efficient and uniform statutory services to the Children's Courts, all reports from welfare organisations to these courts are canalised through the respective departmental offices.

In regard to Indian juvenile offenders in Natal, the investigations are carried out by the probation officers of the Department. It is interesting to note that social workers of the Department in their dealings with the various courts are known by the designation "probation officers". They are appointed by the Minister as such, in terms of Section 58 of the Children's Act, 1960.

Some time necessarily elapses before the aforementioned investigations are completed. If the child can remain with his parents or relatives or friends in the meantime, the Act permits him to do so; but in many cases it is

found necessary to remove the child from his surroundings, pending the completion of the investigations and the final decision of the Court as to his disposal. Such children are then removed to a place of safety detention.

Definition: In actual fact, a place of safety and detention is a Departmental institution where children are detained, suitably cared for and treated on a short term basis pending final arrangements as to their ultimate placement.

The removal of children to places of safety and detention is entrusted to policemen, probation officers and officers authorised thereto in terms of Section 26 of the Children's Act, 1960.

Historical Development of Places of Safety and Detention.

Places of safety and detention are products of the 20th century. In South Africa the history of these institutions has been similar to the development of the majority of other social welfare undertakings in that it was left to private initiative, or private initiative supported by State assistance, to take the lead in such important social measures. A stage is, however, reached where financial obligations become so heavy and services so specialised that private agencies cannot cope with the task, and the State with its better facilities for accommodation and stronger financial resources steps in to take over these services and proceeds to build on the foundation laid by private organisations.

The philosophical background of the Children's Act of 1937 was based on the axiom that the difference between delinquency and dependency is very slight. They merge into each other by insensible steps. There is only a difference of degree, implying that a child in need of care and wandering about without control may readily fall into delinquency. This basic principle led to the establishment of a single type of institution for both types of children.