



THE INDIAN SOUTH AFRICAN

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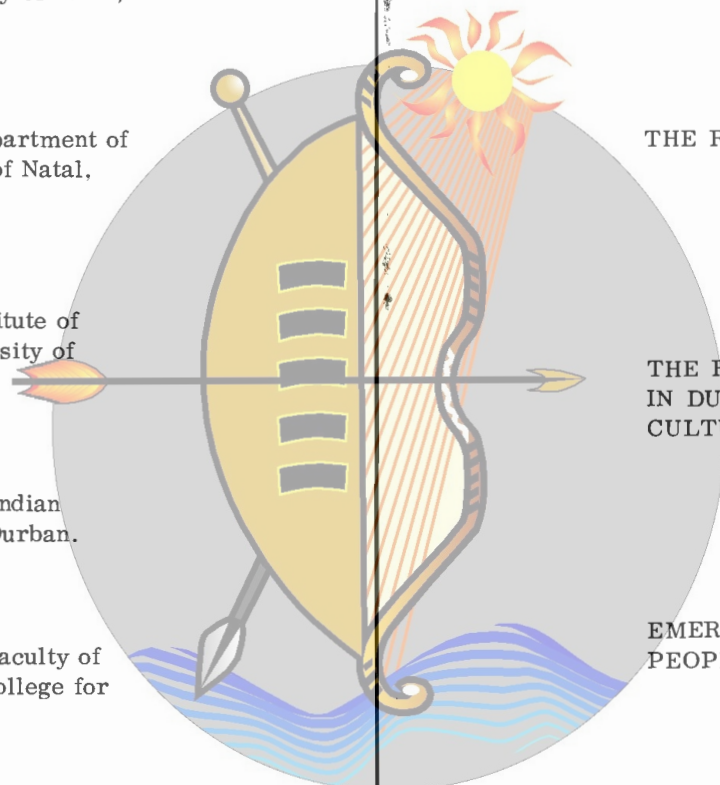
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CONTENTS

- THE RÔLE OF THE INDIAN IN NATAL'S ECONOMY page 1.
Mr. L. P. McCrystal and
Mr. G. G. Maasdorp
- THE RESETTLEMENT OF INDIAN COMMUNITIES
IN DURBAN AND SOME ECONOMIC, SOCIAL AND
CULTURAL EFFECTS ON THE INDIAN COMMUNITY page 12.
Mr. L. Schlemmer
- EMERGING SOCIAL PROBLEMS AMONG THE INDIAN
PEOPLE OF SOUTH AFRICA page 23.
Mrs. P. Ramasar
- HIGHER EDUCATION - KEY TO INDIAN PROGRESS page 37.
Dr. B. Rambiritch

Housing projects must balance human values against cold financial calculations. The disadvantaged larger base of members of the community must have gates opened into the main stream of opportunity. With a general unblocking of opportunities for growth and upward striving, mental health and family welfare agencies may find far fewer severely disturbed families crowding their lists. Opportunity must be backed by motivation - for lack of motivation, hope and incentive are subtle, but more powerful, barriers than lack of financial means.

HIGHER EDUCATION — KEY TO INDIAN PROGRESS

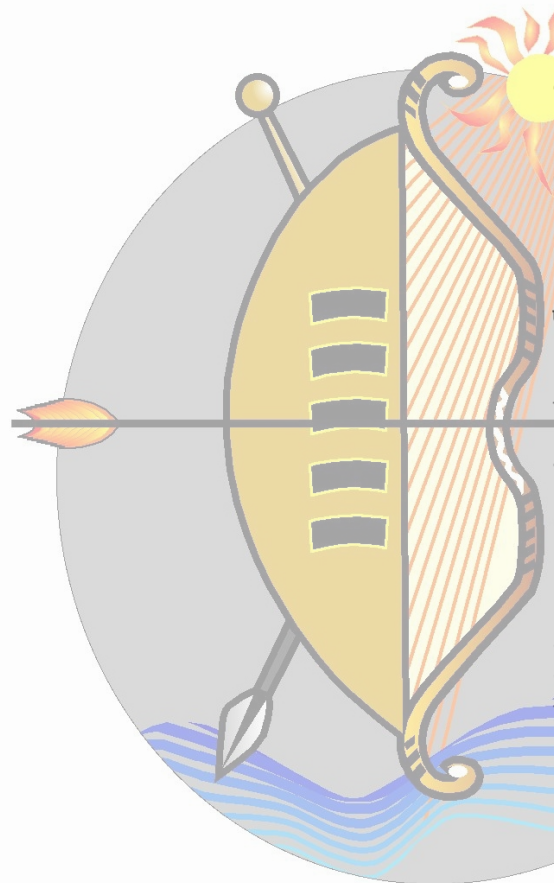
by Dr. B. Rambiritch.

HISTORICAL DEVELOPMENT OF HIGHER EDUCATION IN SOUTH AFRICA

Higher education in South Africa has been defined by the Van der Horst Commission of 1928 to mean no other education than that provided by the universities. This definition aimed at excluding the technical colleges from encroaching upon the domain of the universities. Therefore, except for a brief reference to the post-matriculation work that is being done at one of our technical institutions, this study will, in the main, be confined to university education and its role in the future development of the Indian community. The area of Indian economic, social and cultural interests in this paper is restricted to those activities considered of importance and therefore it deals mainly with commerce, industry, medical services, education, professions and agriculture related to the legal and administrative structures.

The history of the development of university education in South Africa is interesting. The first institution that was later to develop into a fully-fledged university started as a commercial enterprise. When the S.A. College was started in 1829, shares were sold in the hope of making it an economic proposition. It soon became evident that from a commercial point of view the venture was not an attractive investment. In 1878 a College Council was instituted. For many years the College devoted itself mainly to school rather than to university work. It was only at the turn of the century that it began to fulfil its function of doing exclusively post-matriculation work. In 1850, the Cape Public Service Board was instituted to assess the attainments of candidates who applied for higher posts. In 1858, this Board was superseded by the Board of Public Examiners which issued certificates equivalent to the M.A., B.A. and the Matriculation. The Board of Public Examiners gave way to the University of the Cape of Good Hope in 1873 with its seat in Cape Town. It was modelled on the lines of the University of London. Provision was made in 1896 for the provinces to be represented on the Council. Natal was the first to take advantage, followed by the Orange Free State and the Transvaal. At the time of Union in 1910, a Minister of Education was appointed and all higher education was entrusted to the Union Parliament. In 1907, the Pietermaritzburg High School was accorded the status of a University College. The University Act of 1916 created three universities, namely Cape Town which embraced the S.A. College, Stellenbosch (formerly Victoria College) and the University of South Africa with its seat in Pretoria. The latter became the successor of the University of the Cape of Good Hope and embraced all the remaining Colleges of South Africa. In time, the Universities of Witwatersrand, Rhodes, Natal and others received their independent status.

Prior to 1936, Indians in South Africa seeking university education had either to proceed overseas or seek admission at Cape Town, Witwatersrand or the S.A. Native College at Fort Hare. Natal had as yet not opened its doors to Indians. Besides, with one or two high schools producing matriculated students, the pressure for university education was not so great. Nevertheless,



as early as 1928 Professor Bews, the Principal of the Natal University College saw the need for the provision of university education for the Non-White community of Natal, and in a scheme he proposed a College for Indians and another for Africans under the aegis of the University of Natal. In 1934, Sir Kunwar Maharaj Singh, Agent General for India in South Africa, requested the Natal University College Council to admit Indian students to its courses. The Council was opposed to the concept of a mixed university. It favoured a separate Non-White section to which the community was totally opposed. Segregated classes were, however, initiated in 1936 with 11 students enrolling for the B. A. course. In time, enrolment increased and courses expanded and by 1960 there were 315 full-time and 241 part-time students following courses in the arts, commerce, education, social science, and law faculties. In 1951, a Faculty of Medicine for Non-White students was established. Following the provisions of the Extension of the University Act of 1959 by which separate university colleges were to be provided for the Bantu, Coloured and the Indian, a University College for Indians was established on 1st November 1960. It was opposed by the Indian community but nevertheless the College started with an initial enrolment of 114 students - 71 in the sciences, which were being offered in Natal for the first time, and 43 in the arts faculty.

INDIAN EDUCATION TODAY

The foregoing has made but a fleeting reference to the development of university education. However, the history of Indian education is a century old. Way back in 1867, thirty pupils sat in a little wattle and daub hut making history - the history of Indian education. Probably many did not go beyond Standard II, but the nucleus of an educational system was laid - a system that was to develop into a factor that would embrace over 25% of the entire Indian population of South Africa as the following table of Indian enrolments for 1965/6 at the various educational levels indicates :-

Table I

INDIAN EDUCATION - 1965-6 ENROLMENTS AT VARIOUS INSTITUTIONS
(NATAL ONLY)

	1965	1966
Primary	115531	129,000 ⁺
Secondary (includes 582 Post-Senior Certificate enrolments at Springfield Training College)	15459	17,000 ⁺
Technical College	6625	6,885
UNIVERSITIES :-		
University College, Durban	1014	1,129
University of Natal +	217	194

+ Excludes Medical Students

To this must be added about 150 at Cape Town, 240 at the Fordsburg Teacher Training College, 30 at Rhodes, 178 at Witwatersrand and the 1,029 students enrolled within the Division of External Studies of the University of South Africa. It is estimated that another 500 Indian students are at present studying in the United Kingdom, the Continent and India. It is safe therefore to assume that about 3,000 Indian students are pursuing a university career.

Mr. Stanley G. Osler in a paper delivered to the Natal Indian Teachers' Society Annual Conference in July 1965 made the observation that for every 100 pupils receiving formal education in South Africa in 1962 there were 6.5% doing post-Std. X and university work in the White sector; .8% in the Coloured sector; 1.9% in the Indian sector; and .1 in the Bantu sector.

The view is now gaining universal currency that university education is not the privilege of the few. Professor S. P. Olivier observes:

"Just as the end of the previous century saw the acceptance of universal primary education as a responsibility of the State - at least in Western Europe - and just as the end of the First World War saw the acceptance of the principle of a general secondary education for all "according to age, aptitude and ability" as a responsibility of the State, so the demand for the provision of post-high school educational facilities as a responsibility of the State was a universal cry after the Second World War."

(Diwali Herald, Vol. II No. 2 1964 p. 47)

In the United Kingdom, Professor Lord Robbins in his report on Higher Education (1963) makes the demand that the country should recognise the need for a greater provision of higher education than has ever been previously envisaged. By 1973/4 there should be accommodation places for 390,000 and by 1980, 580,000.

Indian post-graduate enrolments are also on the increase. In 1964, there were 168 registrations in the South African universities alone for courses in medicine, arts, education, law and pure science. A few followed courses in engineering as the table for post-graduate enrolments in South African universities for the years 1963-64 show.

Table II.

VOCATIONAL TRENDS

ANALYSIS OF VOCATIONAL TRENDS - S.A. UNIVERSITIES : 1963-4

POST-GRADUATE ENROLMENTS

ALL UNIVERSITIES

Universities :	Cape Town		Natal		Rhodes		Wits.		UNISA		Uni. Coll.	
	'63	'64	'63	'64	'63	'64	'63	'64	'63	'64	'63	'64
MEDICINE: Ph. D.		3										
Masters	5	3							1	1		
COMMERCE: Honours												
ENGINEERING: Masters							1	1				
ARTS: Ph. D.					1				1	2		
Masters	1		7	9	3	2			1	2	3	
Honours			10	10	3	2			3	12	18	
EDUCATION: Ph. D.			1	1								
Masters			6	5			1		2	1		
Honours			19	40			1		9	14		
LAW: Masters			1									
LLB.	1		15	18			12	11	2			
PURE SCIENCE: Ph. D.			2						4	7		

Since 1964 it has been possible for the University College, Durban to offer post-graduate degree courses in its various faculties. In 1966 there were 35 students in the Honours class and 6 were engaged in research for a master's degree.

THE INDIAN IN THE OCCUPATION STRUCTURE

Tables III, IV and V below reflect Indian occupational trends in 1960. Of a total population of 477, 125, a little over 25% were economically active (Table IV). The main industrial divisions into which they were concentrated were manufacturing, commerce and services. Increased urbanisation and the loss of market garden holdings accounted for the decrease in the agrarian life of the community, hence less than 10,000 Indians were engaged in agriculture while restricted employment avenues in mining and the electrical services accounted for the very low figures.

Table III.

OCCUPATIONAL ANALYSIS IN MAJOR INDUSTRY DIVISIONS OF ECONOMICALLY ACTIVE INDIANS IN SOUTH AFRICA - 1960

	Males	Females	Total
Total Population	241,637	235,488	477,125
No. not active	129,055	222,250	351,305
Total No. active	112,582	13,238	125,820
Agriculture	8,736	851	9,587
Mining	466	-	466
Manufacturing	29,924	3,082	33,006
Construction	1,966	-	1,966
Electricity	266	-	266
Commerce	25,762	1,722	27,484
Transport	3,815	50	3,865
Services	18,743	3,513	22,256
Unemployed	22,904	4,020	26,924

Table IV shows the relation in which Indian contribution stands to the economic activity of the country as a whole.

Table IV.

OCCUPATIONAL ANALYSIS

OCCUPATIONAL ANALYSIS IN PERCENTAGES OF THE S.A. POPULATION IN THE MAIN INDUSTRIAL GROUPS - 1960

INDUSTRIAL GROUP	WHITES	COLOUREDS	ASIATICS	BANTU
Agriculture	10.30	21.75	7.60	37.40
Mining	5.45	0.75	0.35	13.85
Manufacturing	20.10	17.70	26.25	8.30
Construction	6.30	7.20	1.55	4.25
Electricity	0.95	0.50	0.20	0.65
Commerce and Finance	20.50	7.00	21.85	4.05
Transport	10.60	3.10	3.05	1.85
Services	22.10	25.70	17.70	20.90
Undefined and Unemployed	3.70	16.30	21.45	8.65
	100.00%	100.00%	100.00%	100.00%

While in the previous table the distribution seems to taper off sharply in such industrial groups as transport, electricity, construction and mining, the table below, showing the analysis of Indians in the major occupational groups for the year 1960, indicates a more stable pyramid.

Table V.

ANALYSIS OF INDIANS IN MAJOR OCCUPATIONAL GROUPS - 1960

	Males	Females	Total
Professional	3,909	1,215	5,124
Administrative - Executive	2,410	158	2,568
Clerical Workers	7,867	332	8,199
Sales Worker	20,901	1,454	22,355
Farmer etc.	9,241	820	10,061
Craftsman	33,869	3,377	37,246
Service	11,411	2,503	13,914

The Table endorses the view that craftsmanship is still part of Indian heritage. The distributive trade (salesworker) attracted 22,355 Indian workers. About 15 per cent were engaged in skilled work such as the professions, clerical positions and in administrative and executive capacities.

South Africa stands on the threshold of a phenomenal industrial development, yet the full potential of its Non-White resources remains to be tapped. Dr. F. Meyer, president of the National Development Foundation has said that the country needs 560,000 managers, officials, and working owners; 710,000 foremen, craftsmen and kindred workers; and 550,000 technical, professional and kindred workers to be geared up to the same economic efficiency as that obtaining in America.

In the economically active pyramid, these "high-level" workers constitute 18.5% of the White worker, 13.2% of the Asiatic; 3.4% of the Coloured and 1.7% of the African. Quoting these figures, Dr. E. G. Malherbe observes :-

"These figures indicated the vast untapped resources of manpower that South Africa still had in the Non-White sections of the population."

(Natal Mercury, October 8, 1966)

Even if the existing percentage of "high-level" workers were to be maintained, the total Indian contribution in these categories would be 73,920 managers, officials, and working owners; 93,720 foremen, craftsmen and kindred workers; and 72,600 technical, professional and kindred workers. Dr. Malherbe envisages that by 1969 the country would be short of 74,400 White workers.

PRESENT DAY VOCATIONAL TRENDS

With separate development now becoming a reality, further diversification in the professional services is taking place. This is becoming evident as the following Tables analysing the vocational trends of Indian students at the various universities reveal.

Table VI.

VOCATIONAL TRENDS (Cont'd)

ANALYSIS OF VOCATIONAL TRENDS - S.A. UNIVERSITIES : 1963-4

UNIVERSITIES :	Cape Town		Natal		Rhodes		Wits.		UNISA		Uni. Coll.	
	Years											
Courses	'63	'64	'63	'64	'63	'64	'63	'64	'63	'64	'63	'64
ARCHITECTURE	8	6					6	9				
MEDICINE	60	63	120	155			40	39				
COMMERCE & PUBLIC ADMIN.	13	12	15	9	6	9	13	11	44	55	23	25
ENGINEERING:-												
Electrical		3					1					
Combined B. Sc.	9			1			1	7				
Chemical	2	3					10	14				
Metallurgy							1					
Civil	1	1					6	9				
Mechanical		14					7	11				
ARTS:-												
Librarianship		1					1	1	4	3	4	6
Social Science	8	7	5	6	2	2	1		3	3	13	15
Others	9	10	251	210	27	2		36	463	557	218	342
EDUCATION:-												
Degrees			26	46			2	3	11	15	27	65
Diplomas & Certificates	1		37	10					16	11	21	63
LAW		1	18	22			12	11	2	21	6	13
FINE ARTS	2								2	4	6	5
DENTISTRY							3	6				
PURE SCIENCE	10	13		10	10	14	29	27	51	121	230	259
PHARMACY						6						
TOTALS :	123	134	472	469	51	27	133	184	596	790	548	793

The universities of Witwatersrand and Cape Town admit Indian students in their Faculty of Architecture and Engineering and in 1965, the University of Natal had 3 students in the Faculty of Engineering. Besides, the University College, Durban, Rhodes offered courses in pharmacy for Indian students. There is a steady increase in the number enrolling for pure science at the "open

universities". Given below are the most recent enrolment trends, i.e. at the University of Natal (Table VII), University of S.A. (Table VIII (a)), University of the Witwatersrand (Table VIII (b)), and at the various teacher training and technical colleges (Table IX) where some post-matriculation work has now been initiated.

Table VIII (a)

UNIVERSITY OF SOUTH AFRICA

Table VII.

ENROLMENT TRENDS
UNIVERSITY OF NATAL.

	1964	1965	1966
ARTS : Undergraduate	199	104	97
Not for Degree	1	2	2
Honours	10	4	11
Masters	7	8	10
Diploma - Speech Therapy	2		
SOCIAL SCIENCE : Undergraduate	4	3	2
Honours	2	2	1
COMMERCE : Undergraduate	11	12	10
ECONOMICS : Undergraduate	2	2	2
LAW :	18	16	13
N. LAW CERTIFICATE	3	5	5
EDUCATION : Honours	41	36	31
Masters		2	2
Diploma - Rem. Educ.	5	7	7
Diploma - U. E. D. (Graduate)	3	3	1
Diploma - U. E. D. (Non Grad.)	7	3	
SCIENCE : Engineering (Under Graduate)		3	
Honours		2	
Masters		2	
Doctorate		1	

	1964	1965	1966
ARTS: Undergrads	536	557	625
Honours	23	28	31
Masters	4	1	3
Doctorates	-	1	2
FINE ARTS - (Bachelor's)	4	3	1
LIBRARIANSHIP - Certificate	1	2	5
N. D. P. (Non-Degree Purposes)	68	90	83
B. Sc.	49	71	98
MATHEMATICS: Honours	-	1	2
Masters			1
B. Com.	48	62	83
ACCOUNTING: Honours	-	1	1
B. Administration	3	1	4
C. T. A. (Certificate in the Theory of Accountancy)	3	2	2
BANKING - Diploma		1	
THEOLOGY - Undergrad		1	1
LAW: Diploma - Iuris		1	1
Attorneys Admission	18	20	25
Public Service Law Exam	1	-	1
LL. B.: Honours	2	4	6
Masters			1
SOCIAL SCIENCE: Undergrad	1	12	14
Honours		2	3
B. BIBLIOGRAPHY	2	1	4
EDUCATION: Honours	14	19	26
Masters	1	1	-
Doctorate	-	-	-
U. E. Diploma	11	8	6
MATHEMATICS: Honours		1	
Masters			1

Table VIII (b)

UNIVERSITY OF THE WITWATERSRAND.

	1964	1965	1966
Architecture	6	10	12
Medicine	39	40	36
Commerce	22	18	15
Chemical Engineering	6	7	7
Graduate Diploma	-	2	-
Electrical Engineering	7	17	18
Mining Engineering	1	-	-
Civil Engineering	9	5	5
Metallurgy		2	2
Mechanical Engineering	11	13	15
Librarianship (Post-graduate)	1	-	-
Logopedics	3	5	1
Arts	36	13	13
Education (Post-graduate)	3	-	2
Law	11	-	10
Dentistry	6	-	10
Science	27	25	31
Music		1	1
Social Work		1	
	188	159	178

Table VIII (c)

ENROLMENT TRENDS (Cont'd)
UNIVERSITY COLLEGE, DURBAN : 1961-66

FACULTIES	YEARS	1961	1962	1963	1964	1965	1966
Science		71	185	230	259	283	260
Commerce						35	60
Arts		43	248	384	588	492	553
Education						204	256
		114	433	614	847	1,014	1,129

Table IX

ENROLMENT AT TEACHER TRAINING AND TECHNICAL COLLEGES - 1966.
(POST MATRIC COURSES).

	Fordsburg	M. L. Sultan	Springfield	Univ. College
Teacher Training	240 (+)	-	580	256
Chartered Institute of Secretaries		21		
Commercial Teacher's Diploma		14		
National Domestic Science Teacher's Diploma		8		
Medical Technicians		11		
Health Inspectors		15		
Chemical Technicians		14		
Total	240 (+)	83	580	256

(+) Includes 40 Post J. C. Students.

THE INDIAN IN THE ECONOMIC STRUCTURE

Commerce, Industry and the Professions are the cornerstones upon which Indian economy largely rests. Agriculture is fast losing its importance as the mainstay of Indian economic life. 83 per cent of Indians are now urbanised leaving 17% on the land. The role of higher education in these spheres of Indian activity will now be considered.

(a) Commerce

The 1960 statistics (Table IV) show that of the total economically active Indians, 21.85% were engaged in commerce and finance. Save for a few major enterprises, much that is common in the organisation of White commerce is almost non-existent in the Indian trading community. Very little use has hitherto been made of high level executives. This is so because Indian commerce has largely been built on orthodox methods - in most cases it is a family affair - and the importance of trained personnel has not been fully appreciated.

A recent survey on the possible employment opportunities for Indian graduates and diploma students in the Durban-Pinetown complex carried out by the University College, Durban showed that there existed immediately 38 vacancies for graduates and 14 for those with diplomas in high-level managerial, technical and administrative posts while another 226 positions for Indian graduates and 626 for Indian matriculants would become available in the not too distant future. These vacancies existed both in White and Non-White undertakings. White enterprise is finding it increasingly difficult to fill vacancies

with White personnel and a growing number of Indian undertakings is recognising the need and advantage of trained personnel. The table below gives a picture of the employment opportunities in the foreseeable future.

Table X

EMPLOYMENT OPPORTUNITIES IN COMMERCE AND INDUSTRY AS AT
1964 IN THE DURBAN-PINETOWN COMPLEX

Posts	Indian graduates	Indian Matriculants	Other Indians
High level Managerial	3	7	-
High level Technical	25	7	-
High level Administrative	10	9	-
Sub-professional Administrative	52	209	113
Sub-professional - production and services	138	157	185
Sub-professional level - stores	6	143	130
Sub-professional level - maintenance	-	-	109
Sub-professional level - sales	30	108	46
	264	640	583 *

* Vocational Opportunities for University Trained Indians in the Durban-Pinetown Complex; A survey undertaken by the Institute of Social and Industrial Research of the University College (for Indians) Durban. Nov. 1964 page 68.

1966 enrolment figures for commerce and economics for the University of South Africa (85), University of Natal (12) and the University College, Durban (60) indicate that the maximum anticipated output of students in the next few years would be 157, - over a hundred short of Durban's requirements.

While the demand for graduate teachers in our high schools must receive priority and therefore the present tempo of enrolments in the faculties of Arts, Science and Education must be maintained, student enrolments in Commerce and Economics need to be stepped up, if Indian commerce is not to lose its position of importance in Indian economy. The problem could be solved if the positions were made attractive and afforded security.

(b) Industry

Today, world industry is passing through a scientific and technological revolution. In the African continent, South Africa enjoys an unrivalled position in the industrial hierarchy. Recent industrial progress in South Africa has attained heights never reached before. It is inevitable that the Indian entrepreneur is sharing in the boom. This development has been the outcome of :-

- i. The increasing change-over from commerce to industry due to the rise of super-markets, overtrading and being displaced as a result of Group Areas;
- ii. The emergence of the African trader in place of the Indian in African residential areas;
- iii. The availability of loans from the Industrial Development Corporation; and
- iv. Border Area industry benefits.

But Indian participation in industry has not kept pace with the phenomenal expansion experienced by the country. Several factors contribute to the "snail's pace" of progress in industry. Among these include :-

- i. Inability to qualify for the Industrial Development Corporation's loan scheme;
- ii. Lack of industrial sites;
- iii. Monopoly, as a result of Capital being concentrated in the hands of a few and the lack of the sense of floating joint ventures such as limited liability companies;
- iv. Inadequate market research in areas of operation;
- v. Lack of know-how and technical personnel.

With the establishment of the envisaged Indian Industrial Development and Finance Corporation, (now in its embryonic stage) the problem of capital for the small industrialist is likely to be solved, while an approach is made by the S. A. I. Council for Industrial sites in Indian areas. The concept of Indian enterprises being exclusive to a particular religious or ethnic group is a problem still to be solved.

However, the greatest problem besides finance which faces Indian industrial expansion is the lack of technical know-how and trained personnel. At present there are only 6 Indian graduates with degrees in Engineering in the country having qualified overseas, while the enrolment figures for this branch of study for the Universities of Cape Town and Witwatersrand are encouraging as the table below indicates.

Table XI

ENROLMENT OF INDIAN ENGINEERING STUDENTS : 1963-4

	CAPE TOWN		NATAL		WITS.	
	1963	1964	1963	1964	1963	1964
Combined B. Sc.	9		1		1	7
Chemical M. Sc.					1	
Chemical Under Grad (B. Sc.)	2	3			10	14
Electrical		3			1	
Metallurgy					1	
Civil	1	1			6	9
Mechanical		14			7	11
Total	12	21	1		27	41

While the needs of Cape Province and Transvaal could for the foreseeable future be met from its student potential, the position in Natal with its almost 400,000 Indians is critical. With the Tugela Basin project in which eight dams are to be constructed before the river empties itself into the ocean and 4 hydro-electric projects, and the opening up of another harbour on the coast of Zululand, the industrial potential of the Natal coastal belt and the hinterland is very great. A community bereft of technological personnel must lag behind in the industrial revolution facing Natal. At present the University of Natal admits students to its engineering courses provided Ministerial consent is obtained. A recent decision to institute courses in Engineering at the University College, Durban had been temporarily shelved until the College moves to its new site at Chiltern Hills.

Apart from these considerations for the future, secondary industries employing 21,000 Indians require the services of 135 engineers based on the White ratio of 1 engineer for every 150 workers and another 42 special category engineers (chemical, civil, electrical, mechanical, and metallurgical) based on the ratio of 1 per 500 workers in the secondary industry. To this must be added the vacancies that will arise in the several Indian townships where local authorities are being set up on the road to self-development.

(c) The Professions

(i) Medical Services

Medical services in South Africa are in a precarious stage as Table XII reflecting the position for the period 1958-1965 indicates.

Table XII

POSITION OF MEDICAL SERVICES (ALL RACES) IN SOUTH AFRICA
FOR THE PERIOD 1958-1965

	Medical Practitioners	Dental Surgeons	Pharmacists	Optometrists
Number in 1958	7,352	1,255	2,723	436
1958 Population Ratio	1,911	9,559	5,288	29,000
Number in 1965	9,352	1,526	3,723	470
Number required	11,782	1,734	4,623	706
Shortage experienced	2,430	208	900	236
Annual increase	270	50	180	5

Table XIII

POSITION OF INDIAN MEDICAL SERVICES

	Medical Practitioners	Dental Surgeons	Pharmacists	Optometrists
Indian Medical Personnel in 1963	240	10	6	1
1963 Population Ratio	2,084	50,000	83,000	500,000
Annual Output	20 ⁺	-	-	-
Shortage	200 [*]	50	50	50

+ Includes graduates from overseas

* 125 required in the various public services - 75 in private practice.

POSITION OF INDIAN MEDICAL SERVICES

In 1965, South Africa experienced a shortage of 2,430 medical practitioners, 208 dental surgeons, 900 pharmacists and 236 optometrists. As a result, the hospital and other health services are facing a crisis. Our annual output is far below our requirements. A survey by the Department of Education, Arts and Science showed that at its best South Africa can produce 270 general practitioners, 50 dental surgeons, 180 pharmacists and 5 optometrists.

Indian medical services are in no healthier position. In 1963 there was a shortage of 200 Indian doctors - 125 in the provincial health services and 75 for private practice to serve the needs of the country districts. The other medical services are also inadequately catered for. To solve part of the problem posed, it is learnt on good authority that the S. A. Medical Council is contemplating recognising degrees obtained in certain Indian universities at present recognised by the General Medical Council but not so by the S. A. body. Nevertheless, an increase in the existing training facilities for Indians is a pressing problem that requires urgent consideration. Each year there is an exodus of Indian students to overseas institutions because of the lack of accommodation in the country. There is also need for Indians to specialise as at present the specialists' services in the Non-White hospitals, especially in Natal, are totally inadequate.

On the other hand, the observation has also been made that posts in professional fields should operate without discrimination as far as remuneration of services is concerned. A recent Sunday paper reported that existing disparities between White and Non-White salaries drove many Indian doctors into private practice. Some Indian doctors received as low as 55% of the salary of their White counterparts.

Indian chemists and pharmacists are rare. Several White industrialists have indicated their willingness to employ Indian chemists if available in sufficient numbers. Chemists are indispensable to the industrial future of the community. Several Indian residential and business areas are without Indian pharmacists.

The dearth of Indian pharmacists may be attributed to the fact that only recently some serious attention was given to the introduction of Physical Science in Indian schools. This course will soon be an admission requirement from matriculants pursuing a career in science.

Several Indian students are following a course in radiology at the provincial hospitals, while 11 students are taking a course in medical technology offered by the M. L. Sultan Technical College with a view to serving the Natal Blood Transfusion Service.

In 1963, there was one Indian dentist for every 50,000 Indians. The ratio for the White community in 1958 was 1 : 2,500. In the U.S.A., the ratio in 1955 was 1 : 1,700, in New Zealand in 1929, it was 1 : 1,600 and in Latvia in 1928, it was 1 : 1,700. In 1964, six Indians were being trained at the Witwatersrand University, but owing to the lack of clinical facilities, this institution cannot offer a complete course. Hence, any extension of medical training facilities should also take into account the provision of a dental school.

(ii) Social Welfare Services.

While the ideal of social welfare work has been given practical definition by voluntary social workers, its status as a profession has only of recent received attention. A few students have graduated in social science, some having attained master's level. Improvement in living conditions as a result of ambitious programmes for the lower income group has brought in its train several social problems requiring the services of trained social workers. The Department of Indian Affairs, fully aware of this development is embarking upon a programme of providing the services of professional welfare workers. This would involve investigations, preventive measures, maintenance and welfare grants, after-care and reconstructive services for children and families, attendance and observation centres. Adequate training facilities for the would-be social scientist exist at the Universities of Cape Town, Witwatersrand, Natal and University College, Durban. In 1964, there were 30 students in these institutions following careers in social science. Several municipal authorities could also absorb the services of Indian social science graduates if they were available.

(iii) The Legal Profession

In recent years, Indians in the legal profession have made great headway. Several now possess post-graduate degrees in law. In 1964, there were 68 students in the South African universities pursuing courses in law of whom 30 were registered for the LL.B. degree. It is anticipated that in keeping with the policy of separate development, legally-trained Indians would be called upon to serve as magistrates, prosecutors and clerks of the court in their own areas. An experiment with such Bantu officers has already begun in the Bantu homelands.

(iv) Librarianship

Only recently have library services been organised on an urban and provincial basis for the White community and a recent conference in Pretoria of the Library Authorities resolved to explore the possibilities of forming a Library Association for the Indians and extending library services to them. The Division of Indian Education also proposes to improve on the present library services.

In a study carried out by the University College, Durban it was found

that there were 9 Indians either qualified or were studying for qualification, 7 were employed in library posts without the necessary qualifications while another 9 held technical posts in the libraries. This same study puts down a conservative estimate of the immediate future needs of Durban alone to be 20 librarians with degrees and 28 with diplomas. Another 50 would be absorbed in the rest of the country. Librarianship courses are offered by the Universities of South Africa, Witwatersrand and Cape Town and the University College, Durban.

(d) Education

Education posts held by the Indian range from the primary school teacher to the Professor at the University. In 1966, there were 4,359 Indian teachers in the Natal primary and Secondary Schools of which about 400 were graduates. Indian lecturers held posts in the Training Colleges at Springfield and Fordsburg and at the M. L. Sultan Technical College in Durban with branches in Stanger and Pietermaritzburg. At the latter institution, several Indians hold senior posts as heads of Department while the post of the registrar is occupied by an Indian. Seven Indians hold Inspectorial posts and one the post of Planner in the Division of Indian Education.

Several Indian doctors and lecturers hold part-time posts in the Faculty of Medicine at the University of Natal and a few serve as research assistants. At the University College, Durban of the 120 (±) members on the lecturing staff, 20 are Indians. One holds the post of a Professor and 4 as Senior lecturers. In addition there are 14 Indian technical assistants of whom two are graduates.

A serious shortage of qualified teachers exists in the primary and secondary schools. In 1966, of the 4,359 Indian teachers, 907 were graded A, i.e. with only a matriculation certificate, while 2,301 were graded as either A or AA (i.e. below matriculation). An intensive teacher training programme has been already set in motion and enrolment for teacher training courses has been encouraged by the institution of bursaries, travelling and boarding allowances.

Staffing in the High Schools has not kept pace with the growth of the secondary school population. Due to the lack of sufficient graduate teachers, the burden is shouldered by undergraduates and in certain Transvaal Indian High schools by matriculants.

Lack of adequate trained personnel is hampering the educational development of the community.

(e) Agriculture

According to the Bureau of Statistics, in 1960 Indians in Natal owned 62,935 morgen of land. The major crops produced by Indians are maize, tobacco and sugar cane. In the same year Indian production of maize totalled 22,655 bags (of 200 lbs) and tobacco 221,888 lbs. In the 1964/5 season, Indians milled 751,112 tons of sugar cane from a registered quota land of 60,255 acres. Indian sucrose quota allocations amount to 142,390 tons sucrose.

The average yield on Indian sugar farms is far below national production. In 1956/7 the yield was 16.4 tons per acre, as compared with 30 tons for the industry as a whole. Dr. I. A. Allan in his "Indian Farmers in Natal" ascribes this to such factors as lack of capital, poor soil, lack of knowledge of sound methods of agriculture and poor management.

With regard to capital Land Bank loan facilities which have of recent been extended to the Indian farmer and the proposed Indian Industrial Development and Finance Corporation should solve the problem, but the other problems posed call for the use of trained agronomists. With 50 Indian planters owning sugar lands ranging between 300-500 acres each and another 32 owning between 200-300 acres each, it is possible for such farmers to combine and engage the services of qualified agronomists. But the greatest problem is that there is not a single Indian with either a degree or diploma in agriculture. It is estimated that should training facilities be available, Indian agriculture could absorb 10 Extension officers and about 20 graduates with a degree in Agriculture. Scientific methods and sound management would make farming an economic proposition.

CONCLUSION

This paper has attempted to prove that the key to the economic salvation of the Indian in South Africa lies in his greater participation in higher education. In 1964, there were 48,000 White students in the various universities in South Africa (full-time and part-time) representing over 1.5% of the population. In 1966, Indian student enrolment at all universities here and overseas numbered about 3,000 representing about three-fifth per cent calculated on an estimated population of 550,000. To raise the percentage to 1 we need some 2,500 students and to bring it on par with the White community there is need for some 5,250 students. This is however not possible for some time to come. However, with the intensive expansion programme for high school education contemplated by the Division of Indian Education the position would be different by 1980 when the estimated Indian population should be about 850,000. The university potential if brought on par with present European trends would be 12,750. Working on the assumption that the new University College at Chiltern Hills would absorb 5,000, there would be need by then for two other university colleges unless of course integration at university level becomes accepted.

The observation has been made in other quarters that South Africa is facing a shortage of skilled manpower. The country needs to tap the potential of the university or college trained Indian youth alongside with the resources existing among the other Non-White races. Non-White youth can make a positive contribution in securing the future economy of South Africa.

There is need for a greater diversification of the type of degrees taken. Attempts should be made to eradicate the snob value attached to certain professions, e.g. medicine. Perhaps an increased degree of nationalized medicine would solve this problem. There is room for Indian youth in Commerce, Economics, Social Welfare, Librarianship, Pharmacy, Agriculture, Engineering and Administration.

The gap between the salary scales of White and Non-White professionals must be swiftly narrowed down so that eventually there should be no gap at all. The existing disparities give room for discontentment.

Not enough Indian women are pursuing university careers. There is need to breakdown further the traditional conservatism among our people.

Finally, an acknowledgment must be made that during the last decade or so great strides have been made in educational and economic life of the community and this has been so because men with vision and having the cause of the Indian community at heart have been at the helm of affairs. May the educationists of the future be guided by the same philanthropic feeling.

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