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in dié uitgawe / in this issue

University of Durban-Westville	2
Foundation stone ceremony in Lenasia	12
Photo Flashes	16
In-service course for Principals	18
Keeping fit with the M.L. Sultan	20
New fields of employment opening up	22
New Schools	24
Did you know?	30
Paper is their business	31

BANANA CULTIVATION — THREAT OF BURROWING EELWORM INFESTATION

In view of the threat which Burrowing Eelworm (*Radopholis similis*) poses to the Indian banana farmers in the Durban/Pinetown complex and as some problems were being experienced in convincing banana growers of the importance of the eradication of this pest, officials of the Citrus and Subtropical Fruit Research Institute, the Department of Agricultural Technical Services, the Division of Plant Pest Control, the Department of Indian Affairs, the Durban Soil Conservation District Committee and members of the South African Indian Council and Natal Agricultural Union met at the office of the Regional Representative Department of Indian Affairs on May 26, 1972, after an inspection in loco of affected banana plantations to organise a campaign directed at the eradication of the *Radopholis similis*.

At this meeting it was decided to establish a steering committee which will liaise with the South African Indian Council and the Indian farmers in planning a suitable campaign. Details of the plans will appear in future articles to be published in Fiat Lux.

Front Cover: Foundation stone laying ceremony at the M. H. Joosub Technical High School in Lenasia — see page 12.

Back Cover: Metric Guide.

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A CHANCELLOR IS INSTALLED

The highlight of a momentous weekend for the University of Durban-Westville was the installation, in absentia, of the Chancellor of the University, Professor A.J.H. van der Walt and the Vice-Chancellor Professor S.P. Olivier, Rector of the University, by Senator J. de Klerk, the President of the Senate and Chancellor of the University of Potchefstroom for C.H.E. The colourful evening function took place on May 5 in the main science lecture theatre and was attended by representatives from every University in the Republic.



Professor S.P. Olivier receives the robe of Vice-Chancellor of the University of Durban-Westville, from Senator J. de Klerk, President of the Senate.

A view of some of the dignitaries at the installation of the Chancellor of the University of Durban-Westville. From left to right: Professor J.A.G. Mare, Rector of the University of Zululand, Professor N. Sieberhagen, Rector of the University of the Western Cape, Professor J. de Wet, Rector of the University of Fort Hare, Professor W.J. van Biljon, representative from the Rand Afrikaans University, Professor J. Robbertse representative from the University of Port Elizabeth, Professor Hennie Coetzee representing the University of Potchefstroom, Professor D.J.M. Hyslop representing the Rhodes University and Professor B. Kok, Rector of the University of the Orange Free State.

In his address, Senator de Klerk, traced Professor van der Walt's career until 1961 when as a result of his extensive knowledge of University training and the high regard that he enjoyed in Government circles and the academic sphere, he was appointed by the State President as Chairman of the University College Council, a post which he retained until December 1970.

He said that under the guidance of Professor van der Walt, not only was the foundation of the former University College laid but owing to his ability, efficiency and thoroughness as Chairman of the Council, he had been able to play an effective part in ensuring that the institution would celebrate its first graduation ceremony as an autonomous University this year.

It was therefore conceivable, he said, that Council had elected Professor van der Walt unanimously as first Chancellor of the University of Durban-Westville.

Professor van der Walt's address was read by Professor S.P. Olivier, who was installed as Vice-Chancellor of the University.

In his address, Dr. van der Walt discussed some of the problems connected with such a new University. He posed the question of how one could find the balance between the ad. lib admission of students to the University and the facilities and standards traditionally connected with an institution bearing this name.

"The theory that if only more people could be more educated — the cry after the First World War — the utopia of civilization would be achieved, has actually resulted in such an influx into the universities as a result of the full implementation of this policy at primary and secondary school level, that it is becoming increasingly difficult for these institutions to retain its traditional identity and to cope with the demand. It raises three immediate issues for us: (a) It is true that many people have and do become more civilized and more mature in the process of receiving tertiary education, but it is also obvious that education, sometimes referred to as the unintended education, especially at this level, sharpen any man's sensitiveness to the issues and discrepancies of life; and that, as the gap not between the educated and the less educated, but between the "Haves" and "Have-nots" between the so-called "developed" and "under-developed", between "White" and "Coloured" continues to exist and increase, this utopian peace will recede further and further. (b) Secondly, this very education, this mass influx, has tended towards an education

for the masses (sometimes even criticized as based on the lowest common denominator), so that we find in the university today the same tendencies as were found in the early stages of the "Workers" Movement at the beginning of the Century. Already the "intellectual proletariat" is some 50 years ago, and the cry "Workers of the World Unite" is exchanged for "Students of the World Unite". The avowed intention is that this new proletariat would control the "brains" of the world of tomorrow as the old proletariat had controlled the "labour" of the world. Knowing what the trade unions had achieved, one could visualise that the new education — evidence of which is already available in this country — could direct and control all man's future actions — and which could in the wrong hands, destroy our total existing culture. In more ways than one, our Non-White students are intimately affected. (c) And thirdly, how does one meet such a situation if this is the only University which is open to the Indian Matriculants?

Another question: How does one meet the demand for more student participation, when there is reason to suspect that what is aimed at, is not participation but power and control? I am convinced that to transfer a political concept of "democracy" to a university is nonsensical and a "contradictio in terminis", apart from when it might be applied to students electing fellow-students for student affairs only; — and even then not where a spirit of antagonism might prevail by sheer intimidation, and where the desire is, not to participate in erecting a humane institution but a revolutionary one. Student's Councils are, under such circumstances, completely ineffective, and counter-productive. At the same time the bona fide requests of students for better instructional methods under new circumstances cannot be ignored and our own university must in the content and presentation of its courses, in its researches etc. ever be vigilant to all aspects of this problem."

Professor van der Walt said that one of the biggest hurdles to overcome when the University was first established was to convince the Indian community of the sincerity of their intentions, and, on the other hand, to convince the sceptical White communities of the necessity to make certain adaptations in their thinking — whether they agreed with Government Policy or not.

"Most of the Indian political leaders were traditionally antagonistic towards almost anything that the successive Governments tried to do "for" them. Now they suddenly had to get adjusted to what was really a very major decision, from



Senator J. de Klerk, President of the Senate discusses items of the programme with Professor S.P. Olivier, Vice-Chancellor of the University of Durban-Westville, (left) and Professor G.S. Nienaber, Chairman of the University Council, (right).

being South African Indians to Indian South Africans. So while the criticism, protests, subversion and ignorance continued also against the University College — fanned by individuals and concerns who ought to have known better — the resoluteness of the academic concern of the College and its sincere interest in and identification with the community slowly gained the moral support of about 95% of the people. In this regard I would like to pay tribute to the then Rector and now also Vice-Chancellor, for the extremely important work he did in this respect with admirable firmness and tact, to his academic and administrative staff and especially to those first Indian members of staff who joined the University College and opened so many doors (and hearts) into the community."

The hereditary stratification, he said, which existed in any community was a hundred times intensified in South Africa's heterogeneous society. It was prevalent in each Non-White community as well as in each White community.

"It is doubly prevalent in our intergroup relationships where language, religions, castes, family trees, colour etc. are determining as well as differentiating factors, and where, coupled with

certain rights, status, power, prestige and stability, it had provided certain (automatic) privileges to some and not to others. Although it was vaguely conceded by many Whites that such "academic" stratification might not apply to the Indian, it was generally too deep-rooted to be miraculously eliminated, and they believed that what would appear to be eliminated by extra educational opportunities today was bound to re-appear tomorrow, in some other and even more dangerous guise. Respect for the dignity of each group as the basis for the improvement of inter-human and inter-group relationships, was therefore as much the ideal and responsibility of the new University College as was its academic achievement. And perhaps there is, as a result, today a better realisation that it is the stubborn refusal, inability or ignorance of people to accept and/or adapt themselves to simple unalterable factual situations that causes "problems", and that the possibility of such "problems" in South Africa is far greater than in most countries since the variety of such situations to which a multitude of differing peoples and individuals have to adapt themselves in our complex, collateral, heterogeneous and pluralistic society far outweigh that of most other areas of the world".

Professor van der Walt also paid tribute to the University of South Africa for its valuable guidance and assistance and its sympathetic understanding.

Referring to directions of study which had not yet been provided for, Professor van der Walt said that a viable "School of Health" accommodating some 600 students was priority Number one in the next phase of the University. Such a school should include medical and dental training, optometric, specialist and paramedical facilities etc.

He also felt that more attention should be paid to the theology courses for the Hindu and Muslim communities, as it was necessary for a University to supply not only pharmacists, engineers, accountants, teachers but also the spiritual leaders of a community in order to ensure that the qualitative aspects of man's personality were being developed as intelligently and scientifically as possible.

He said that a recent article in the press had used the term "no choice" university. This, he said, was an iniquitous political attempt at discrediting the academic character of the University, and giving a wrong impression to young people who, quite the contrary to what the article implied might have had "no choice" but to forge a University Education. "Knowing how much emphasis is placed on a good matriculation pass, and

allowing for those who are in any case admitted to the White University of Natal's Medical School, it would appear doubtful whether more than about 15% or 20% would have been admitted to those universities e.g. Cape Town and Stellenbosch where admission requirements demand at least a 50% pass mark for Matric. The "open university" for 80% of our students is a myth from this point of view. In any case it is not who goes into a university that matters, but what and who leaves the university. And the fact that only Indians go to this university, as Chinese go to Chinese Universities and Swedes to Swedish and Germans to German Universities — each with no more than about 7-10 percent foreign element — makes absolutely no difference to the nature of the University. As a matter of fact it provided a far greater overall educational and maturational and social experience than the "open university" could ever hope to achieve at the undergraduate level.

However, the present position where some Indian students are allowed to proceed to White universities, might well be seen in reverse in the years to come, when, at the post-graduate level especially, some bona fide White students could follow those courses which are only being offered at our University and some Indian students might even be accommodated at the non-open Afrikaans universities on the same basis as students in Europe register at and under the conditions of a particular university but are allowed and encouraged to follow certain ancillaries at other universities should they so wish.

"As far as academic and administrative control of the universities is concerned, I must say that I am very happy to note that our Indian heads of departments are serving on the University Senate. In the same way I feel the time is fast approaching when the idea of an Advisory Council should be seriously reconsidered and a joint council be instituted, more or less similar to that which obtains at the M.L. Sultan Technical College. This presupposes not only a new type of control but also a new type of subsidisation of the University which would bring it more in line with the older universities. For this purpose the private sector, White and Indian, would have to stand in for a certain percentage of the University's finances. But considering the Indian's traditional interest in and sacrifice for education and the fact that he is now no longer called upon to contribute to the primary and secondary education of his child, I have no doubt that the Indian community will respond for their part. I am equally convinced that

the other sectors would make their contributions as they do to other universities. But, in any case, Your Honour, I am equally convinced that there are more Indians capable of helping their university financially today than ever there were Whites who started particular universities like Natal, Stellenbosch, Potchefstroom, and others."

"It has always been our Council's and our University's belief, contention and submission that the salary-differentiation between White and Indian lecturing staff should disappear. I am well aware of the validity of the reasons of the State authorities why this process should be as slow as it is at present. However, should the university obtain greater financial autonomy and more voluntary contributions from the public I am certain that this anomaly will and can be removed. There are of course also other ways, in which they can be removed, but this in itself would mean careful reconsideration: For example: the application of the common basic State subsidised salary for all, with the necessary "allowances" as differentials; or the equivalent in class fees and residence fees as the White students are paying at their universities. There might also be other approaches.

"There is grave need on the part of the University, State and Communities to give attention to the growing potentially explosive component in the mass influx and outflow of university students of self-righteous but understandable claims of an ever-increasing army of graduates and scribes without the possibilities of eventual satisfying employment. This already causes concern in U.S.A. and Britain. Of course the mature man can rationalise, but then few young graduates, in spite of their bravado, can rationalise; they would rather resort to drugs and despair and while the modern university tends to breed despair, it does not breed obedience to authority. The four traditional sectors where they can be absorbed, viz. the primary and secondary industries, services and trade ought to be scientifically analysed and prognosticated on a national scale. The primary and secondary fields are being rapidly capitalised by the Indian professional graduate, but the scope still tends to remain limited in South Africa. In the secondary and trade sector the position is relatively sound and seems to indicate development of organisational restructuring on a higher niveau".

Professor van der Walt concluded by saying: "The universities and our young people — especially our Indian youth, are caught in one of the biggest cultural crises of all times, where the combined and subtly organised extraneous forces

are trying to steal a march on the traditional educational institutions — the home, church, school, state — our young people must be given the tools to make a meaningful contribution to these crises. These relentless, insistent and appealing forces which more often than not, make the discipline of serious study, reading and research take second place to modern pop music or radio advertisement and mass communication, and which stretches over the whole spectrum of life, seem to be so globally organised that it can completely neutralise the mind of the young, making them entirely ineffectual at the crucial point of choice and transition. Our young people need to get from our universities acceptable and recognised norms within the framework of which their lives and contributions could be evaluated."

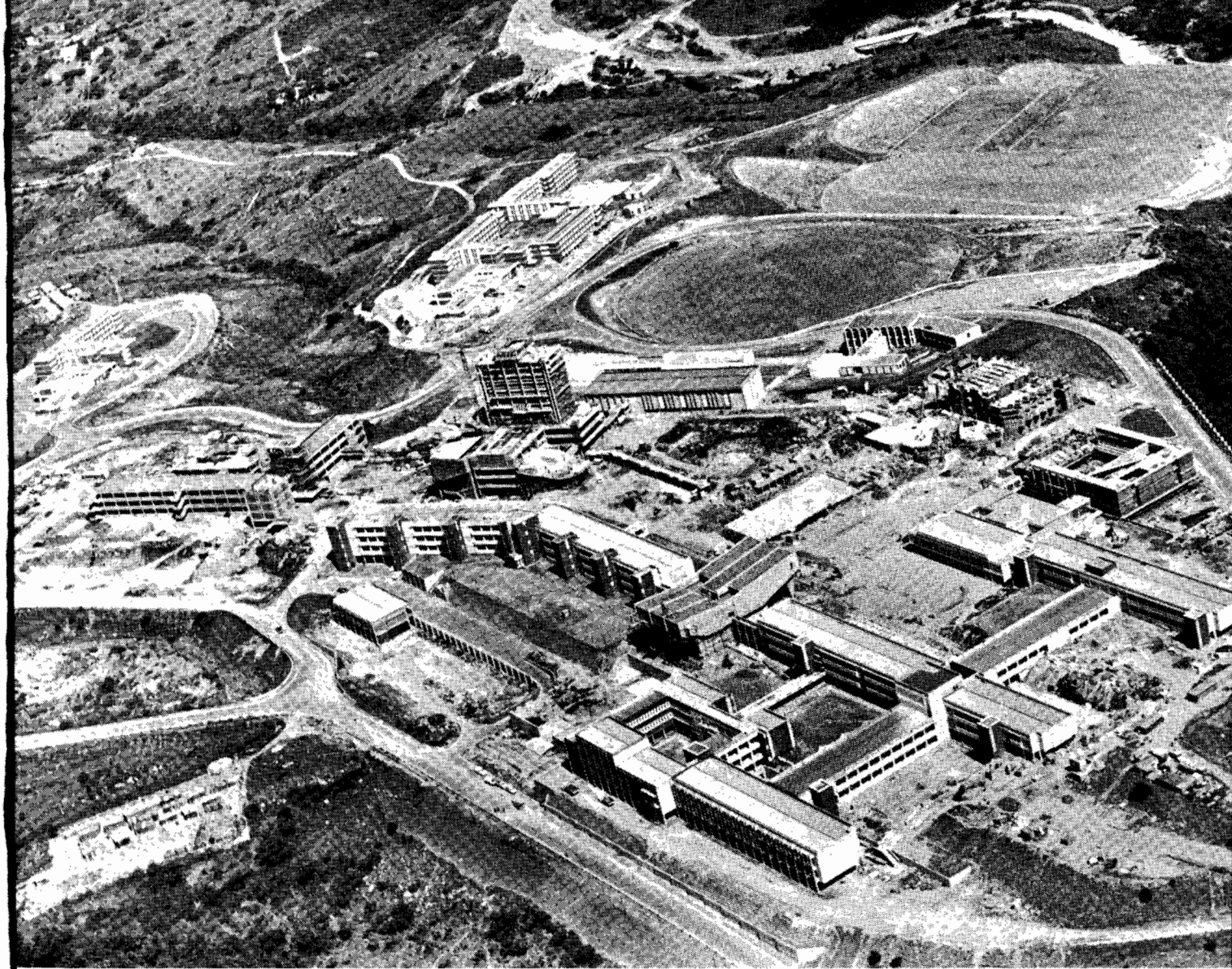
In his address the Vice-Chancellor Professor S.P. Olivier had this to say:—

"We have, of course, our aspirations for this Institution, but we also realise that Universities, like people, must define themselves by their acts, and that we must discipline ourselves to remain true to the triads of any university: teaching, research and service. We would like to be able to say to our students: You have offered voluntarily to be our disciples and to obey and endure the academic disciplines. We buy nobody and we cannot be bought. We cannot compromise. If you do not like our words, tasks or assignments, you are at liberty to go when it pleases you. We want nothing from you except your own advancement and improvement. Stay as long as you feel benefitted".

"Die jare vorentoe gaan vir hierdie, soos vir die ander universiteite van Suid-Afrika, nie makliker word nie, veral omdat daar magte buite die universiteite aan die woel is, wat hierdie instellings hulle werk wil leer, en idealistiese en onskuldige jongmense wat soos ons almal, werk dat môre, die wêreld, onself en ons universiteite, nog beter sal wees as vandag, wil gebruik as lakeie en as hul prooi: ideologiese magte wat nie die minste geïnteresseerd is in die akademiese aard en taak van die universiteit nie.

"Dit sal selfs nog moeiliker word as die universiteite van één land, soos Suid-Afrika, nie uit een mond praat oor sulke aangeleenthede nie, want dit raak die kern van ons hele universiteitswese en ons volkslewe."

The ceremony was concluded with each of the visiting dignitaries from the visiting universities giving their messages of congratulations to the Rector and staff of the University of Durban-Westville. □



GRADUATION CEREMONY OF THE UNIVERSITY OF DURBAN-WESTVILLE

This year's graduation ceremony of the University of Durban-Westville was an historic occasion for the University, as it was the first graduation ceremony to be held since the University was granted its autonomy.

A crowd of approximately 2,000 people gathered in the Durban City Hall on Saturday May 6 to watch Professor S.P. Olivier Vice-Chancellor and Rector of the University of Durban-Westville confer the degrees and diplomas on nearly 250 students in the absence of the Chancellor, Professor A.J.H. van der Walt, who was indisposed. The ceremony was attended by several dignitaries from other universities and the Honourable J. de Klerk,

President of the Senate was guest of Honour.

In addressing the audience, Senator de Klerk said that there would have to be radical changes in the types and numbers of jobs available to Indians, because the Indian community was going to need men skilled in all the professions and occupations found in South Africa today. He said that by the year 2,000 when the Indian

GRADUATION CEREMONY OF THE UNIVERSITY OF DURBAN- WESTVILLE



Mr. R. Ismail, a BSc. Graduate who received distinction in Microbiology.

Mr. R.B. Ram obtained a BSc. Honours degree with distinction in Physics.



population would probably approach 1/4 million it was possible that the percentage of economically active Indians would approximate that of the Whites, Coloureds and Africans. It would appear that during the next 30 years the number of jobs for Indians must therefore increase by more than 200 000.

An analysis of Indian employment and sources of income, he said, had suggested that the Indians had only advanced slowly in occupations where progress was linked with relatively high technical and educational standards.

He said that they were being given all the facilities necessary to acquire the educational, technical and academic qualifications to develop the entrepreneurial and other skills required to raise their material standards of living and their levels of income, consumption and saving.

"The task is two-fold; in the first place it calls for the development of the human material and in the second place, the creation of wider range of employment opportunities for Indians."

Senator de Klerk said that during the last ten years, people had come to realise that the Indians in this country were the permanent responsibility of South Africa. He referred to the year 1960 when the Government had accepted the fact that the Indians would no longer be regarded as a liability but as an asset contributing to South

Africa's future development. He said that the move had proved to be wise and correct and today the Indian Community had shown that they were anxious to play their part in promoting the interests of South Africa.

"The year 1960 not only brought about the realistically accepted policy of Indians becoming an integral part of the new national structure but also marked the end of a century of loose educational thinking and planning concerning the Indian community. A completely new approach was demanded. In terms of the policy of developing the various racial groups along their own lines, each with its own identity and respect for each group's personality, it was vital that the formulation and implementation of the policy should be the concern of the members of each group and of each other, rather than depend on autocratic direction from the top.

If the Indians were to become an integral part of the new national structure and were no longer to be regarded as potentially expendable repatriates, they would have had to be assisted to develop as rapidly as possible into a reliable, accepted and acceptable, viable autonomous community, occupying its own rightful place in the South African mosaic of communities.

EDUCATION

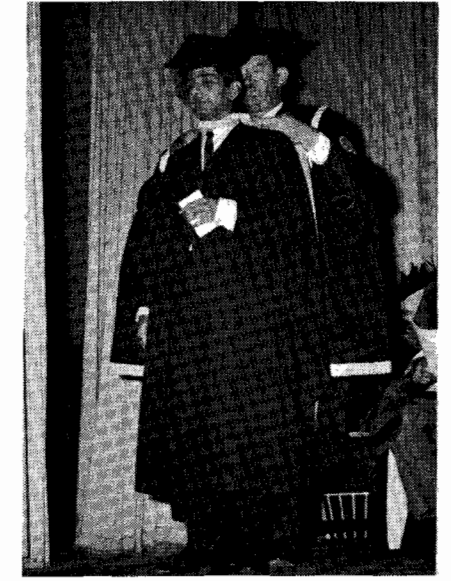
Educational opportunity and the re-construction of the educational ladder were priority number



Mr. A.J. Noormohamed obtained his Baccalaureus Legum.



The only M.Sc. degree was obtained by Mr. G. Naidoo in the Department of Botany. The subject of his thesis was "The uptake and translocation of ³²P under different conditions in *Eragrostis Curvula* (Schard) Nees".



Mr. I.M. Mahomed, an outstanding BSc. Pharmacy graduate with distinction in Forensic Pharmacy, Pharmaceutical Chemistry, Pharmaceutics and Pharmacology.

one. And the most pressing need seemed to be in the field of University and tertiary education, so that, from an educated middle-class, leaders could arise, able to take on the responsibility of putting this new approach into practice."

"As gevolg hiervan is 'n besluit geneem om 'n Universiteit vir die Indiërgemeenskap onmiddellik tot stand to bring. Dit sou onder die vaandel van die Departement van Hoër Onderwys vaar. Inmiddels is oorweging geskenk aan die daarstelling van 'n Departement van Indiersake om planne op te stel vir ander noodsaaklike behoeftes op die gebied van alle vlakke van die onderwys.

Daar is besluit om 'n staatsgefinansierde Universiteitskollege onder die beskerming van die Universiteit van Suid-Afrika te skep. Die totstandkoming van die inrigting asook die beplanning van die nuwe kampus om aanvanklik 2000 studente te huisves was die einde van 'n tydperk van omplanmatige Universiteitsopleiding vir Indiërs. Dit was ook die deurslaggewende faktor om te bewys dat Indiërs in die toekoms nie net in Suid-Afrika nie maar ook van Suid-Afrika sou wees.

TEENSTAND

Soos u almal weet, het die stigting van 'n aparte Universiteit vir Indiërs teenkanti van verskillende groepe ondervind. Baie blankes was nie oortuig dat die betreklike klein getal Indiërs in Suid-Afrika — sowat 30/o van die groot uitgawes betrokke, wat nie deur 'n blanke regering bekostig

kon word nie omdat daar nie in die verlede op die Indiër se lojaliteit en steun gereken kon word nie."

"Further education, they argued could lead to more and more demands and more competition. Others agitated on the grounds that education, and especially University Education ought to be integrated for all races...Perhaps few people, including Indians, realised the full long-term significance of the basic decision, viz. the full acceptance of the community per se.

GROWTH

At the time of the establishment of the University College in 1961 when of the 114 students, 71 were in the Science and 43 in the Arts faculty it appeared that whereas 6,5 per cent of the White pupils were engaged in post matriculation and University studies, less than 1,5 per cent of the Indians were.

However, an achievement unparalleled in the history of University Education in South Africa was reached when within the first 5 years, over a thousand students registered. More courses were gradually added so that the College met practically all the University requirements except for highly specialised courses like medicine, architecture and agriculture.

During the past six years the number of students have doubled to nearly 2,000. A pleasing

GRADUATION CEREMONY OF THE UNIVERSITY OF DURBAN- WESTVILLE

The Academic Procession mounts the platform at the Graduation Ceremony of the University of Durban-Westville. (From left to right) Professor D.H. Cilliers from the University of South Africa, Counsellor Ron Williams, Deputy Mayor of Durban, Mr. A.M. Rajab, Professor G.S. Nienaber, Professor S.P. Olivier, and Senator J. de Klerk.



feature of the enrolment figures over the years has been the response of women students. In the first year there were only 11 female students. Five years later the number had risen to 139 and today it stands at more than 500 i.e. 25 per cent of the total employment.

The extra-mural students total about 25 per cent of the University's enrolment figures for this year and this is also ample testimony of the Indian's desire to improve his position.

It is indeed encouraging that nearly 400 full time students are from other parts of the Republic. Natal of course, has the greatest number of students — 1200 full time and more than 400 part time — followed by Transvaal with nearly 300 and the Cape with nearly 100."

Referring to Government Policy, Senator de Klerk said that one of the basic elements of collateral development remained the acknowledgement of the dignity of races.

"In this connection and as far as our Indian community is concerned the recognition of the authority and of the South African Indian Council must be regarded as paramount. The development of the Council into a political body is bound to be slow and maybe a trifle irritating to those Indians who want to acquire power and get it quickly.

"But South Africa is striving for balance, and the best results can only be achieved by a two-way system of give and take based on mutual respect, and having regard to what Prof. van der Walt referred to last night, as the hereditary stratification in our society.

It is to be hoped that the mass media will, in future, display the necessary responsibility and leadership in this respect.

Official policy envisages increasing control of their areas by the Indians themselves, and this has led to a deal of idle speculation on the future of the Indian in South Africa in the broader political sphere.

Changing from the mainly nominative to the completely elective principle can be done with comparative ease, but when it should be done is a very different matter.

Until this has come about any attempt to replace the nominative principle by the elective is premature and would be courting disaster.

There are still Indian spokesmen who have not completely grasped South Africa's basic policy of maintaining the identity of her diverse communities.

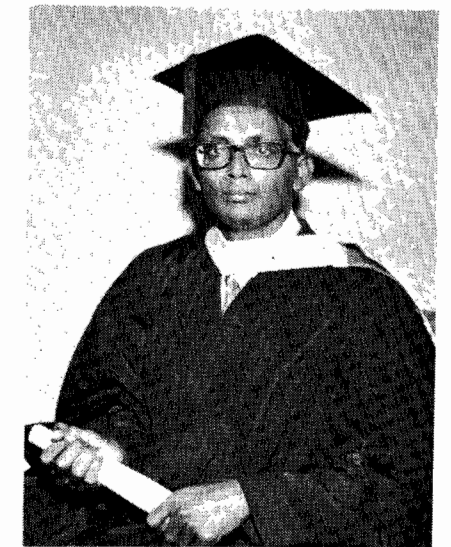
No purpose would be served in providing a platform for people who aim at destroying the present system which at least ensures a high degree



Miss V. Rangasamy smiles as she acquires a B.A. degree.



Ugavathe Pillay received M.A. in Psychology for a thesis "A comparative study of the values, attitudes and folklore across three generations of Hindu Tamil-speaking females in Durban"



An outstanding scholar Mr. A. Ramphal obtained his Master of Education Cum Laude for his thesis, "An Investigation into the suitability of the National Bureau Group Test for five and six year olds as an instrument for measuring school readiness among a group of Indian children in Durban".

of order under extremely difficult conditions. Therefore, for the present the Indian leaders should resist all pressures and work steadily towards the day when the community as a whole unit be ready to assume greater responsibility, because sectional interests will no longer play the major role.

Valuable experience is being gained at the local level. When Indians have proved that they can control affairs entirely effectively and successfully at that level, the time may be opportune for considering future developments at a higher one. And indeed, this seems to be well on its way."

Mr. A.M. Rajab, Chairman of the Advisory Council then addressed the gathering. He said that although young in years, by the high standards that had been attained by the University, in its academic disciplines, and by the stringent criteria applied to its courses, its curricula and its examinations this University had already established for itself, a place right on top, with the glittering stars in the firmament of the South African Universities. This was a challenge to all those who were associated with the University of Durban-Westville — to the students and staff primarily, and to its Council and Advisory Council, but also those in power above, controlling its destinies and more particularly in the final analysis to the Indian South African community at large from whom its support was derived and to whom the University was dedicated.

"This is no "Jim Crow" University," said Mr. Rajab, inferior academically, poor in standards and disciplines, ashamed of its degrees and unaccepted generally by the major Universities of the world.

This University and its degrees are accepted by all great Universities in this country as equal to their own. This University is no different to them in the quality of its buildings and equipment, or the standards of its courses and degrees; nor is it lacking in the all pervading spirit of human challenge and endeavour characteristic of the quest for hope and knowledge that Universities the world over symbolise for the common man.

I am convinced that Indian South Africans, smallest in numbers though they be, most youthful in years, but oldest in wisdom and civilisation of all the different groups in this country, imbued by the ceaseless quest for success, they will build up at this University a great and honourable tradition that will be unsurpassed, and the light from which will shine forth beyond the borders of our own country. It will become a great centre of learning, specialising in new fields hitherto untouched by others, but necessary for better understanding and tolerance. It will provide a new focus for racial enlightenment, enriching and strengthening the cultural affiliations of the many and diverse peoples of this fair country of ours".

After Mr. Rajab had moved the vote of thanks, Professor S.P. Olivier dissolved the congregation.

LAYING OF THE FOUNDATION - STONE OF THE M. H. JOOSUB MEMORIAL HALL

MORE THAN 1 500 GUESTS attended the laying of the foundation stone of the M. H. Joosub Memorial Hall by the Honourable F. W. Waring, Minister of Indian Affairs, in Lenasia on Friday, May 26, 1972. The hall is to form part of the M. H. Joosub Technical High School, which is expected to be completed by October, 1974.

The need for technical education in the Transvaal was realised by the Indian community itself, the Minister said. In 1964 Mr H. E. Joosub on behalf of the H. E. Joosub Charitable Trust, approached the Department of Indian Affairs and offered a substantial cash donation towards the erection of a technical college for Indians in the Transvaal.

After several sites had been considered, the present one was ac-

quired. The Department accepted the firm offer made by the donor to pay 50 per cent of the cost of the school hall.

The donation was to commemorate the father of Mr H. E. Joosub, who was a much respected leader of the Indian community for many years in Pretoria and a man who contributed generously to the welfare of his people.

In his address, Dr M. B. Naidoo, Chairman of the Education Committee of the South African Indian Council, gave a brief sketch of the man thus honoured.

Born in India, he landed in Cape Town in 1876, from where he journeyed by ox wagon to Pretoria. He started his own business in 1883 and had among his customers, President Paul Kruger and General Louis Botha.

He was well-known for his generosity and deeply religious convictions. He played a leading role in the erection of the Mosques in Pretoria, Pretoria's Asiatic Bazaar, Krugersdorp and Middelburg. Through the pen of Sayed Abed Mia Osmany he published several books on Islam. He made the pilgrimage to Mecca on two different occasions.

He provided the necessary funds for the building of Indian wards in the Middelburg, Lichtenburg and Klerksdorp hospitals and during the Great War made generous contributions to the Governor General's National War Fund and also donated an ambulance to St John's Ambulance.

The Minister pointed out that the donor had apparently had in mind an institution similar to the M. L.

The Hon. F. W. Waring, Minister of Indian Affairs delivering his address.



Mrs. Waring receiving a bouquet from 13 year-old Zeenat, daughter of Mr H. E. Joosub.

Sultan Technical College in Durban. If, however, the history of the latter were to be examined, it would be found that it originated as a technical high school which eventually developed into a technical college.

This school would be the first high school with a technical emphasis to be erected for the Indian community in the Transvaal.

It will upon completion cost nearly a million rand.

In addition to the hall, the school will consist of 28 general classrooms; 8 specialist rooms for typing, geography, history, art, library multi-purpose (audio-visual) and drawing rooms; domestic science accommodation comprising a needlework room and cooking area; science complex, comprising 3 laboratories and two lecture rooms; administrative accom-

modation comprising offices, staff- and storerooms; workshop accommodation, comprising 3 workshops and a central bulk store.

Facilities for recreation have also been taken into account and sports-grounds where soccer, cricket, tennis, athletics and netball can be played, will be provided.

In view of the new system of education to be introduced in the near future, provision will be made in this school for the following divisions: Technical, Commercial, Home Economics, the Humanities, Science and a General Course, comprising subjects selected from the divisions quoted.

It is envisaged, as the need arises, to extend the training, both theoretical and practical, to such branches as electricity, building, plumbing,

welding, fitting and turning, panel beating and spray-painting.

The M. H. Joosub Memorial Hall is being built at a cost of R76 650 and, in terms of the agreement, the H. E. Joosub Charitable Trust has paid its share of R38 325.

The Minister said that it was his sincere wish that the generations of pupils who would use the hall, would always think of Mr M. H. Joosub kindly and strive to maintain and preserve the hall in his memory. He also expressed the hope that those who would come to the school to receive education and training would at all times study with diligence and devotion and that they would receive there not only knowledge and skill but also those qualities which would enable them to become well-adjusted

and dutiful members of the Indian community whom they may serve with the knowledge and skill that they acquired at the institution.

Also speaking at the ceremony, Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council, said that this technical high school would provide the Indians of the Transvaal with the necessary technical and vocational educational facilities, the lack of which has had a hampering effect on the transition from trade to industry.

He expressed the hope that in years to come, the school would earn for itself the same good name for imparting sound technical education to the youth of the Transvaal as the M. L. Sultan Technical College had done so notably well in Natal since its founding. □

The handing over of the H. E. Joosub Charitable Trust's contribution towards the erection of the Hall took place at the April '72 meeting of the Transvaal Ad Hoc Committee of the South African Indian Council. Receiving the cheque for R38 325 from Mr H. E. Joosub on behalf of the Department of Indian Affairs, is Mr G. J. Brümmer, Deputy Secretary for the Department. Mr N. A. Cassim (extreme left), a trustee of the Trust, looks on.

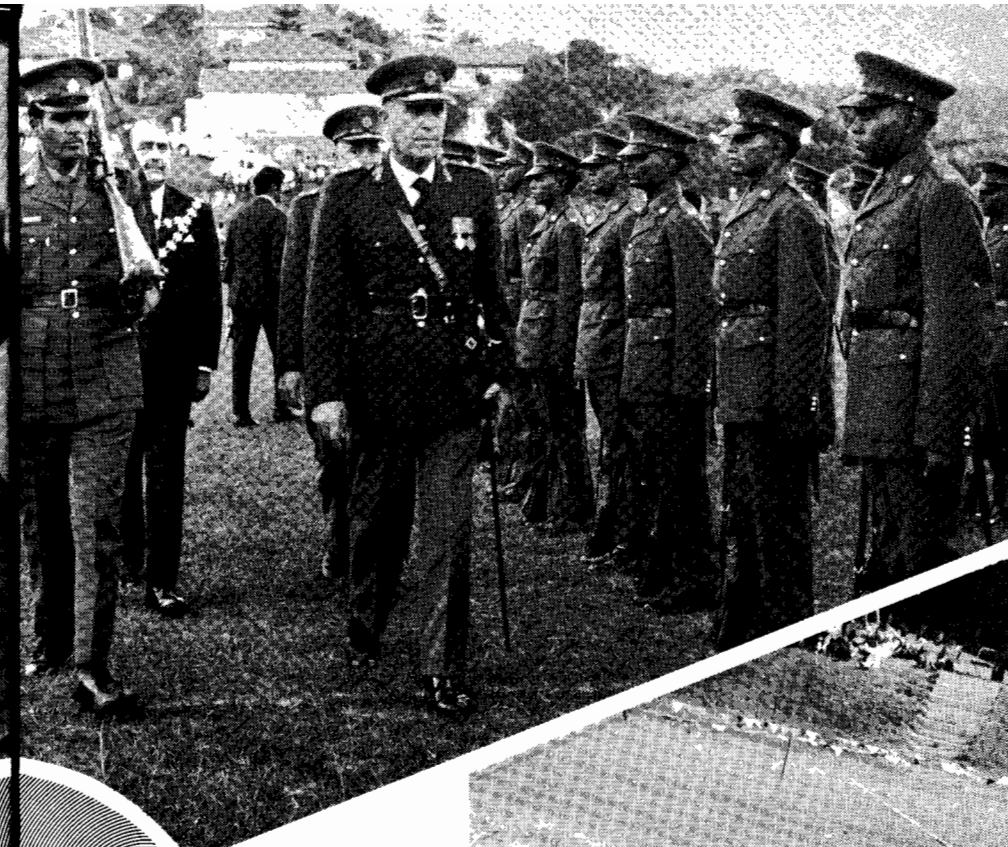
The other persons - all members of the Transvaal Ad Hoc Committee - are from left to right: Messrs I. F. H. Mayet, A. B. Ismail, S. Collakoppen, V. Govender (back), M. D. Coovadia (front) and N. Phillip.



Dr M. B. Naidoo, member of the Executive Committee of the South African Indian Council who acted as the Master of Ceremonies at the function, addressing the gathering. The ceremony was attended by many prominent members of the Indian community from all over the Republic.

On Friday, May 5, 1972 the Saint Oswald High School of Newcastle was officially presented with the Douglas Shield for achieving the best matriculation results in 1971 in Natal.

The photograph shows from left Mr. R.G. Douglas, Mr. A.S. Govender, Principal of St. Oswalds School, Mr. J.H.A. Nel, Mr. F.C.W. Hawkins and Mrs. R.G. Douglas, who is presenting the shield to Mr. Govender.



Brigadier B.F.P. Venter, Divisional Inspector, Port Natal Division, inspects the ranks of new police recruits at a passing-out parade of the South African Indian Police Force on the 27th April 1972. He is accompanied by Sergeant M. Chetty (left). Behind them are Lt. Col. B.J. Horak, who gave the address of welcome (right) and His Worship, the Mayor of Durban, Councillor Raoul Goldman.



Mr. Ronnie Naidoo of Durban, donated his 50th pint of blood on Thursday, April 20, 1972 and was presented with a "GOLD BADGE". In the photo he appears with Mr. K. Gobind, Mr. Pat Naidoo, Mrs. S.M. Daly and Nurse L. Lakhia.

PHOTO FLAMES

Miss D. Singh, a first year student makes her winning javelin throw of 24,3 metres at the annual atheletic meeting of the Springfield College of Education in Durban. The previous record was 19,8 metres.



A demonstration of the use of the Overhead Projector in Audio-Visual Education took place at the Springfield College of Education earlier this year. Our picture shows Mr. K. Misra, a lecturer at the College giving Technical instructions to two of the 33 teachers who attended the Saturday morning lecture. From left to right: Mrs. V. Singh, Vice-principal of Clairwood Girls High School and Mr. L.A. Nair from Seven Hills school in Chatsworth. This was the first in a series of demonstrations on the uses of the various aids to Audio-Visual Education in Indian schools.



A colourful function was arranged to celebrate the 18th Anniversary of the Women's Cultural Group at the Orient Hall, Durban. In our picture Farana Methar models a North Indian outfit called the Garara, which may also be used as a bridal dress.



THE DIVISION of Education conducted a special three-day in-service training course for principals, deputy principals and vice-principals of all high schools under the control of the Department of Indian Affairs at the University of Durban-Westville on May 22, 23 and 24, 1972.

The purpose of the course which consisted of lectures, discussions and a series of symposia, was to afford the senior personnel (managing staff) of high schools the opportunity to participate in discussions with the Inspectorate, the Planning Section and the Administrative Officials of the Department on matters pertaining to the administration of their schools and to give them the background and the Department's approach to the new system of differentiated education which, it is anticipated, will be implemented shortly in Indian schools.

The course which was conducted entirely at Departmental expense, was attended by 180 senior personnel from 75 schools in the Cape Province, Natal and the Transvaal, and

covered a wide range of subjects on both the professional and administrative aspects of education to enable participants to acquire gainful knowledge and information related to their calling and to broaden their outlook regarding trends and developments in education.

Professor S. P. Olivier, Rector of the University of Durban-Westville welcomed the delegates, and the Director of Indian Education, Mr P. W. Prinsloo officially opened the conference.

In his opening address, the Director referred to the dynamic changes taking place in education which has thrown the spotlight on other aspects such as teacher training, subject specialisation, methodology, teaching aids and educational inspection services. He emphasised that the principal of a school will now be placed in a more responsible role as professional guide and evaluator.

The central theme of the conference was dealt with in a paper entitled "The New System of Differen-

tiation in Education" by Mr G. Krog, Deputy-Director of Education (Professional) who outlined the changes that will be effected as a result of the introduction of differentiated education where pupils' ability, interests, aptitude and motivations will form an integral part in determining the ultimate direction and field of study to be pursued in the senior secondary school. He stressed the importance of **Guidance** for the success of differentiated education.

The administrative procedure employed by the Department in connection with the administration of the school system was dealt with in a paper entitled "Meet the Department" by Mr C. J. Heaney, Deputy-Director (Administrative).

Other addresses were given by senior professional and administrative personnel of the Department in addition to a special lecture on "Testing, Evaluation and Classification of Pupils" by Dr F. W. O. Heineken of the Institute for Psychometric Research, Human Sciences Research Council.

Group discussions after each principal lecture enabled the delegates to examine carefully the following aspects of our educational processes:

1. The nature of new methods in education and techniques of communication.
2. The educational sectors (school, out-of-school, adult) and parent-school relationship.
3. The psycho-socio-pedagogical problems confronting educators.
4. The structure and organisation of our educational system and the teaching profession.
5. The need for experimental and theoretical research, the priority



The Rector of the University of Durban-Westville, Professor S.P. Olivier (second from left), the Director of Indian Education, Mr. P.W. Prinsloo and Dr. N. van der Walt, Education Planner having an informal discussion with delegates.

The Planning section finalising the discussion programme with group leaders from ten high schools.



- fields and the type of action to be envisaged for long range and short term developments.
6. The objectives of secondary education and differentiated education.
7. The organisational pattern of secondary education.
8. The role of general and specialised education and adaptation of a programme to suit individual differences.
9. The problems of examination, failure and promotion at school.
10. Testing, Evaluation and Classification of pupils.
11. Functions and administrative procedures employed by the Department.

The Conference was a historical event for Indian educators as this was the first time ever that such opportunity was made available to them. It is confidently anticipated that the results will prove beneficial to the delegates themselves resulting ultimately in the enhancement and progress in the quality of education for Indian South Africans. □



KEEPING FIT WITH THE M.L. SULTAN TECHNICAL COLLEGE

MAN is biologically designed to be a vigorous person, not a flabby creature breathlessly trying to catch a bus, nor was his body intended to be hunched and immobile in a four-wheeled metal box for countless hours. Yet, this is the familiar condition of modern mechanised man. Because of this, man's own muscles, upon which he used to rely entirely for survival, are now used less and less, with the result that man is less able to withstand the onslaught of heart attacks and other coronary complications, which have today become so common because of our sedentary habits.

Two men use cunning tactics during a mock fight in the karate class.

A group of young ladies in an effort to keep their figures trim. On the left, a girl rides a bicycle, while the lady in the centre operates a rowing machine.



A few hours of proper physical activity every week can solve many of these problems. There is a widespread need nowadays to increase physical activity. Mechanisation and the increased tempo of life have made most work sedentary, and this makes it necessary for people to improve their physical condition and their ability to relax. Those who regularly set aside a little time for this, soon find that their capacity for work is greater and weight is no longer a problem.

The Division of Physical Education of the College has introduced a number of courses and activities which are aimed at improving not only the physical condition of the students but also to encourage a healthy interest in the arts of ballet and drama.

The MEN'S and LADIES' KEEP FIT CLASSES conducted at the College are extremely popular and many enthusiastic members return year after year, to enjoy the benefits of the classes, which offer specialised exercises, games, the use of a variety of slimming machines, and the Sauna Bath.

SATURDAY MORNING SWIMMING CLASSES are being held at the Balkumar Swimming-bath. The attendance is however disappointing. If

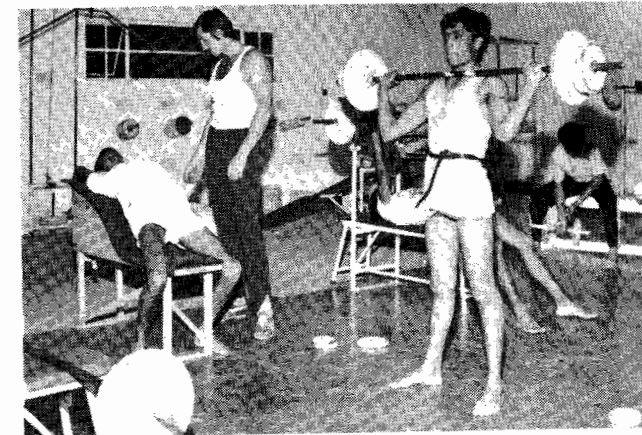
one takes into consideration the importance of being able to swim and the outstanding exercise swimming gives one, it is a pity the numbers enrolling for this class cannot be trebled.

The KARATE and JUDO classes are very popular and well attended. Karate is a martial art, developed by people who were prohibited the use of weapons, making it a defensive art. While bare hands may be quite sufficient to defend oneself, an exacting discipline, both mental and physical, is demanded if one is to become highly skilled.

Twice a year the JUDO club has gradings which proves a big event for both students and parents. Every student is graded on his skill and ability and receives a different coloured belt for different grades. Every major Natal championship has been won by this club.

A tremendous keenness and eagerness to learn YOGA is found in the YOGA CLASS. Yoga teaches one how to stay physically fit without expense and trouble and the yogic postures bring about regulation of muscles and nerves, and this means good health, efficiency in work and at the same time, mental and emo-

Keeping fit classes involve lots of hard work.



tional equilibrium, resulting in a meaningful life. A new book, the first South African book on Yoga, Simplified Asanas, with illustrations and explanations, has been compiled by Miss Renuka Mandan, the Yoga instructress at the college.

SATURDAY MORNING TENNIS for children, one of the most popular classes at the College, is functioning very well in spite of the limited number of courts available. Tennis, being a sport one can play from childhood to old age, will never lose its attraction. It constitutes a challenge, thereby improving one's game.

SPEECH TRAINING teaches one how to communicate, for communication is not merely speech, but the approach of one person to another. In SPEECH AND DRAMA classes one gets rid of all inhibitions and builds confidence. Candidates are prepared and trained for speech examinations from the initial grade right through to the Teacher's Diploma. Certificates of Pass, Merit and Honours are presented. Not only poetry, acting and speeches are taught, but also reading, which is such an essential part of education. This year has seen the introduction of a number of non-examination courses, namely house-wives' course and a pre-school class for five- and six-year-olds. A course in public speaking is planned for the near future.

A group of little girls enjoying a ballet lesson at the M.L. Sultan Technical College. The classes were only recently introduced and have proved very successful.



The college took a very bold step in introducing western BALLET to its scholars, fully cognisant of their eastern background and culture, the music, tempo and traditional background of which differed considerably from their western counterpart. The results have been most pleasing and if the present rate of progress in our pupils' adaptability to the western idiom can be heightened, there is no saying what limits they will reach. The pupils' enthusiasm can be measured by the large numbers joining the various ballet grades each year. The cultural value is recognised by all. They acquire grace and poise in their free expression and movement to classical western music. It is the aim of the college to develop appreciation and love of this popular branch of Classical Art. □

NEW FIELDS... OPEN

NEW FIELDS OF OPPORTUNITY OPENING UP



Ali Haniff, is a talented young man with a big future ahead. Wood, string and metal were used to produce this fine piece of sculpture which forms part of the Textile Design course.

The Dress Design course is now in its second year at the M.L. Sultan Technical College in Durban. Manjula Naidoo, a second year student appears on the left of our picture, studying her work in Dress Collage. Looking on, and wearing an outfit designed and made by herself, is first year student, Devagie Murugia.

A happy smile from Jayshree Sookha, a first year Textile Designer with examples of her work on display.

THE NATIONAL DIPLOMA in Dress Design, a three-year post-senior certificate course, was introduced at the M.L. Sultan Technical

NEW FIELDS... OPEN




College during 1971. It is the only one of its kind for Indians in the Republic of South Africa. With the opportunities in the clothing industry new fields of employment for talented young men and women will be available in Natal and elsewhere.

Another course, the National Diploma in Textile Design, also a three-year full-time post-senior certificate course was introduced this year as a result of an approach by representatives of the province's growing fabric industry. Fabric designers are needed and graduates of this three-year course have been guaranteed employment in the textile industry. This course includes lectures on colour and design, history of art and textiles, drawing and painting, ornamental design, printing, sculpture and pottery. Examples of the work done in some of these fields were displayed by students during an "open day" at the College when thirty students in the Dress Design and Textile Design Diploma courses acted as hosts to their parents and other visitors who came to see their work on view.

They will be the first Indians in the Republic to qualify for the National Diploma in Art / Textile Design. □

NEW SCHOOLS

Official Opening of the Ermelo State Indian Primary School



His Worship the Mayor of Ermelo, Mr G. Rossouw delivering a speech during the official opening of the school.

Mr D. N. J. van Vuuren, Chief Inspector of Indian Education, unveiling the plaque. On his right is Mr F. K. Samuel, Principal of the Ermelo State Indian Primary School and left is Dr M. S. Dendar, Chairman of the Education Committee.

THE Indian township, Cassim Park, created history when Mr D. N. J. van Vuuren, Chief Inspector for Indian Education, opened the Ermelo State Indian Primary School, on Saturday, March 18, 1972.

This day was a great day for the pupils, parents and the Indian Community of Cassim Park.

The school which cost R47 500 to erect, is one of the beautiful structures erected in the township.

Amongst the 500 guests present were His Worship the Mayor, Mr G. D. J. Rossouw, Mr M. D. Coovadia, a member of the South African Indian Council, Mr F. K. Samuel, Principal of the Ermelo State Indian Primary School, who introduced the guest of honour, Mr P. R. Viljoen, Manager of non-European Affairs and Mrs Viljoen and Mr E. M. Joo-sub, Vice-Chairman of the Education Committee, who proposed the vote of thanks. □



NEW SCHOOLS

Official Opening of Woolhope Indian High School at Malabar Port Elizabeth

JANUARY 18, 1972, marked a new era in the Education of the Indian Community in the Cape Province, for it was then that the doors of the newly built Woolhope Indian High School at Malabar, Port Elizabeth, were opened.

The sum of R196 673,00 was spent to erect this magnificent building which comprises an administrative block, 29 classrooms, a laboratory, library, domestic science centre and a woodwork centre, all built on 14 hectares of land.

The teaching staff in 1971 was made up of 24 members with a roll of 451 pupils. By December 1971, the roll increased to 733 students ranging from class one to Std. VII.

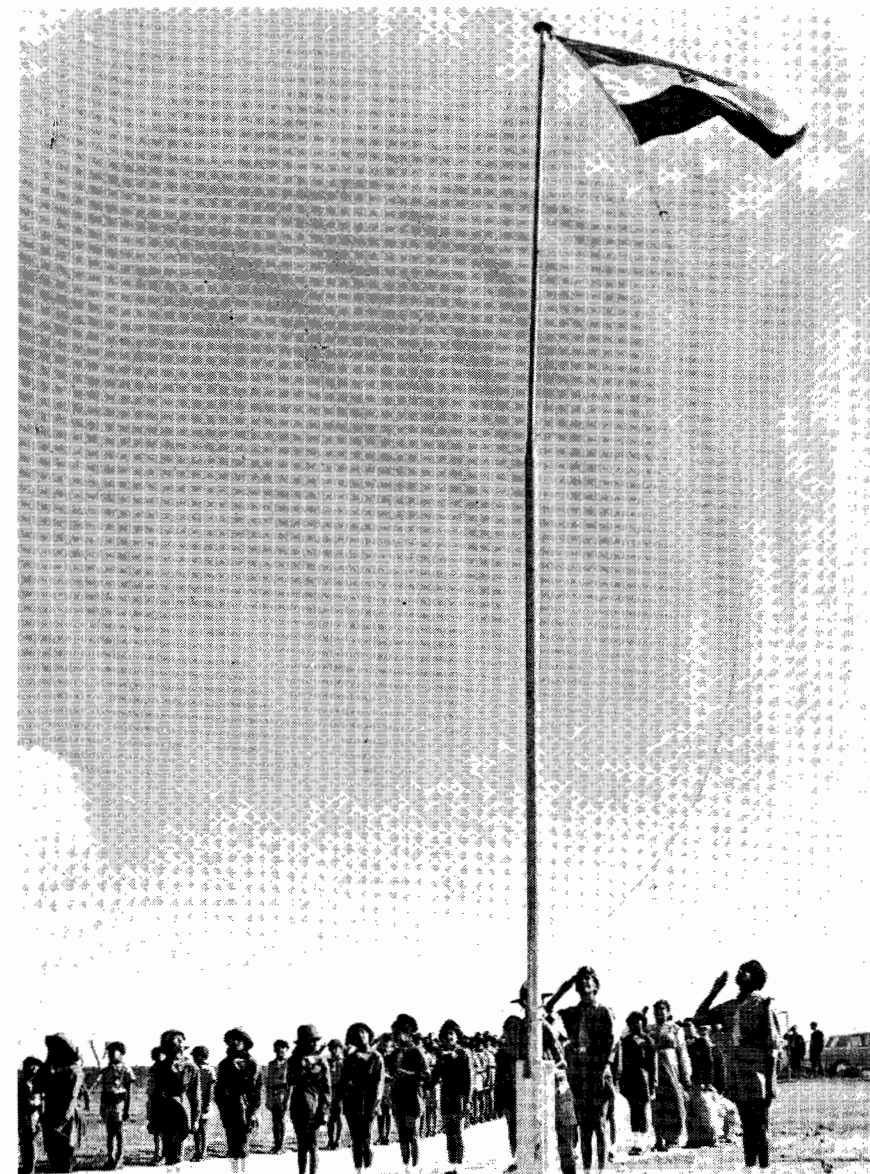
In January, 1972, the student enrolment increased to 805 with a teacher compliment of 29, some of whom coming from Natal and the Transvaal.

The school was officially opened on April 27, 1972, by the Director of Indian Education, Mr P. W. Prinsloo, who was accompanied by Mr F. C. W. Hawkins, the Chief Planner of Indian Education.

The function started with a prayer by the Vice Principal, Mr D. Nagan, followed by a flag hoisting ceremony. Immediately afterwards, Mr Prinsloo inspected the Guard of Honour (members of the Boy Scouts and Girl Guides).

Mr Y. P. Moodley welcomed the parents and guests and introduced Mr Prinsloo to a well attended gathering.

"This is a happy occasion and in the annals of Indian Education it will be recorded that history has been made here today. For not only is this the first school for Indians in the



Flag hoisting ceremony by Boy Scouts and Girl Guides at the official opening of the Woolhope Indian High School at Malabar, Port Elizabeth.

NEW SCHOOLS



Mr P. W. Prinsloo, Director of Indian Education unveiling the plaque at Woodhope Indian High School in Port Elizabeth. The principal Mr Y. P. Moodley looks on.

Cape Province to be officially opened by our Department, but it is also the first full-fledged school built for Indians in this province. Another break-through in the take-over of Indian Education by the Department has thus been made, and although this school is still very young, it already has a history to be proud of. Henceforth it will be known as the first and oldest Indian school in the Cape Province," said Mr Prinsloo.

"Today is furthermore a very important milestone in the development of the community of Malabar, for the opening of the school not only confirms the settlement of the community in this area but it also marks the beginning of a new era of better educational facilities for its youth. The standard of development of a community can be judged by its educational institutions while the school building itself is visible proof of such development. Such an occasion moreover, brings together all the partners responsible for the education of the school - going child - parents, teachers and the Department, for it must be borne in mind that the school is not the only educative factor in the life of children - parents, teachers, the Department, and even the public are

jointly responsible for this very demanding but noble task.

"At the take-over of Indian education by the Department six years ago, Port Elizabeth was earmarked for a school, but the matter only received urgent priority in 1968 when it became known that this area was fast being developed for residential purposes. Officials of the Department were accordingly sent down to Port Elizabeth to investigate the matter and to have discussions with the Indian Civil Association and other instances concerned.

"The ball was then set rolling, but the erection of a school building is a task that cannot be accomplished in a few months. The Public Works Department, however, managed to hand the site over to the contractor in October, 1969 and the building was ready for occupation at the beginning of 1971. Since then the school has grown considerably.

"The task of education today is tremendous, for it has to prepare youth to meet the challenge of an ever-changing world. This challenge is twofold, namely to keep pace with the explosion of knowledge and to adjust youth to the new needs of society caused by this explosion. To

our teachers however, I can say that never before has there been a greater challenge and more inspiring time for their profession and they should regard it a privilege to be partners in this noble task of guiding youth through these demanding and stormy times.

"Our Department takes its responsibility in the education of the Indian child by providing in the first place the necessary physical facilities, namely buildings, modern equipment and teaching aids. We appreciate the fact that suitable accommodation plays a very important role in achieving a high standard in education. Our buildings are therefore planned to serve certain functions. All the factors that may contribute towards creating a comfortable and stimulating atmosphere for learning are taken into account — elbowroom, ventilation, illumination, etc. Specialist rooms are provided and equipped for the teaching of certain subjects such as science, biology, maths and also for social subjects such as history.

"A school however, is not only a place where factual knowledge is acquired, it is also a place where the child is prepared spiritually and socially for the future. Education has for its object the formation of character and the school builds on the foundation that has been laid in the home. Needless to stress the necessity of knowledge if we wish our youth to succeed and survive in this ever-changing world, but the development of stable character is more important.

"In the process of education the building of sound characters should therefore always be priority number one. This however, cannot be achieved through formal instruction or by the school alone, but it should start at the cradle. The spirit and discipline in the home, the personal integrity of the teachers, the way the school is organised, the desire to pursue what is good and noble, are all factors of vital importance. Understanding and sound moral judg-

NEW SCHOOLS

ment are needed to control the forces that are released by science.

"I am happy to be able to say that the children in our Indian schools are on the whole well-behaved and law-abiding. The chaotic state of affairs that reigns in some overseas schools is fortunately still absent in our schools. I ascribe this in the first place to the good homes where our children come from and this is also the reason why the incitement in the pamphlets I have referred to did not achieve its aim.

"I know that our Indian communities still attach great value to a firm and sound family life, and I wish to appeal to parents to maintain that family-devotion and parental authority at all costs. Do not cast your children out to the wolves. Instil in them a feeling for law and order and a desire to pursue knowledge, and we will do our share in the school."

"Ek wil nou graag die kinders, die ouers en die Indiërgemeenskap hier gelukwens met die verkryging van hierdie mooi skool.

"Ek voel gelukkig om te kan weet dat hierdie skool in goeie hande is. En met goeie hande bedoel ek in die eerste plek die Hoof en sy personeel, maar ook die omstandighede waaronder hulle soms hul taak hier verrig. Ek is bewus van die omstandighede waaronder hulle soms hier moet woon en werk. Ek wil ook die Onderwys-komitee bedank vir samewerking en die wyse waarop hulle die skool ondersteun. Dis vir 'n hoof van 'n skool altyd 'n riem onder die hart as hy 'n komitee het wat hom bystaan en op wie hy kan staatmaak. Ek wil die ouers en die gemeenskap bedank vir hulle belangstelling in hulle skool.

"En kinders, dit is julle skool. Benut die geleentheid wat die skool julle bied. Leer so ver as wat julle kan. En

ek hoop dat hier uit julle geleedere ook onderwysers sal kom. Ek hoop dat die van julle wat aanleg vir die onderwysersberoep het, ontdek sal word en aangemoedig sal word om tot die professie toe te tree. Terloops kan ek net hier meld dat vry beurse beskikbaar is vir die opleiding van onderwysers.

"Mag hierdie skool altyd aan sy hoë roeping voldoen en die seuns en dogters wat aan sy sorg toevertrou is deeglik vir die lewe voorberei en tot eer van God."

After Mr Prinsloo opened the school officially, he initiated the bird bath made by the students and planted a tree. This was done in keeping with the anti-pollution programme that were launched by the school. Mr Prinsloo heightened the programme by the unveiling of the plaque and declaring a half day holiday for the school. □

Mr P. W. Prinsloo accompanied by Mr Y. P. Moodley the principal, inspecting the Guard of Honour at the official opening of the Woolhope Indian High School at Malabar, Port Elizabeth.



NEW SCHOOLS

OFFICIAL OPENING OF THE KLERKSDORP STATE INDIAN HIGH SCHOOL



"A school does not consist only of a building and teaching equipment. The parents and teachers together constitute the real substance of a school . . ."

These words were spoken by the Director of Indian Education, Mr P. W. Prinsloo, on the occasion of the official opening of the Klerksdorp State Indian High School at Klerksdorp on April 20, 1972.

In his address Mr Prinsloo, who was the main speaker at the ceremony, outlined the history of the school, which was started some thirty years ago and consisted of three class rooms, an office and a store room, with only 60 pupils and three teachers. The new school, which cost R180 000, has almost 250 pupils.

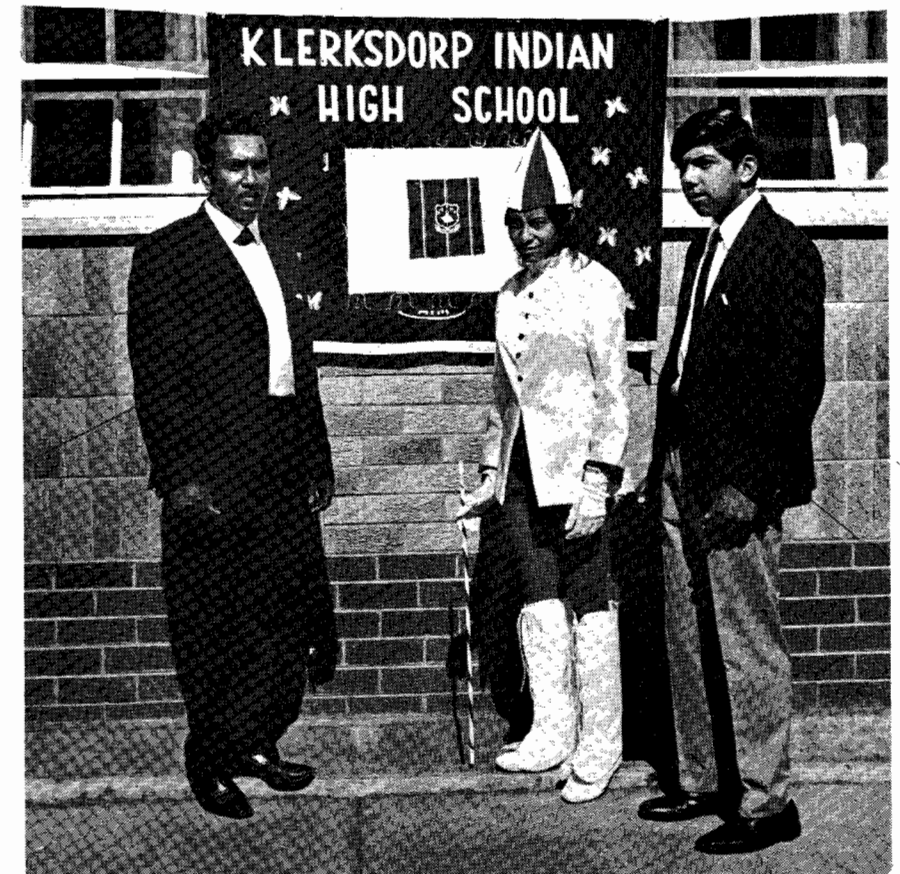
The first Education Committee was formed in April, 1967, a few months after the Department of Indian Affairs had taken over Indian Education. The erection of a school building received priority attention and work on the building started in April, 1970.

Mr Prinsloo referred to the policy



NEW SCHOOLS

A view of the buildings of the new Klerksdorp Indian High School with drum Majorettes preparing for their display during the opening function.



The Principal, Mr. W. S. Moonsamy with Shireen Mohamed and Nazir Jeeva, head pupils of the Klerksdorp State Indian School.

which were already much different from those of a few years ago, but also that of the future.

He emphasized the fact that a school consisted not only of a building and teaching equipment. The teachers and parents together, constituted the real substance of a school. We were living in the most challenging and inspiring times ever, he said and called for adaptation to them. Parents and teachers should be grateful for the opportunity to guide young children through the most changeful period in human history into the future.

Mr. M.S. Minty, Chairman of the Education Committee.

of his Department in a changing world. He said the Department kept pace with the march of time and its demands. It was constantly planning to meet not only the needs of today,

Mr. Prinsloo complimented the Klerksdorp Indian community and Town Council on the way they have cooperated to achieve this worthy goal. He envisaged Klerksdorp developing into a true educational centre.

Mr M. S. Minty, Chairman of the Education Committee since its inception, and Chairman of the local Consultative Committee and of the Klerksdorp Indian Community, paid tribute to the Department of Indian Affairs and the Klerksdorp Town Council for their contribution towards the establishment of such a modern school.

He mentioned, though, that all children from outside Klerksdorp had at present to be accommodated in private homes in Sakhrol. There is a real need for a hostel, which he hoped would be seriously considered.

After the ceremony, the many guests had the opportunity of viewing various excellent exhibitions put on by pupils and staff in their brand new class-rooms and laboratories. □

DID YOU KNOW?

DID YOU KNOW that the final cost of the buildings at the new Durban-Westville University is likely to be in the region of R17 million and that the enrolment of students at the University has increased from 114 in 1961 to 1 707 in 1971? These, and the following other interesting facts and figures emerge from replies by the Minister of Indian Affairs to questions raised by Members of Parliament during the current session of Parliament as reported in Hansard.

EDUCATION

Expenditure to date on the erection of buildings at the new university campus amounts to R9 323 600. It is

The undermentioned number of Indian pupils were successful in high school examinations in 1971:

	Natal	Transvaal
Standard VI	10 963	1 569
Standard VIII	4 683	1 161
Matriculation (with University Exemption)	277	123
Matriculation (without University Exemption)	1 223	309

The following numbers of Indian Student teachers were enrolled at teachers' training colleges and other institutions during 1971:

Springfield College	544
Transvaal College of Education	288
University of Durban-Westville	199
M. L. Sultan Technical College	138

During this period the number of student teachers who qualified in the various categories were as follows:	
Primary School (Full-time courses)	256
Primary School (in-service courses)	6
Academic high school	24
Commercial subjects	10
Remedial education	5
Special education	2
Physical education	10
Home economics	10

As at March 2, 1971, of the professionally qualified Indian teachers employed by the Department:

860 had a university degree
3 667 had passed the matriculation or an equivalent examination
1 183 had passed the Junior Certi-

ficate or an equivalent examination.

Of the teachers who had no professional qualifications:

36 had a degree
150 had passed the matriculation or equivalent examination
4 had technical or other vocational qualifications
240 had not attained the matriculation level and held no technical or other vocational qualifications.

During 1971 a total amount of R443 843 was expended by the Department in respect of bursaries to pupils and students. The number of pupils and students who were granted these facilities are as reflected below:

Pupils at schools	1 889
Students at teacher training colleges	783
Students at Universities	225
Other students who were granted departmental bursaries	135

WELFARE

Subsidies are paid to registered welfare organisations in respect of the following categories of Indian aged persons accommodated in homes for the aged:-

Ordinary Cases: A per capita subsidy of R2.50 per month per person whose income from all sources does not exceed R31.00 per month.

Infirm cases: A special per capita

estimated that the final cost will be R15 760 000.

The following table reflects the number of students enrolled, the number of degrees conferred and the number of diplomas attained from 1961 to 1971:

Year	Number of Students enrolled	Number of degrees	Number of diplomas
1961	114	—	—
1962	433	—	—
1963	614	9	1
1964	847	26	24
1965	978	17	33
1966	1 129	91	47
1967	1 258	127	94
1968	1 407	134	127
1969	1 621	170	107
1970	1 654	201	135
1971	1 707	(not available at time of publication)	

subsidy of R3.50 per month per person whose income from all sources does not exceed R31.00 per month.

In addition to the above a contribution of 75 per cent of the cost of furniture and equipment to a maximum of R70.00 per subsidised inmate is payable.

The following subsidies are paid to registered welfare organisations in respect of the undermentioned categories of Indian committed children:

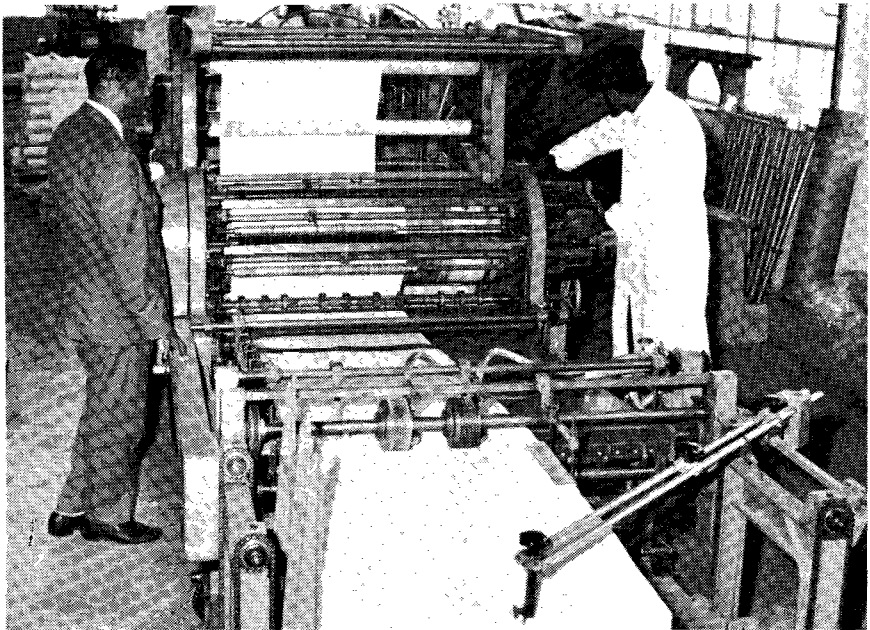
Normal children:
Maximum R136.80 per annum
Disabled and deviate children:
Maximum 160.80 per annum
(A children's home which also serves as a place of safety and detention is paid a subsidy not exceeding 50 cents per day for each child committed to the home by an order of court.)

The minimum and maximum maintenance grants which can be paid to Indian persons is as follows:

Widows and unmarried mothers:
Minimum R14.75 per month
Maximum R29.25 per month

Married grantees:
Minimum R11.25 per month
Maximum R19.25 per month

The numbers of Indian persons receiving pensions are as follows:
Old age pensions 10 440
Blind persons pensions 178
War Veterans pensions 153
Disability Grants 8 867



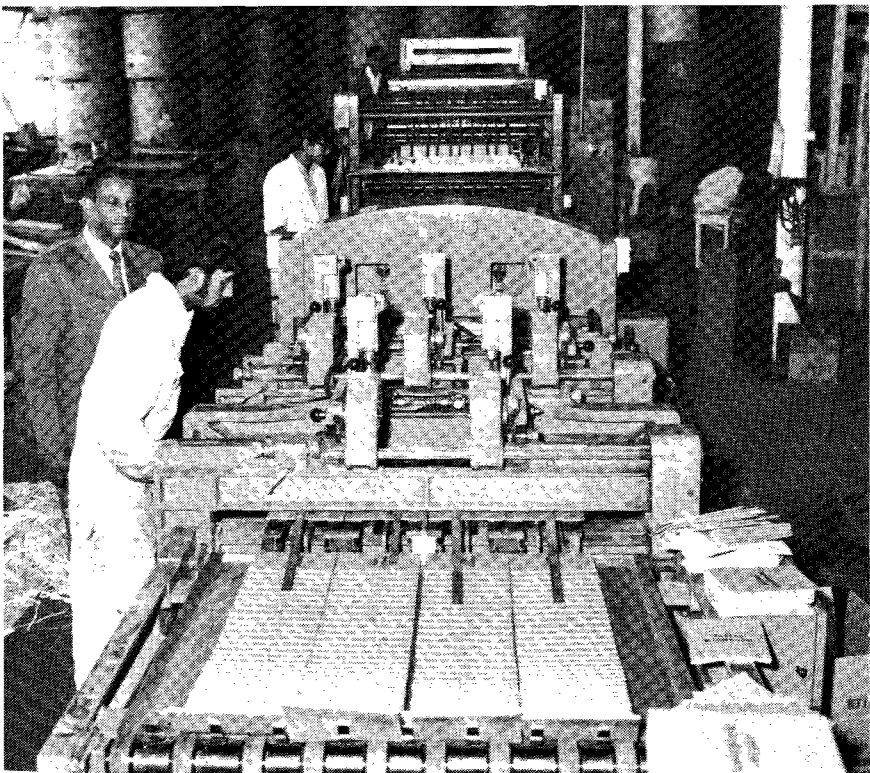
An operator producing accounts books on this special machine.

INDIAN ENTREPRENEURS have entered yet another field of industrial activity, namely that of stationery manufacture. It is encouraging to learn that the initiative displayed by those concerned in entering this new field, is paying dividends. Despite the competitiveness of this particular type of industry, great strides have been made by the concern in question and the undertaking is making its mark among the other varied industrial establishments which have been set up by members of the Indian community.

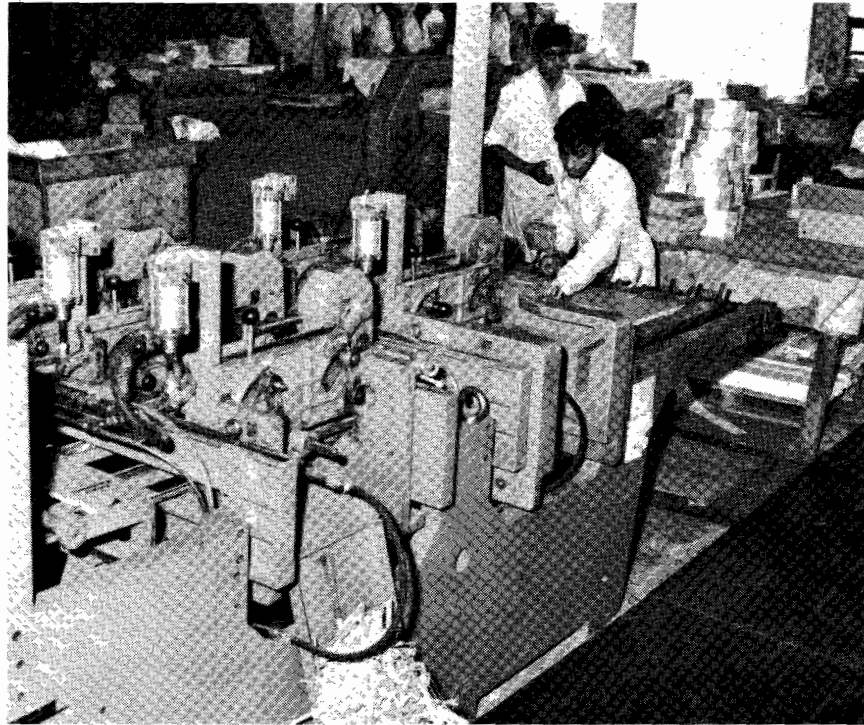
The undertaking — Republic Stationers (Pty) Ltd — which operates from the North Coast town of Verulam and which provides employment for sixty persons, manufactures a wide range of books for writing purposes. The formation of the company has an interesting background. Faced with the problem as to what use the capital they had acquired from the sale of their bus operating business, should be put, the twenty directors of the company, pooled resources, and after months of discussion and research decided to branch out into this new venture.

A representative of Fiat Lux who recently visited the factory was very impressed by what she saw. Equipped with the most modern machinery, most of it having been imported, the factory is capable of turning out a wide variety of books. One particular machine for instance, purchased at a cost of R125 000 is extremely versatile and can produce almost anything in the line of books and can also print. It is capable of producing 12 000 books per hour.

The paper, which is purchased locally is delivered in large rolls of 100 cm in width and 137.5 cm in diameter, passes through rollers on



This 21.2 metre machine has a variety of uses and can turn out 12 000 completed books per hour.



of books are produced, including school and exercise books, journals, mark books, drawing books, minute books, typewriting pads, jotters, graph books, etc.

The concern has also commenced manufacturing ring files. A new machine for the making of envelopes has been ordered and is expected to be delivered shortly. The total value of the machinery installed is approximately R200 000. The managing director, Mr H. Roopnarain feels that this large outlay of capital on machinery is a worthwhile investment because production is speeded up enormously.

The company handles all its own printing by means of an automatic machine, which after stamping a photographic image of the item to be printed on to a metal plate, prints a printed image on the paper when it is passed through the machine. Ten thousand impressions per hour can be produced in this way.

the machine and is ruled according to the type of book required. It is then cut to lengths by means of a rotary blade and counted. Each batch is then separated and again cut into required widths before being folded, stapled and affixed with a cover.

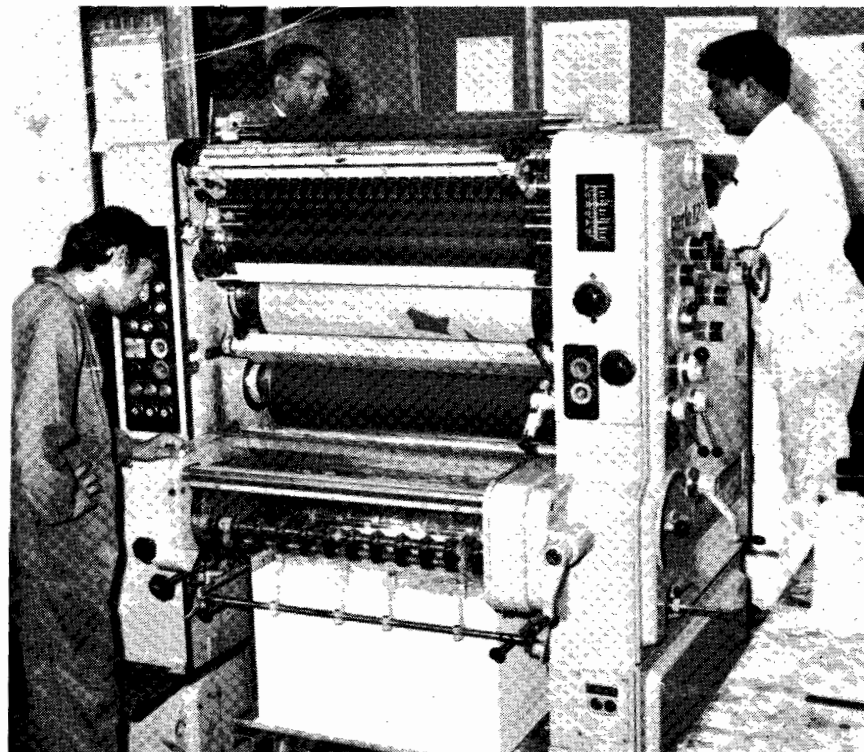
In another machine, used for the making of hard cover books, the separate booklets which have already been folded and stapled are sewn together with strong nylon thread. Gauze binding is then glued by hand across the back seams to form a more resistant backing. The two covers which are still separate at this stage are then fixed to the books by means of a coloured strip of binding material which is glued across the back.

The chief aim of the undertaking is to diversify as much as possible so that the management is not "caught with all its eggs in one basket" should the demand for a particular product fall. For this reason, twenty different types of machine, all of which have a variety of functions, have been purchased. Production is also not affected should a break-down in any of the machines occur.

Approximately 200 different types

Books being cut to size.

A modern printing machine enables the company to do its own printing.



An employee staples books.

The bulk of the factory's output is taken up by the various Education Departments. The Natal Education Department recently placed an order with the concern for the supply of

180 000 examination answer books. Besides exporting to Swaziland the firm finds outlets for its products through various stationery wholesalers in Natal.

Mr Roopnarain will be leaving for another overseas visit soon and will be looking at new machines and seeking new ideas for the production of other paper products. □

METRIC SYSTEM GUIDE

- 1 inch = 25,4 millimetres or 2,54 centimetres
 12 inches = 1 foot = 304,8 millimetres or 30,48 centimetres
 1 metre = 3,28084 feet
 1 foot = 0,3048 metres
 1 metre = 1,09361 yards
 1 yard = 0,9144 metres
 1 kilometre = 0,62137 miles
 1 mile = 1,609344 kilometres
 1 sq. inch = 6,4516 sq. centimetres
 1 sq. centimetre = 0,15500 sq. inches
 1 sq. foot = 0,092903 sq. metres
 1 sq. yard = 0,836127 sq. metres
 1 sq. metre = 10,7639 sq. feet
 1 sq. metre = 1,19599 sq. yards
 1 pint = 0,568245 litres
 1 litre = 1,75980 pints
 1 gallon = 4,54609 litres
 1 litre = 0,219976 gallons
 1 mile per hour = 1,609344 kilometres per hour
 60 miles per hour = 96,561 kilometres per hour
 1 mile per gallon = 0,35401 kilometres per litre
 1 kilometre per litre = 2,8247 miles per gallon



METRIEKE STELSEL-GIDS

- 1 duim = 25,4 millimeter of 2,54 sentimeter
 12 duim = 1 voet = 304,8 millimeter of 30,48 sentimeter
 1 meter = 3,28084 voet
 1 voet = 0,3048 meter
 1 meter = 1,09361 jaart
 1 jaart = 0,9144 meter
 1 kilometer = 0,62137 myl
 1 myl = 1,609344 kilometer
 1 vk. duim = 6,4516 vk. sentimeter
 1 vk. sentimeter = 0,15500 vk. duim
 1 vk. voet = 0,092903 vk. meter
 1 vk. meter = 10,7639 vk. voet
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 1 pint = 0,568245 liter
 1 liter = 1,75980 pinte
 1 gelling = 4,54609 liter
 1 liter = 0,219976 gelling
 1 myl per uur = 1,609344 kilometer per uur
 60 myl per uur = 96,561 kilometer per uur
 1 myl per gelling = 0,35401 kilometer per liter
 1 kilometer per liter = 2,8247 myl per gelling