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FIAT LUX



FIAT LUX

"Let there be light"

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Cover: The Secretary for Indian Affairs, Mr J. H. H. van der Merwe, who retires at the end of the year. Mr van der Merwe has headed his Department since its inception in 1961, and been the prime force behind its expansion and achievements. (See page 2).

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AFFAIRS

'N MAANDBLAD NAMENS
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INDIËRSAKE UITGEGEE

All correspondence and requests
for this journal should be directed
to:

THE EDITOR
FIAT LUX
PRIVATE BAG 4323
DURBAN.

Alle briefwisseling en versoekte vir
hierdie blad moet gerig word aan:

DIE REDAKTEUR
FIAT LUX
PRIVAATSAK 4323
DURBAN.

The views expressed in this journal do
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FAREWELL TO SECRETARY FOR INDIAN AFFAIRS

THE SECRETARY for Indian Affairs, Mr J. H. H. van der Merwe, who retires at the end of this year, has been taking his leave of the people, government offices, councils, and other bodies with which he has been connected through his post. These were prior to his proceeding on pre-retirement leave. The Minister of Indian Affairs, Mr Frank Waring, took leave of him in Pretoria, at a function attended by senior officials of the Department of Indian Affairs. Paying a warm tribute to Mr van der Merwe for his services, the Minister presented him with a token of appreciation for his services.

Mr and Mrs van der Merwe also attended a farewell dinner given by the staff of the Department's Pretoria office. Greetings on behalf of their respective offices were conveyed by the Director of Indian Education, Mr P. W. Prinsloo, the Regional Representative of the Durban office, Mr M. J. de W. van Eyssen, who had a special message from the Indian staff in Durban, and the Regional Representative of the Department in Johannesburg, Mr J. J. Hattingh.

The main speaker of the evening was Mr H. A. Prinsloo, the present Deputy Secretary, who will be Mr van der Merwe's successor as from January. Sketching the birth of the Department in 1962, he mentioned the difficulties which had initially been encountered. Paying tribute to Mr van der Merwe's leadership and understanding, he said it was through the untiring efforts of men such as the Secretary that the Department had not only justified its existence but had succeeded in establishing cordial relations with the Indian community, and now enjoyed their trust and co-operation.



Farewell to the present Secretary for Indian Affairs, Mr J. H. H. van der Merwe (left) from his successor, Mr H. A. Prinsloo, who takes up the new post in January.

In taking leave of the Council and Advisory Council of the University College for Indians, Mr van der Merwe mentioned some of the highlights which marked his association with it.

"I feel sure," he said, "that few of us realised, when this college opened in 1961 with a mere 114 students, that we would witness today, barely eight years later, an institution which has made its mark in this country, which has become the pride of the Indian community, already accommodates more than 1,700 students, and which is likely to exceed the 2,000-mark in the near future."

Despite the inadequacy of the present premises, and other factors which militated against progress and expansion, phenomenal progress has

been made. When the College first opened its doors to Indian students in 1961 no more than 20 courses were offered. Last year this number had increased to 341. At its first graduation ceremony in 1964 only nine degrees and one diploma were conferred, compared with 166 degrees and 19 diplomas conferred in 1969, when LL.B. and M.A. degrees figured for the first time.

The expansion of the activities of the University College is also reflected in the expenditure which increased from R240,000 in 1961 to an estimated R1,360,000 for the current financial year. This figure is expected to increase to R2,000,000 per annum, when the University moves to its new campus.

Commenting on the policy of the

Government that the University must eventually become an all-Indian autonomous institution, Mr van der Merwe said that progress has been made in this direction, and referred to the fact that at present 40 per cent. of the posts on the authorised establishment are filled by Indians. He confidently expected that progress in this direction would be accelerated as prospective Indian candidates gained more administrative experience and higher educational qualifications.

In paying tribute to the College Council, Mr van der Merwe said he felt proud to have had the privilege of being associated with the Council in its development of the University College. "You, who have stood at its helm," he said, "must surely feel highly gratified with the fruits of your endeavours. Yours was a challenge which called for dedication to the cause of the College and its students."

In conclusion, Mr van der Merwe said that although his official association with the University College had come to an end, his personal interest would continue and he would watch with keen anticipation the

success, progress and development of the University in the favourable environment of Chiltern Hills.

"My ardent wish and prayer is," he said, "that under your guidance it will prosper and become a place of learning second to none in the Republic, and an indispensable instrument in the development of Indians by Indians for Indians."

TECHNICAL COLLEGE

Addressing the Council of the M.L. Sultan Technical College and guests at a luncheon in his honour, Mr van der Merwe commented on the phenomenal expansion of the College, demonstrated by the fact that up to date a sum approaching R1,000,000 has been spent on capital development.

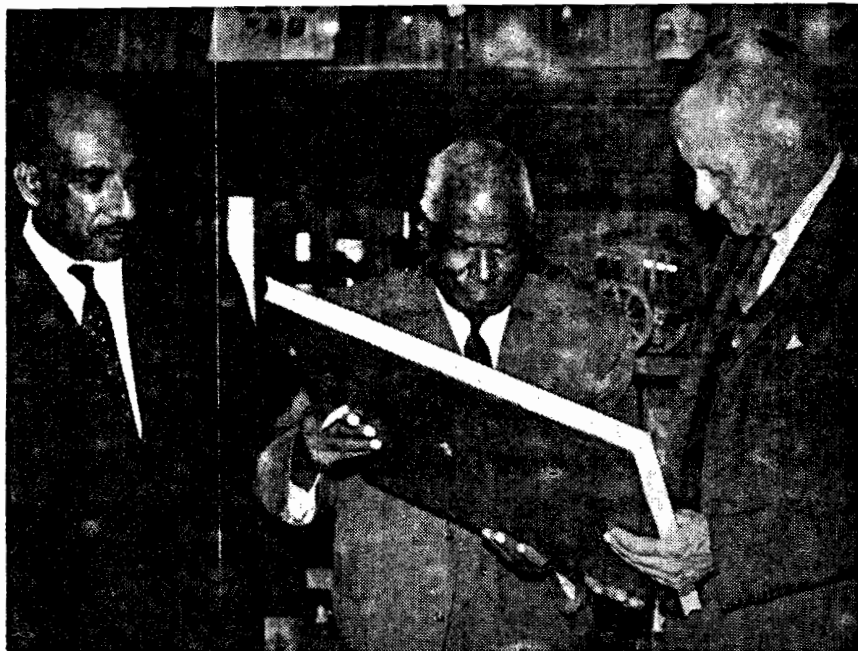
He referred to the fact that in terms of the Indians Advanced Technical Education Act 1968, the College is now an institution for advanced technical education. This development was necessitated by the ever-growing demand for trained Indian men and women to fill technical posts for which post-matriculation but not necessarily university education was

THE SECRETARY for Indian Affairs, Mr J. H. H. van der Merwe, who retires at the end of this year, has had a long and distinguished career in the Public Service. Born in 1909 in Lady-smith, he had most of his schooling in Oudtshoorn, Cape, where he matriculated in 1927.

Mr van der Merwe joined the Public Service in 1928 as a clerk in the Department of Customs and Excise. He was later transferred to the Department of the Interior and served in the office of the Commissioner of Immigration and Asiatic Affairs in 1935.

In 1952 he was promoted to Principal Immigration Officer in Cape Town, and in 1955 promoted to Assistant Secretary of the Interior. In 1959 he became Under-Secretary.

With the establishment of the Department of Indian Affairs in 1961 Mr van der Merwe was promoted to become the first Secretary of the Department, the post he has held until his retirement.

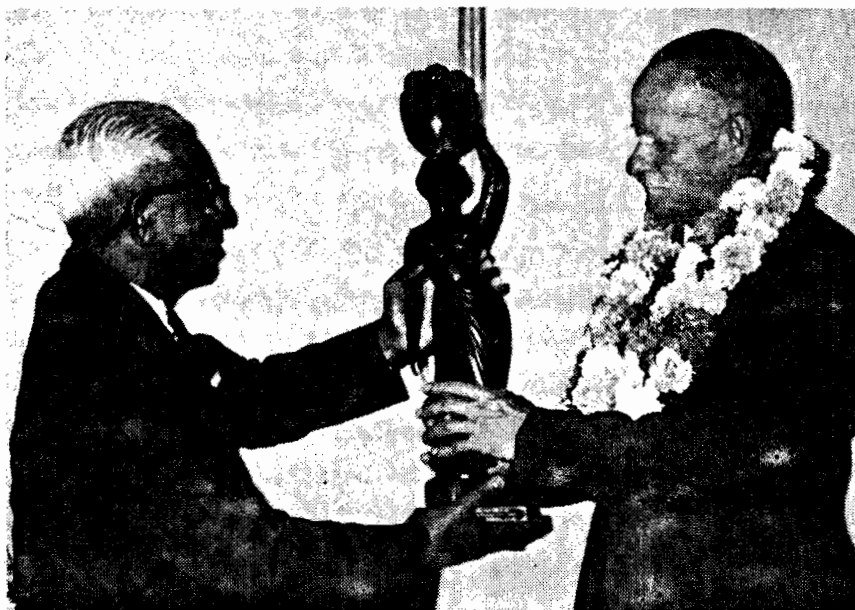


The retiring Secretary for Indian Affairs, Mr J. H. H. van der Merwe (right) received an illuminated address from Mr P. R. Pather when he recently took leave of the M.L. Sultan Technical College. Looking on is Mr M. E. Sultan, vice-president of the College Council.

required. Mr van der Merwe expressed the view that when Indians with the necessary qualifications, experience and know-how are available, the M.L. Sultan Technical College must develop into an all-Indian institution, wholly staffed and managed by Indians. He foresaw that when the time was ripe the conversion of the College Council to an all-Indian body would receive consideration.

Paying tribute to the College Council and the staff, Mr van der Merwe said that their work stood out as a living memorial to the founder of the College.

"For what they have done and for what they are doing I extend to them my heartfelt thanks and grateful appreciation. From my retirement I shall watch with a sense of personal pride and pleasure the array of young Indian men and women passing



Mr Cyril Joseph, a senior clerk in the Durban office of the Department of Indian Education, presents the Secretary for Indian Affairs, Mr J. H. H. van der Merwe, with a statuette on behalf of the staff.

through the portals of the M.L. Sultan Technical College, the better to serve their kind and country, South Africa."

BLIND SCHOOL

Taking leave of the Board of Management and the staff of the New Horizon School for the Blind at Pietermaritzburg, Mr van der Merwe sketched the history of special education in South Africa and complimented the Natal Indian Blind Society in founding the Arthur Blaxall School for the Blind in 1954. The initial enrolment had been ten pupils, but a steady increase in numbers led to the purchase of the present site with buildings at a cost of R46,000. The cost of repairs to the existing buildings amounted to approximately R28,000 and additional furniture and equipment costing R8,000 had to be purchased. These amounts were substantially subsidised by the State and there are now facilities available for 50 children. In order to give the institute a character of its own, out of which a tradition can grow, based on horizons to be opened up here for overcoming handicaps and becoming useful citizens it was decided that the erstwhile Arthur Blaxall school would be known as the New Horizon School for the Blind when it occupied the new premises at Pietermaritzburg.

Mr van der Merwe paid tribute to the Natal Indian Blind Society for initially sponsoring the Arthur Blaxall School and for financial and other assistance they have always readily granted.

"I also wish to record my appreciation to the Society for their work

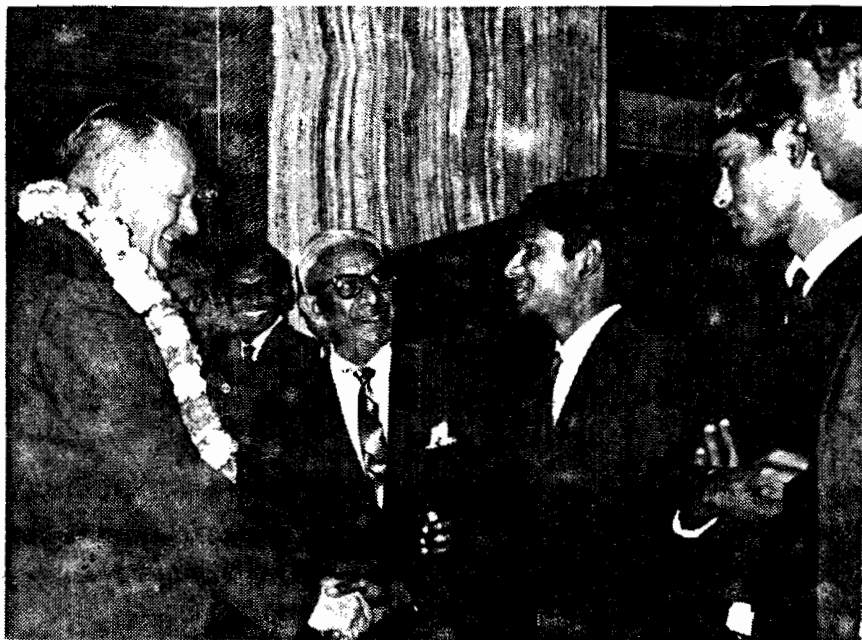
for humanity and in this connection I especially mention the name of my friend, the late Mr K. M. Pillay, first chairman of the Society, who was also the driving force behind the establishment of an Indian School for the Blind. He is gone today but his good work lives on."

Mr van der Merwe also expressed his sincere thanks and appreciation to the Board of Management and the staff of the school for their unselfish and devoted service to the cause of the handicapped Indian child.

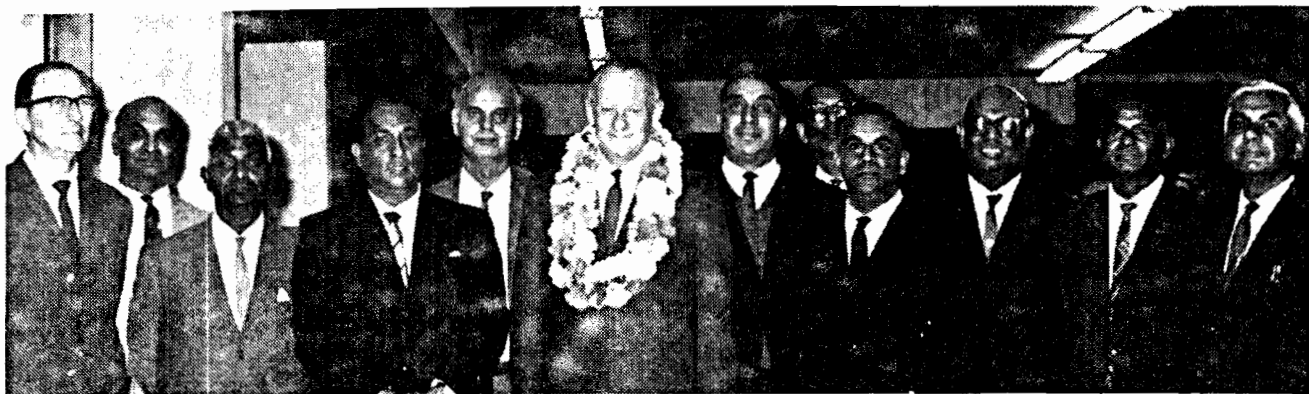
FAREWELL TO INDIANS, DURBAN OFFICE

The occasion of Mr van der Merwe's leave-taking of the Indian personnel of the Durban offices of the Department was marked by his being garlanded by a senior member of the staff and the presentation to him of a carved statuette.

Addressing the staff, Mr van der Merwe explained that one of the main objectives of the Department after its establishment in 1961 had been to educate and prepare Indians to serve their own people wherever possible. It was with this object in view that the Department set about creating as many posts for Indians as possible in the various offices of the Department.



Mr van der Merwe being introduced by Mr Cyril Joseph (Senior Clerk) to Mr John Lazarus (Indian Education Clerk). Next in line is Mr D. Veerasamy.



Mr van der Merwe in a group photograph with Indian inspectors of the Department of Indian Education. On the extreme left is the Director of Indian Education, Mr P. W. Prinsloo.

"Reviewing the position today, I am pleased to see how opportunities for Indians in the Department have increased since 1961. The 25 posts of that year have increased to 306. Indians in the administrative section are employed in a variety of categories with ample opportunities for promotion.

"Coming to the professional field, I am happy to see here today Indian officials who are serving in high professional posts. Amongst you here are Inspectors of Education, Education Planners, Subject Inspectors and Professional Welfare Officers. The posts you hold did not exist for Indians before this Department was established. I am proud to have you on my staff and I am happy in the thought that you are doing excellent work in the service of your own people."

Mr van der Merwe referred to the fact that the activities of the Department were continually expanding and in this connection mentioned the opening of the Chatsworth offices (Durban) and branches of the Johannesburg office at Lenasia and Benoni. It was clear that within the Department new avenues and opportunities had opened and would open up and that the Indian community was providing the men and women to fill the more responsible posts in the clerical and professional fields.

Mr van der Merwe stressed that the success of this new venture of employing Indians in an ever-increasing measure in all the activities of the Department depended mainly on the Indian staff.

"If by your loyalty to the Public Service," he said, "your application to duty, your integrity and the responsibility displayed in the performance of your allotted tasks you prove that you are fully qualified and worthy to be entrusted with greater powers and responsibilities, the opportunities will be opened up to you and you will also share in the benefits accruing to you in such higher posts. Let your conduct, efficiency and work in the Department be of such a high standard that you will be quoted, both inside and outside the Public Service, as an example of how Indians can and do succeed, of how they can hold their own and more, and of how they can rise to the occasion if given the opportunity to prove themselves. In this way you serve not only your own but also your community's interests.

FAREWELL SPEECH

A stage had been reached in the development of South Africa where it was vital that the Indian community should play its full part, and it was everyone's duty to see in what way he could make his or her rightful contribution, the Secretary for Indian Affairs, Mr J. H. H. van der Merwe, said when he bid farewell to the South African Indian Council (SAIC) and other prominent members of the Indian community in Durban recently. He appealed to Indians to come forward and serve their community in public life, for by so doing they would be assisting the community

in making full use of the opportunities being offered to it to improve living standards and the general welfare of the people.

The Secretary said he was sure that, given the training, experience and know-how, the Indian community would be able to control their own affairs and services efficiently.

"What is perhaps less clear at this stage is whether there are fully accepted and recognised leaders in the community who will command the support of the masses in achieving the objectives envisaged for the Indian community as a whole."

Referring to the Indian Council, the Secretary said such men were essential if a responsible body was to be constituted, when it became a partly nominated and partly elected body in the future.

The responsible reaction by the members of the present SAIC to the matters raised in the Council during the past year indicated that the body was likely to become a powerful instrument in presenting the Indian community's case to the authorities in a realistic and objective manner.

The future of the body depended to a large extent on how much use the Indian community made of it to bring their needs and aspirations to the notice of the authorities. The present nominated body would in time make way for a partly elected and partly nominated body.

The Indian community had in the past produced great leaders and there were many men in the forefront of public affairs whom he hoped would

be given the opportunity of using their abilities for the benefit of the Indian community.

"If this happens the success of the body which the Government is proposing to establish in due course will be assured," he said.

Acknowledging the Indian leaders of the past, such as Ghandi, Rustonjee, Kajee and Sastri, the Secretary said that although they were not here to witness the fruits of their labours, including the acceptance of the Indian community as part of South Africa, that in no way detracted from their greatness.

The Secretary also sketched the strides in matters relating to the Indian community since the Department of Indian Affairs had been established in 1961. From a mere handful of people the Department had grown to have a present staff of 5,478, rendering many services and catering for a wide variety of communal needs.

Some of the more important developments that had taken place over the last eight years were the taking over of welfare and education services, the repeal of legislation differentiating between "Indian immigrants" and "Passenger" Indians, the creation of the first SAIC (now elevated to a statutory body) and the establishment of branch offices of the Department at Pietermaritzburg, Chatsworth, Lenasia and Actonville.

Education steps included raising the status of the M.L. Sultan Technical College to that of an institution of advanced technical training, the expansion of the University College for Indians and the construction of new premises for the college, which was about to attain full university status.

EDUCATION EXPENDITURE

Tracing the development of education in schools he said that in the past four years alone there had been a tremendous increase in expenditure.

"A comparison of the estimates for the year 1966-1967 and the financial year 1969-1970 reveals an increase of more than R4-million. The Department has also embarked on an extensive school building programme covering the next ten years that will cost an estimated R10-million."



At a farewell function Mrs van der Merwe was presented with this magnificent bouquet by Mrs H. Bodasingh, on behalf of the SAIC.

EMPLOYMENT

Referring to employment of the Indian community, Mr van der Merwe said the position had improved almost beyond belief.

"In 1961 the unemployment figure was estimated at more than 15,000. Today, I am happy to state, there is relatively little unemployment among the Indian community and I venture to say that any able-bodied Indian willing to work is able to find employment."

This state of affairs had been brought about largely by the phenomenal growth in all sectors of the country's economy.

The Secretary also referred to the increasing role that Indian women were playing in many spheres, such as teaching, nursing, clerical work, hairdressing, to name a few.

"Opportunities are constantly being explored to open up new avenues in

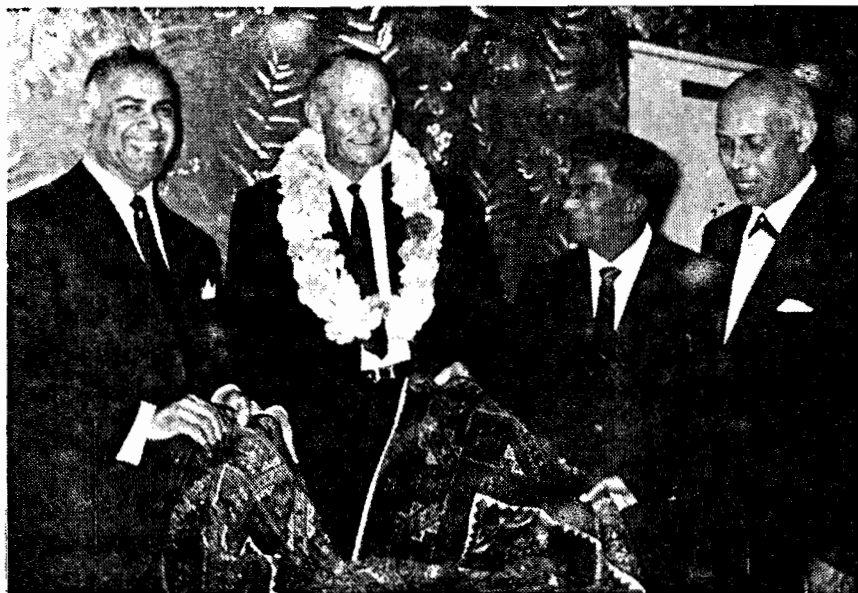
professional fields as well as in the various trades."

HOUSING

There had also been great steps in housing. The vast housing schemes at Chatsworth and Lenasia were evidence of what was being done to house the sub-economic and economic groups. Similar schemes were in the planning stages for Newlands and Phoenix.

"The phenomenal development which has taken place over the last few years in places such as Reservoir Hills, Westville, Isipingo Hills, Umhlathuzana (all near Durban) testify to the fact that as a result of these areas having been declared Indian group areas, national housing and building society loans are being made available to Indians who had experienced difficulty in obtaining these in the past."

The fears of some Indian traders that they would be economically



A magnificent R500 Persian carpet was presented to Mr van der Merwe on his retirement by the Indian community. Here he admires the gift with Mr A. M. Rajab (left), Mr Y. S. Chinsamy and Dr M. B. Naidoo (right) members of the SAIC.

strangled by the operation of the Group Areas Act have not materialised, Mr van der Merwe said.

"I would like to refer to the assurances given by various Ministers that the present generation of traders will not be deprived of their livelihood. It is the policy to settle displaced traders in new group areas in such a way that no hardships will result.

A further noteworthy development is the establishment of trading areas at Newcastle, Port Elizabeth, Pretoria and Fordsburg, within easy access to all racial groups.

"I may say that in all these trends and developments the Department played a part by holding a constant watching brief over the interests of the Indians."

INDUSTRY

The Secretary also sketched the developments in industry, which he said, needed to be concentrated on more than did commerce. The Indian community's participation in industry had kept pace with the economic growth of the country and many new undertakings, manufacturing an ever-increasing range of products, had been established in the past six years.

In 1961 there were 181 such undertakings employing 4,664 people. In

1967 this figure had increased to 527 with 9,440 employees.

"Indian entrepreneurs have also entered such fields of textiles, plastics, rice-milling, packaging and others.

BORDER AREAS

"The Government is actively encouraging Indian participation in industry as a means of providing employment to Indians. To this end four areas have been set aside in which Indian industrialists can qualify for border area concessions. The Government has also recently agreed to Indians establishing border areas using Bantu labour only."

Mr van der Merwe paid tribute to the Indian community for the unselfish manner in which they provided for and contributed towards a wide variety of welfare services for the less privileged. His Department made large sums of money available for State grants and pensions, and subsidised private institutions, besides running its own.

WELFARE EXPENDITURE

In the financial year that the Department took over welfare services (1963/1964) R1,692,000 had been set aside for these services. The anticipated expenditure on this item for the financial year 1969/1970 was

R5,090,300 — an increase of almost R3.5-million.

GENERAL POLICY

On the Government's general policy towards the Indian community, Mr van der Merwe said that since 1961 it had been that the Indian community should be given full opportunity of developing as a separate racial group within the pattern of separate development as applied to the other racial groups. The practical application of this policy was based on the creation and building of communities served with proper amenities, which would ultimately be controlled by the Indian people themselves.

The planning authorities sought to concentrate small communities from outlying areas in big areas where work opportunities and proper housing, etc., could be provided for them.

COMMITTEE

"It has been decided to create an inter-departmental committee whose task it will be to see, *inter alia*, that the standards to be observed in providing amenities will be adequate, and to see what can be done to have these amenities provided where the need is great and funds are not immediately available."

The other important matter arising from this policy of community development was the acceptance of the principle that where Indians were living in properly constituted communities they should as far as practicable be trained to undertake responsibility for the control of their own civic affairs.

"The Indian community has responded in a most pleasing manner to this opportunity and some 15 Local Affairs Committees have been established so far. This must lead to full Indian Local Authorities being established. The success at Verulam, Natal North Coast, where the first all-Indian elected Local Authority, complete with Indian municipal staff has been established, is a pointer to what the future holds in this respect."

Finally, thanking the Indian community for the association he had had with them, Mr van der Merwe appealed for the same co-operation to be extended to his successor, Mr H. A. Prinsloo.

INDIAN COUNCIL MEETS

THE SIXTH MEETING of the statutory South African Indian Council, held in Durban on the 14th and 15th October, 1969, was marked by two important events. Mr S. I. Vawda, the newly-appointed member from Newcastle, was sworn in and took his seat as a member of the Council, and the Council took leave of the retiring Secretary for Indian Affairs, Mr J. H. H. van der Merwe. At the same time it welcomed the new Secretary, Mr H. A. Prinsloo. Tributes were paid to Mr van der Merwe by the Chairman and several members of the Council for the manner in which he had built up the Department of Indian Affairs during the eight years in which he had been its head, and for the good relations which had been established between the Department and the Council. Reference was also made to the very able manner in which he had discharged his duty as Chairman of the former S.A. Indian Council during the four years of its existence. The Council wished Mr van der Merwe good health and happiness in his retirement.

As far as the affairs of the Council were concerned, it was noted with great satisfaction that the Secretary for Planning had agreed to accompany members of the Council on a conducted tour of the Grey Street complex, and to discuss with them special points of interest.

Satisfaction was also expressed at the progress which is being made with the investigations into the possibility of expanding opportunities for Indian youths to be trained as accountants and auditors.

The Council gave attention to the difficulties experienced by Indians as a result of the recently imposed restrictions on the issue of trading licences in Indian group areas, and decided to hold discussions with the authorities concerned on this subject.

The Council considered the position in which certain religious and other cultural groups in the Indian community found themselves as a result of the ban on the introduction of Indian women from elsewhere, and decided to make representations to

the authorities for the easing of this ban in deserving cases.

The Council reviewed the operation of the laws applicable to the contraction and registration of marriages between Indians and expressed itself in favour of the introduction of a system whereby all Indian marriages would be regulated by one set of laws only.

Cognizance was taken of recent developments with regard to the operation of the system of local government administration by Indians, and it was resolved to consider various other aspects of this matter at the next meeting.

Among other matters dealt with by the Council were the use of Bantu as domestic servants, the need for the provision and development of beaches for the Indian people, the setting up of a body to explore opportunities for economic progress by the community, and the provision of essential amenities in Indian townships. In the latter regard the Council took cognizance of the fact that funds can also now be made available for the erection of community centres in Indian townships.

The Council heard a report on a campaign which is about to be launched for the conservation and more beneficial use of water within the Republic, and decided to give its full support to the proposal.

The Council also expressed its sympathy for those affected by the recent earthquake in the Cape, and decided to send messages to this effect to the towns worst hit.



The Chief Magistrate of Durban, Mr M. E. Goodhead, witnesses the signature of Mr S. I. Vawda, as he is sworn in as a member of the South African Indian Council.



DEEPA VALI MESSAGE

On the occasion of the celebration of Deepavali this year, I wish to extend to members of the Hindu community my warmest greetings and wishes for a joyous festive season.

May your symbolic lighting of the lamps, signifying the blessed victory of good over evil, enable you to re-assess your values and re-dedicate your lives in such a manner that you will be able to meet the challenge of the future with renewed courage, faith, hope and inspiration.

— *The Minister of
Indian Affairs,
Mr Frank Waring*

A CROWD of some 25,000 Indians saw the climax of the Sam China Cup tournament in Durban last month, when Southern Natal beat Western Province by three goals to one in the final. For the first time in the history of the Sam China Cup the Western Province team pushed through to the finals and there was great excitement as to the outcome of the match.

In the early stages of the game Western Province were on the attack but in the 26th minute Victor Perumal scored for Southern Natal, only for this to be equalised three minutes later by the Western Province captain, P. Moosa, who dribbled his way in to score.

A little later a hard shot by Jumbo Pillay, of Southern Natal, was stopped by the Province goalkeeper, Harneker, but he could not hold it and Perumal came up to put the ball into the net, to give Natal its second goal.

There were two goals ruled off-side, and soon after the interval a long pass from Joey Chetty saw S. A. Abdool use an opening to score Natal's third and final goal.

Besides winning the Sam China Cup Southern Natal team members were also presented with gold medals, for the first time in the history of the tournament. The runners-up, Western Province, received silver medals.

There were eight teams taking part in the tournament — from Central, Southern and Northern Natal, Southern, Eastern and Western Transvaal, Western Province, and Griqualand West. They were divided into two zones, and the final match was played between the winners of each zone.

The undoubted success of this year's tournament must be seen as encouraging for the South African Football Association, which revived the Sam China Cup tournament two years ago, staging the tourney in Lenasia, Johannesburg. The large crowd which

The Sam China Cup



(Above): Southern Natal raid the Western Province goal in the final of the tournament.



(Above, right): The captain of the Southern Natal team, Joey Chetty, receives the Sam China trophy from Mrs Nat Moodley, daughter of the late Mr Sam China.

(Left): The late Mr Sam China, after whom the tournament is named.

(Right): Before the final, a Southern Natal official solemnly presents the manager of the Western Province team, Mr Bobby Dayal, with a bunch of bananas from the "banana boys". In the picture is also Miss Pushpa Govender, who was crowned the Sam China Queen.



attended this year's competition, and the smooth running of the five-day programme augur well for the future.

Besides the football matches there was a variety of entertainment for players and officials. Some 500 couples attended a dance, where for the first time a Sam China Cup Queen was crowned. The title went to Miss Pushpa Govender, of the Eastern Transvaal.

An interesting feature of the programme was the presence of Mrs Nat Moodley, the daughter of Mr Sam China, who presented the cup in 1903. She attended the matches and presented the trophy to the winning team.

The following were the results of the inter-zonal competition, played to decide which teams would contest the finals :

"A" ZONE :

Central Natal	5 points
Western Province	5 points
Southern Transvaal	3 points
Griqualand West	0 points

"B" ZONE :

Southern Natal	5 points
Northern Natal	4 points
Eastern Transvaal	3 points
Western Transvaal	1 point

There was a tie between Central Natal and Western Province in the "A" Zone, but Western Province was declared the winner as they scored more goals on the average.

The trophies were presented at a farewell dinner held by the South African Indian Football Association, and attended by more than 400 people. Special mention was made of the smooth organisation of the tournament.

At the function Clover Dairies also presented a R500 cash prize to the winners of the Clover Cup Tournament, "The Saints". Loud applause was drawn when this firm also presented a cup to the team that came last in the tournament, Griqualand West, who were acclaimed for their gallant sportsmanship.

This is in the true spirit of the Sam China Cup, which stems back to the turn of the century when Indian workers first played soccer on an organised basis in Durban. In 1886



(Below): Three players stretch for the ball. Western Province players are wearing striped stockings.

(Below, right): Mr Currie-Wood being introduced to a Southern Natal player.

Mr Ian Baxter, of Clover Dairies, presenting a trophy to the team that came last in the tournament — Griqualand West — for their gallant performance. On the extreme left is Mr Y. S. Meer, chairman of the S.A. Indian Football Association, which staged the tournament, and on the extreme right is the Mayor of Amanzimtoti, Mr R. Grice Jones.



they formed the first football association. This expanded rapidly and by 1900 there were quite a number of affiliated soccer clubs.

Finally, in 1903, the South African Indian Football Association was formed, under the chairmanship of the late Mr Sam China, who presented the magnificent trophy named

after him, to be competed for bi-annually by Indian football clubs.

The competition has traditionally aroused much enthusiasm among the Indian community whenever it has been competed for over the years. The magnificent trophy has recently been valued at R1,250, but many consider it to be worth more.

It was decided during the tournament that the next Sam China Cup tournament will be held in Cape Town in 1971, under the auspices of the Western Province Association, where the South African Indian Football Association will have its headquarters for the period of the tournament.

POLIO IS ON THE INCREASE

HAVE YOUR CHILDREN been immunised against poliomyelitis (polio, as it is commonly called) or are you one of the many people who, through negligence, is making the increase in the incidence of this disease possible? For there has been a substantial increase in the incidence of polio in the past year, and it seems that there is one particular reason for this — babies are not being vaccinated against the disease. The large majority of polio cases recorded during this period have been children under the age of two.

There are two probable reasons for the development of this careless attitude among parents, according to a Department of Health spokesman.

"Firstly," he said, "a lack of knowledge about the disease and the crippling results it so often has, and secondly, preventative measures taken by health authorities over the last ten years so reduced the incidence of the disease that parents seem to have been lulled into a false sense of security." Let us deal first with the former, the lack of knowledge about polio.

Polio is a world-wide, highly infectious disease, caused by a virus primarily affecting children and young adults, often causing paralysis, deformity and even death.

The polio virus most often attacks the grey cells of the brain and spinal cord, and its damaging effects take place entirely within the nerve cells which control muscular movement.

The result is paralysis of muscles involving one or more limbs, or more seriously, the muscles of breathing or swallowing, the last two conditions often resulting in death.

The virus, which may be contained in the saliva or faeces of an infected person, appears to enter the human body through the alimentary canal via the mouth, either in the course of intimate association with the infected person or as a result of food, water or cooking utensils having been contaminated directly or indirectly by flies which have fed on infected material.

There are three known types of polio virus, and they are the hardest of all known viruses, remaining alive for many months in raw sewage or natural waters contaminated by sewage. The virus can exist in man's intestinal tract for up to 17 weeks after infection. A mild case can consequently become a carrier whose faeces provide a rich and persistent source of infection, and can act as a human reservoir of the disease, or perhaps for the maintenance of the virus in a community between epidemic periods.

World-wide surveys of polio have made it clear that in tropical areas, where polio was previously thought to be rare, the infection is widespread and occurs more or less uniformly throughout the year, particularly in cities where sanitary arrangements are inadequate. Polio is in fact a global disease that can occur at any time of the year. Stricter precautions should,



Sister S. Iyaloo, from the Cripple Care Association, helps Lily Moonsamy, of Chatsworth, into her crutches. Lily contracted polio as a baby and is unable to walk without callipers and crutches.

however, be taken in summer and autumn, since epidemics occur at a much higher rate during these seasons than in winter or spring.

In communities where sanitation is primitive and living conditions are crowded and poor, facilities for the spread of the virus are better than elsewhere and the great majority of cases, up to 90%, occur in children under the age of five years, hence this disease was formerly commonly known as infantile paralysis.

In countries where the sanitary arrangements are no longer primitive,

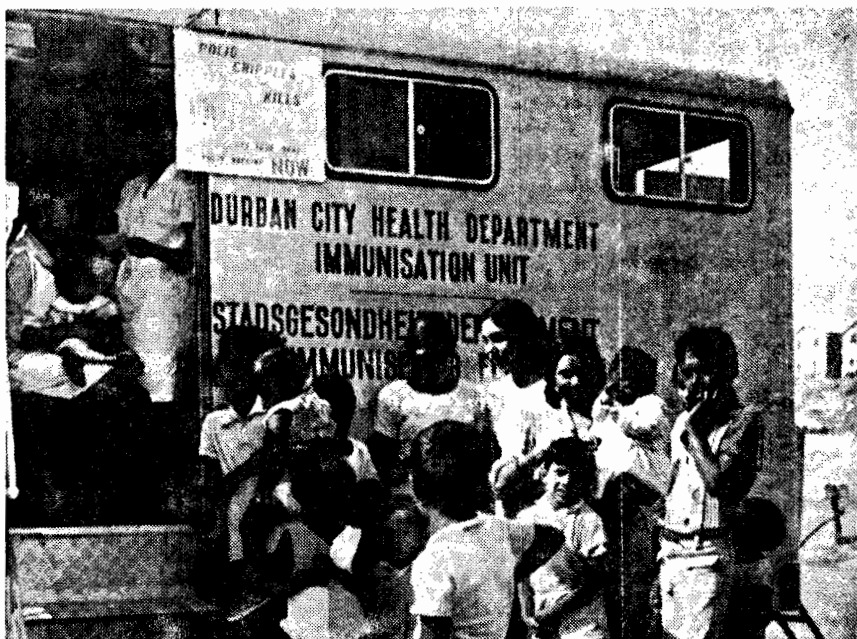
the risk of contact with the virus at an early age is diminished, and a large percentage of children under the age of five escape infection, only to fall victims when older. Polio does not seem to have attracted the attention of physicians before the late 18th century and was not regarded as contagious or a medical problem of any magnitude until the late 19th century, when the epidemic character of the disease became evident and what was previously a comparative curiosity, became a periodic scourge.

Just as in other virus diseases, such as measles, the early days of illness seem to be the most infectious, and, as with most infectious diseases, polio tends to be less severe in young children than in older children and adults, and less likely to cause paralysis. Where infection has been absent for a generation or more, a severe epidemic involving especially the older age groups, can occur in which the incidence of paralytic cases and the death rate is very high.

Unlike certain contact or crowd diseases, such as measles, chickenpox, mumps, whooping cough, etc., in which the disease passes from one recognised case to another, the spread of polio occurs through the medium of mild or undiagnosed cases.

"These individuals act as carriers for up to seven or eight weeks or longer, spreading the disease during this period," a spokesman for the Department of Health told *Fiat Lux*.

After exposure to infection, the incubating period is usually from 7 to 12 days, after which the patient develops a temperature, headache and pains in the back, arms and legs. Often the condition is mistaken for a cold or "gastric flu" as there can be a sore throat, nausea, vomiting and diarrhoea. In the majority of cases the patient recovers after a few days and the symptoms disappear. In a smaller proportion of cases, the temperature rises again after a few days and a severe headache, and pains in the neck, back, arms and legs indicate the true state of affairs. Paralysis involving smaller or larger groups of muscles may now set in. In severe cases where paralysis of the muscles of respiration or swallowing occurs, death frequently ensues. These serious



Nurse M. Shunnugam, of the Durban City Health Department, checks a child's immunization card before administering the polio vaccination. This mobile clinic pays a regular visit to residential areas around Durban so that parents without ready transport need not neglect their children.

Volle Naam/Full Name.....
 Geboortedatum/Date of Birth..... Geslag/Sex.....
 Adres/Address.....

Ouderdom. Age.	Immuniserings- teen. Immunisation against.	Datum toegedien. Date administered.	Deur wie toegedien. By whom administered.
3 maande..... 3 months.....	Polio; D, W en T. Polio; D, W and T.		
4½ maande..... 4½ months.....	Polio; D, W en T. Polio; D, W and T.		
6 maande..... 6 months.....	Polio; D, W en T. Polio; D, W and T.		
7 maande..... 7 months.....	Pokkies. Smallpox.		
18 maande..... 18 months.....	D, W en T. D, W and T.		
5 jaar..... 5 years.....	Pokkies; D en T. Smallpox; D and T.		
10 jaar..... 10 years.....	Pokkies; D en T. Smallpox; D and T.		
Elke 5 jr. daarna.... Every 5 years thereafter	Pokkies en T. Smallpox and T.		
	B.C.G.		

D=Diphtheria/Witseerkeel. W=Whooping Cough/Kinkhoes.
 T=Tetanus/Klem in die kaak.

An immunisation card such as this is given to mothers when their children are vaccinated. It is important that the parent keeps this card since it must be produced when the child starts school as well as for further immunisation.

cases are more frequent in the older age groups and pregnant mothers are particularly vulnerable.

Any improvement in the paralysed muscles occurs within the first few weeks or months, and paralysis present after three months is usually permanent. The affected muscles wither, shorten and often cause very severe and crippling deformities.

We come now to the second reason for parental neglect: A false sense of security.

Although there is no specific cure for poliomyelitis a highly efficient oral vaccine has been developed to prevent it.

Following the immunising campaign which took place in 1961, the results were so satisfactory that almost no cases of polio were reported for some time afterwards. A feeling of security consequently developed in the minds of parents and they became careless about having their children immunised. The incidence of polio is thus fast gaining momentum again.

"Failure to have one's children immunised against polio is a criminal offence," warned the Department of Health spokesman, "since the administration of a few drops of liquid by mouth is little enough effort to protect them against this dangerous and crippling disease, and doing so also protects oneself against great expense, worry, grief and self-re-crimination."

Three doses of oral vaccine are required with intervals of between six and eight weeks, starting at the age of three months. Immunization should thus be completed when the child is 15 months old. These doses provide complete protection and are administered free of charge by your local health authorities and district surgeons.

Special measures have been taken by the health authorities to ensure that people in the rural areas do not suffer for the want of facilities. Mobile immunization units tour the various areas regularly. Specific immunization points, such as local schools and trading stores, are used so that on an average, people have to travel no more than five miles to be immunized. The effort is small, the reward great and local families are urged to avail

themselves of the opportunity offered them.

About six months before a certain district is to be visited programmes are sent to the local immunization points and from there distributed amongst the people. The programme states clearly the day, date and time of the intended visit to a particular centre so that people can make any necessary arrangements in advance. Then, to jolt the memory, a health officer connected with the mobile unit visits the area just prior to the tour and spreads the news by word of mouth. Anyone who feels that they may still fail to hear of the clinic's intended visit should enquire from the local district surgeon.

The mobile unit visits each area three times a year, in three consecutive months (this is necessary to administer the three doses) and will then return at about the same time

the following year. Thus each area is visited at approximately nine-monthly intervals.

Speaking on this theme a spokesman for the State Health Department said his Department has been pleased to record that in the past the Indian community has responded well and made very good use of these mobile clinics. "It is hoped that they will continue to co-operate with us in this manner," he added.

For those who still do not feel obliged to have their children vaccinated against polio we point out again that immunization against this disease is compulsory and failing to do so is regarded as an offence against the law. Indeed, entry to school can be refused unless an immunization card, which is distributed freely by all health authorities, is produced to show that the full course has been administered.

This youngster seems to be enjoying the polio vaccine which is being given to him by Sister A. Antony at a Chatsworth clinic — and no wonder, the drops are mixed with raspberry syrup!



EDUCATION THROUGH ART

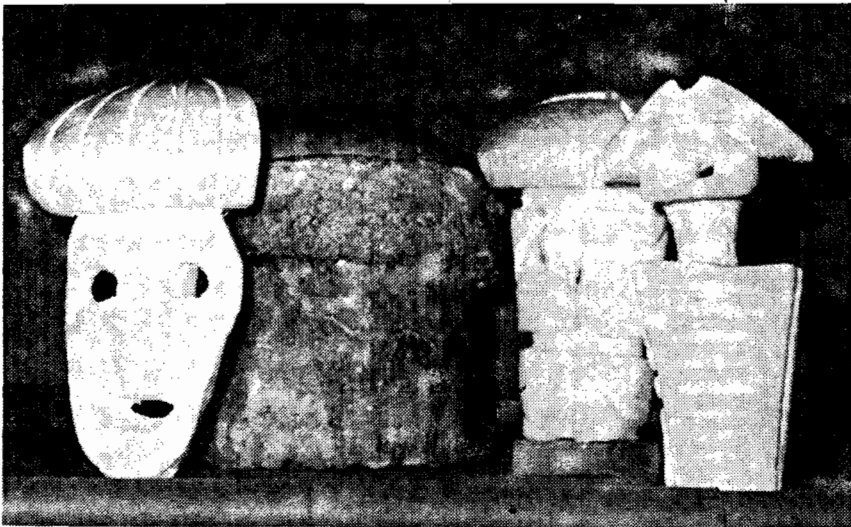
— art from scrap

*by Mr B. J. Lodge,
Lecturer in Arts and Crafts,
Faculty of Education
Indian University College,
Durban.*

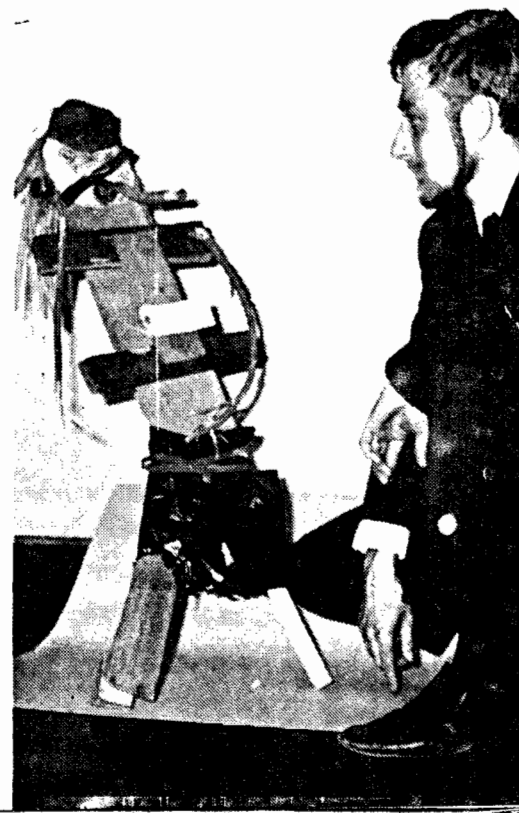


Giant papier-mâché constructions formed a focal point in the exhibition. This type of group work is ideal in the primary school after an excursion or talk by a visiting authority. The policeman's name is "Sam" and the student is Mr V. R. Subban, who together with Mr K. Reddy and Mr J. M. Paul (all final year Remedial Education Diploma students) constructed the models from scrap material, newspaper and wallpaper glue.

"Man from Junkland, don't make me laugh!" The students pinned this label on to a piece of scrap sculpture complete with a bottle-top for an eye. Mr B. J. Lodge, lecturer in the Faculty of Education, looks on.



Scrap pieces of polyurethane foam, which is used in the manufacture of surf boards, are used as a carving medium. This powdery substance is easy to carve with a penknife or hack-saw blade. The mushroom-shaped piece in the middle is the scrap material and the surrounding carvings are the work of students in their third year of the Higher Primary Teachers' Diploma.





Puppets dramatise a poem learnt in the Speech and Drama class to make it a living experience in communication.

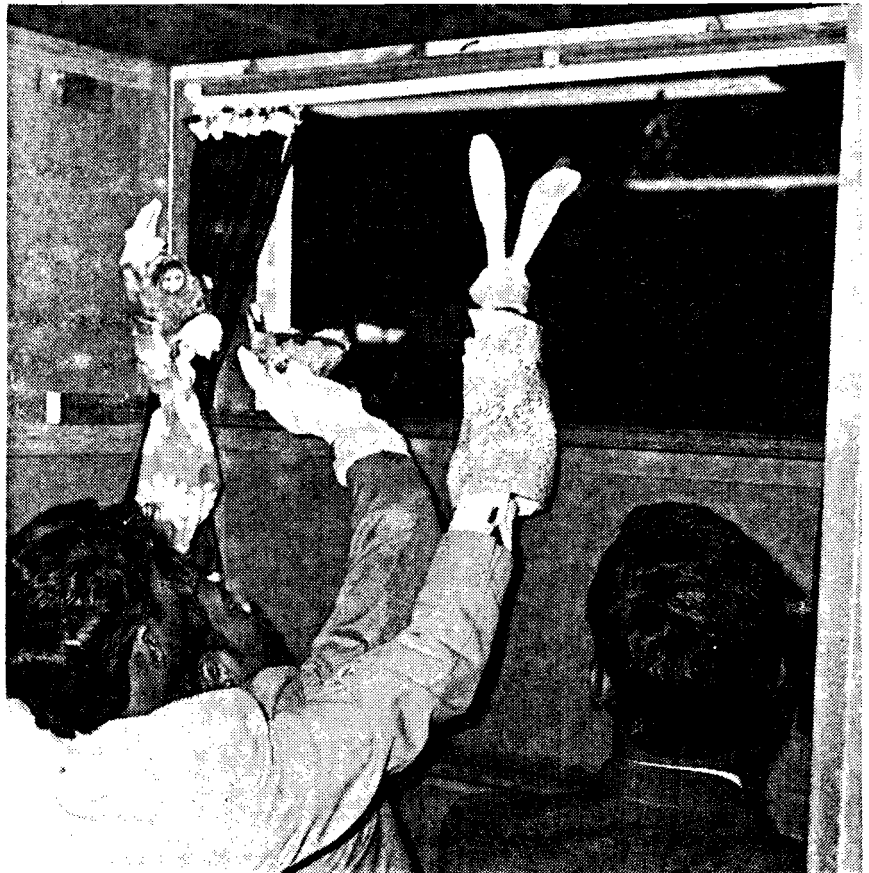
IMAGINATIVE strides are being made in the Arts and Crafts section of the Education Department at the University College for Indians. The trend is towards individual expression and imaginative use of everyday materials. At a recent exhibition craftwork by students from scrap material was on display. The resourcefulness that this called forth will no doubt stand them in good stead when they take up teaching posts. The underlying theme was education, as described in the following article.

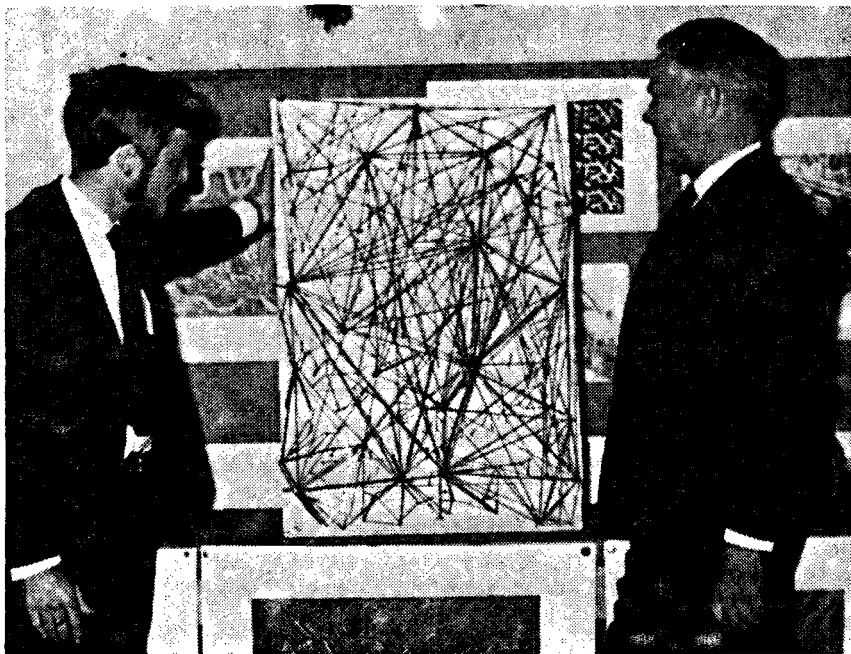
THE INTERNAL EXHIBITION of arts and crafts in the faculty of education at the University College was the result of a year's course for students who will become general class teachers in the primary schools. For this reason the underlying theme of the work done was the encouragement of an awareness of art as the basis for education. Art forms call for an integration of body, mind and soul and draw on all our knowledge and on every conceivable facet of life experience. This type of approach to education should promote the development of self-expression, self-awareness, knowledge and originality.

It aims at making the child a contributor — not an imitator. The mental process of creative thinking in art follows that of the inventor so that an art motivated search for

knowledge encourages divergent thinking. Most school subjects, taught in isolation, rely upon convergent modes of thinking, especially if the teacher is examination motivated.

Behind the scenes in the puppet theatre, the students extemporize on a popular children's story. Well hidden from their audience, they express themselves with greater freedom than they would in a traditional oral class.



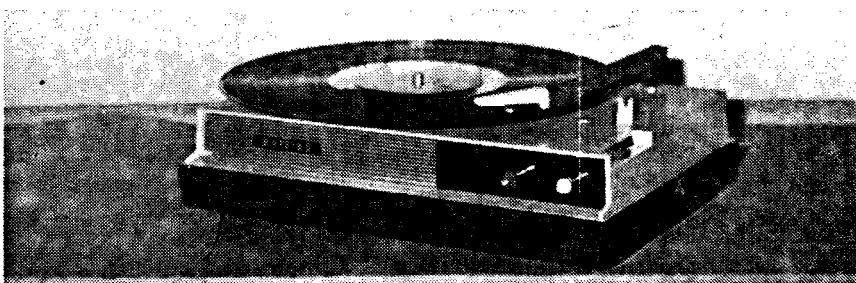


The Rector of the University College, Prof. S. P. Olivier, visited the exhibition. Mr Lodge (left) explains the significance of a construction. The students contributed to this project throughout the year. For the first half of the year each student hammered a nail into the construction and in the latter half of the year thread was traced from nail to nail.

Examples of work at the exhibition showed the inter-relationship of art and music when students were asked to reproduce, in paint, their responses to musical mood, rhythm and tonal scale. Organic forms were studied in great detail to be transformed into designs so as to encourage sensitivity to the forms of nature. Design in nature has a direct link with the biological sciences in the same way as the expression of personal reactions to phenomena stimulates the child's developing concepts in physics.

In language, communication and speech and drama, art is generally accepted in the making of theatre properties, scenery lighting and costumes but students were encouraged to use puppets and masks made in the craft class for dramatisation so as to encourage freedom of expression and improved communication, both in oral work and in creative writing. Body movement as in drama, gymnastics, physical education and

This painting expresses the mood and rhythm of a popular hit record which was playing while the student painted.



eurhythmics can be used to explore through art, the child's concepts of the human figure in, and moving through, space.

The students used geometry as the basis for some of their projects and in this way began thinking in terms of geometric shapes and their inter-relationships.

Invention and discovery being the key-note of the year's work, the theme "Art from Scrap" was explored so that students were forced to search their immediate environment for the materials that they would use in their projects. This really means that they had to see commonly found objects in a new frame of reference and this is the essence of ingenuity. "Art from Scrap" emphasises, at the same time, the endless opportunities for creative experience in a world of exciting possibilities.

Art motivated learning is a way of teaching the child to use all his knowledge creatively. In a world of computers and men on the moon, he can reach out farther than Mars.

NEWCASTLE SCHOOL OF INDUSTRIES OPENS

THE FIRST School of Industries for Indians was recently opened in Newcastle, Northern Natal, by the Secretary for Indian Affairs, Mr J. H. H. van der Merwe. This is the first school of its kind in the country and its primary function will be to prepare wayward boys for a return to a normal life in their home and community.

The opening, attended by several hundred guests, was the last official function at which Mr van der Merwe officiated as Secretary for Indian Affairs. Among the guests of honour were the Mayor of Newcastle, Dr C. M. Norden, the Director of Indian Education, Mr P. W. Prinsloo, and members of the school's Board of Management.

In his speech Mr van der Merwe dealt mainly with social and welfare matters relating to Indians, and said that the Department of Indian Affairs was employing Indian welfare workers because their knowledge of Indian customs and culture enabled them to make correct decisions in the interests of the children. He paid tribute to the high standard of work being performed by these social workers (or probation officers).

The Secretary said that the function of the Department of Indian Affairs was to promote the economic, educational, political and social development of Indian South Africans. The gradual shaping of welfare services to fit the special needs of the Indian community had begun in 1963 with the transfer of all Indian pensions, allowances and other social assistance schemes from the Department of Social Welfare and Pensions to the then newly-established Department of Indian Affairs.

Addressing the gathering, Mr van der Merwe said the school was a product of the social or welfare development programme planned for the Indian community.

"The gradual shaping of welfare services to fit the specific needs of South Africa's Indian population group began in 1963 with the transfer of all Indian pensions, allowances and other social assistance schemes from the Department of Social Welfare and Pensions to the then newly-

established Department of Indian Affairs.

"Further major developments in this direction took place in April, 1967, when the Department accepted sole responsibility for professional welfare services for Indians in Natal, and in April, 1969, when the same services were taken over in the province of Transvaal. What has been successfully accomplished in Natal and the Transvaal will, in the foreseeable future, become the prototype of a



The Secretary for Indian Affairs, Mr J. H. H. van der Merwe, about to unveil a commemorative plaque at the school.

similar service for the Indian community in the Cape Province.

INDIAN SOCIAL WORKERS

"Conscious of the important fact that effective welfare services are largely dependent on matching them with the culture, language and religious practices of the community they must serve, the Department employs Indian social workers who are university graduates in social science.

"Closely linked with the take-over of professional welfare services by the Department was the establishment in September, 1967, of the Valley View Place of Safety in Durban, catering for the first time, exclusively for Indian children. This is an institution for the reception of Indian children, ranging from infancy to 18 years, who require temporary refuge until their future can be decided upon by the authorities."

Valley View was also an approved Observation Centre as defined in the Children's Act of 1960, and served to provide those concerned with the care and treatment of needy children, particularly behaviour deviates, with

scientific knowledge and assistance. The Centre had an observation committee composed of representatives of various disciplines, such as social work, psychology, medicine and psychiatry.

In addition to the usual facilities provided at this institution, group work, as one of the recognised methods in social work was applied as a remedial technique. Groups of children worked together on a definite programme, thus learning reciprocity as each received due praise and recognition for what he contributes to the group.

FAMILY SERVICE

"The Professional Welfare Services of my Department aim at providing a full family service. Not only the problems of children, but also those of grown-ups are dealt with. At the various intake-sections of the Department much time is spent at adult level sorting out marital troubles which come high on the list of priorities, because it is Departmental policy to solve social problems in terms of the well-knit family group. A sound and purposeful policy in regard to family care and child welfare is considered by the Department to be of the greatest importance," the Secretary said.

Despite every effort being made to have the child remain in his parental home, said Mr van der Merwe, this was unfortunately not always possible in practice. When factors such as uncontrollability of the child, or the inadequacy of the parent, made it undesirable for the child to remain in its parental home, environmental manipulation was applied by, for example, having such a child committed through the Children's Court to a school of industries, such as the one in Newcastle. Pupils were admitted to the school by a court order in terms of the Children's Act of 1960. Such an order was only issued if it had been established on the basis of a comprehensive scientific investigation and report by a trained social worker, that such a pupil was 'in need of care' within the meaning of the Act, and would benefit by the training and treatment rendered at the school.



The Director of Indian Education, Mr P. W. Prinsloo, plants a tree in the school grounds.

"The main aim of the School of Industries is to prepare the pupil to return to his parental home and the community to which he belongs, in every way better equipped to make his way in life. Where a child is thus removed from his family, every effort is made by the social workers to render what is termed reconstruction services to the particular family so as to ensure that the child has a fit and proper place to return to once he leaves the institution."

Mr van der Merwe also paid tribute to those concerned with the establishment of the school, and to the principal and staff.

He was especially pleased to note that there had already been every indication on the part of the Indian community of Newcastle that they

(Continued on Page 26)



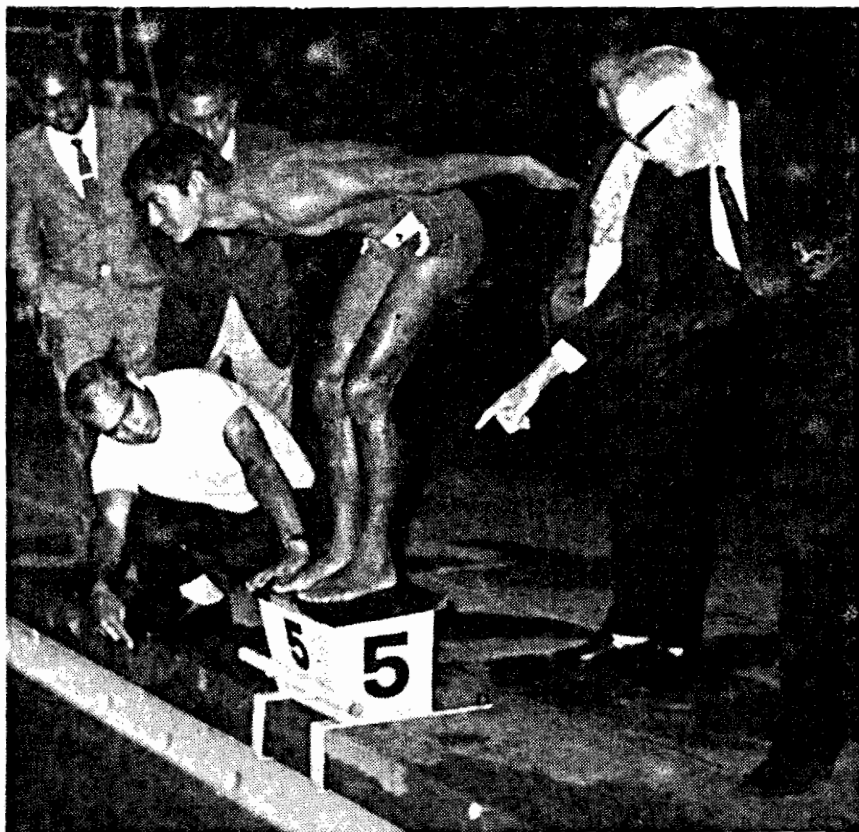
(All pictures : Die Natalier)

The chairman of the Board of Management, Mr C. E. A. van Rhyn, during his address.

FOCUS ON SPORT



Harrisunker (MLSTC Gym Club) demonstrates a demonstration on the parallel bars.



Mr Willie Welgemoed and Mr Bulley (right), with the aid of swimmer C. Singh, demonstrate the correct method of starting to those who attended the swimming course. Looking on are (left to right): Messrs M. Naidoo, V. Nair and R. Parag.

Gymnastics and Swimming

Two Firsts in Sport — For Coach and Competitor

GYMNASTICS

THE FIRST-EVER inter-club gymnastic competition for Indians in South Africa was held recently at the M.L. Sultan Technical College, according to Mr K. Bodenstein, head of the Division of Physical Education, Health and Recreation. In 1967, he said, a competition between the College and Bachet College was held, but the recent competition was the first time that school clubs from places other than Durban entered the competition.

A total of seventeen girls and twenty-seven boys, representing five school clubs and one gymnastic club, competed in various categories of competition. The exercises prescribed were for beginners, the first, and also the second grade of the *Federation Francaise de Gymnastique* as approved by the S.A. Amateur Gymnastic Union for 1969-1974. As a result of the high standard shown at the competition, the judges have recommended that next year's competition should include exercises up to at least the fourth grade.

"It was most encouraging to see how the standard has improved since 1967, and also that schools are beginning to realise that gymnastics is not merely physical education, but a sport in which regular competitions should be held," said Mr Bodenstein.

"Many ill-informed people still regard gymnastics for girls as 'unlady-like'. To these persons, I would like to extend an invitation to next year's championships to see for themselves that the requirements for a good female gymnast are grace and elegance."

Those who entered this year were:

Centenary High School (boys and girls).

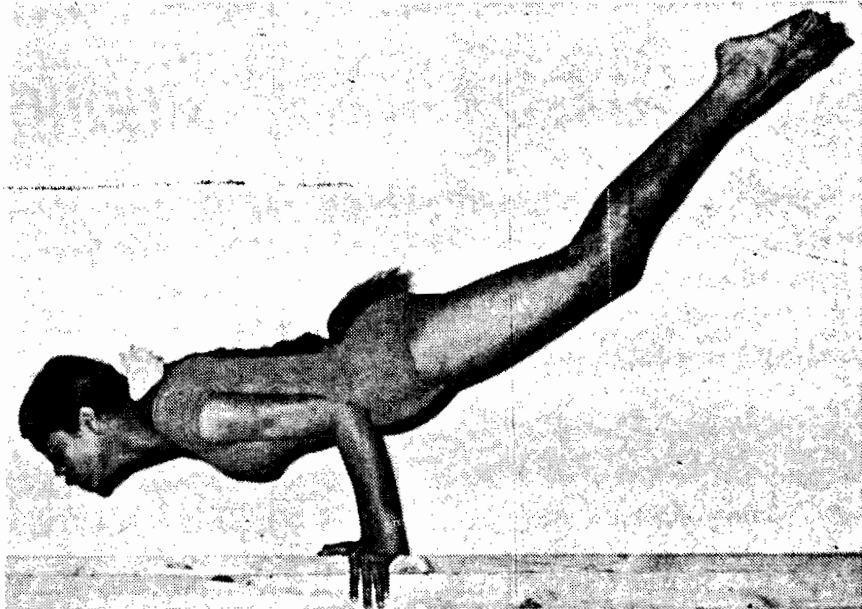
M.L. Sultan Technical College (boys and girls).

Raisthorpe High School, Pietermaritzburg (boys).

Sastri College (boys).

Woodlands High School, Pietermaritzburg (boys).

M.L. Sultan Tech. Gymnastics Club (men).



The Individual Winner of the First Grade for girls, N. Daya, of the M.L. Sultan Technical College.



Miss A. Poonan (Centenary High), winner in the Individual Beginners' Grade, receives her trophy from Mr K. Gouws. On the right is Mr K. Bodenstein, head of the division of Physical Education at the Technical College, which organised the tourney.

The following were the results:

Girls' Team Competition: M.L. Sultan Technical College.

Boys' Team Competition: Centenary High School.

Individual Winner (Beginner Grade):

Boys: K. Govender (Centenary).

Girls: A. Poonan (Centenary).

Individual Winner (First Grade):

Boys: T. Mansingh (MLSTC).

Girls: N. Daya (MLSTC).

Individual Winner (Second Grade - Men): D. Harrisanker (MLSTC Gym Club).

COURSE FOR ASPIRANT SWIMMING OFFICIALS

ANOTHER of the M.L. Sultan

Technical College's popular short courses in sport administration took place in Durban recently. This was their first-ever course for swimming officials, timed for the opening of the swimming season. The course was specially arranged for the Durban Swimming Union by the College's Division of Physical Education. About forty people attended lectures and a practical demonstration by two top swimming officials, Mr Alex Bulley (chairman of the S.A. Amateur Swimming Coaches' Association) and Mr Willie Welgemoed, of the South African Sports Foundation.

The course covered both theory and practical demonstrations. It included such aspects as time-keeping, judging, refereeing, starting, and the rules and regulations governing championships and galas, as well as the general duties of officials.

The practical demonstrations were held at the Asherville Swimming Bath, and here those taking part put theory into practice. The better to illustrate important points, the organisers held mock races where certain competitors made deliberate mistakes which the aspirant swimming officials had to spot.

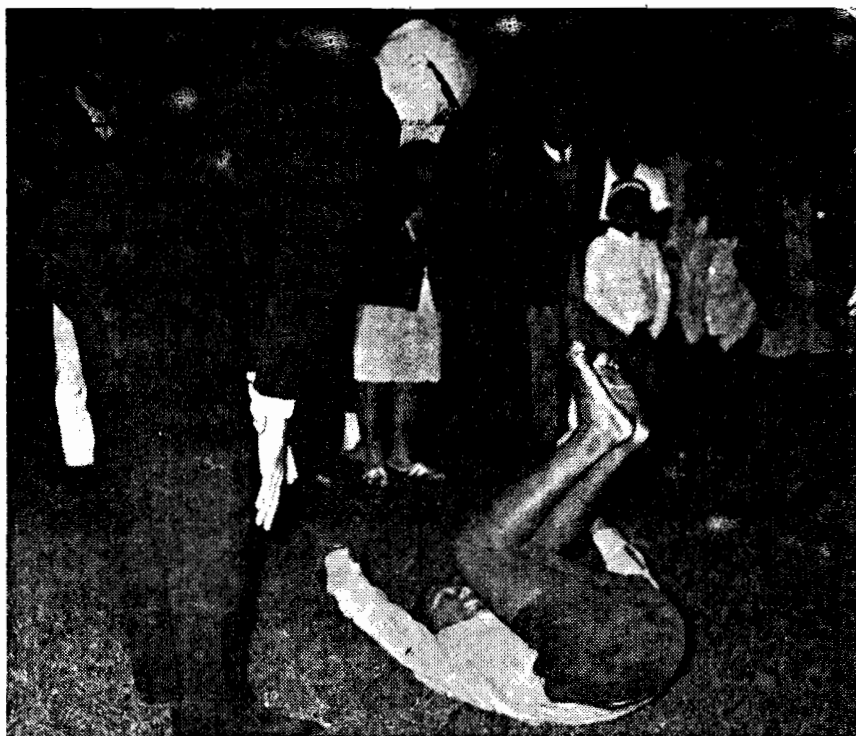
SATISFIED

Both Mr Welgemoed and Mr Bulley were well satisfied with the progress made by the participants, who sat for a diploma examination soon after the course ended. "We were pleasantly surprised at the standard," said Mr Bulley.

The course is to be followed by a more advanced one early next year during which candidates will write the Officials' Examination.



Mr Willie Welgemoed, of the South African Sports Foundation (centre), stresses a point during the practical part of the swimming course, run by the Technical College.



Mr Alex Bulley, chairman of the S.A. Amateur Swimming Coaches' Federation, considers the basic movements of prime importance in swimming. Here he gets a young swimmer to practise a somersault turn on land before trying it in the water.

BIOLOGY TEACHING TRENDS IN THE U.S.A.

AFTER THE LAUNCHING of the first Russian earth satellite in 1958 most other leading countries received a jolt at the great strides Russia was making in her scientific and technological research. This prodded the rest of the world into stepping up their thinking and development of scientific research programmes. One result of this was that in the United States a National Science Foundation was established, in conjunction with the Federal Government, to promote research in all branches of science. Enormous sums of money were also made available for various projects.

Science teachers and educationists also began to review both their methods and what was being taught in schools. This led to a revolution in science curricula and approaches, and in most parts of the country the traditional methods and content began to give way to new insights. New textbooks were written, and today nearly all of them emphasise inquiry and lead students to ask questions and to find out how things work instead of merely being satisfied with descriptions.

What is now being emphasised is that science is not an authoritative discipline and a compendium of factual information. It is a quest for knowledge, and a journey rather than a destination. Science has no definite goal. It is rather like a pioneer venturing into the unknown. These are concepts which the students must understand and appreciate. In the traditional methods the student was constantly "told" and laboratory work consisted of facts which could be verified by pre-digested experiments.



by Mr L. E. PETERS,
Senior Science Lecturer,
Springfield College of
Education, Durban.

These methods, apart from being unexciting and unimaginative, are today regarded as unscientific and methods which could do irreparable harm to the student and science as a whole. Hence, almost all modern approaches to the teaching of biology today stress "inquiry". All the BSCS (Biological Science Curriculum Study) programmes in the U.S.A. have also adopted this approach.

CENTRAL FIGURE

Here the teacher still remains the central figure. He has to have a strong personality and must teach by his example, i.e., he must have an enquiring mind himself, he must be curious, keep an open mind and draw conclusions only after thorough investigation and in the light of evidence before him; he must realise that science is dynamic and constantly changing with new discoveries every day, and he must also be prepared to change his ideas in the light of new knowledge.

Students will almost certainly be influenced by such attitudes and habits of the teacher. But the student should not depend on the teacher, he

should be made a working partner. The teacher poses problems to the students and then merely guides them towards possible solutions. This will help to develop a problem-solving attitude which may be applied to any situation in daily life.

PROBLEMS

The teacher who uses this approach will himself be faced with certain problems. He may find that he might not be able to complete the syllabus in the required time; the classes may tend to become noisier and the students need a greater amount of freedom of movement, especially in the laboratory. With experience, however, these become problems which are not insurmountable and he realises that they are worth sacrificing for the achievement of scientific principles. Phenomenal strides are being made in all branches of science every day. It is therefore absolutely essential that science teachers constantly keep their knowledge and methods of teaching up to date. In the United States the Federal Government, together with the National Science Foundation, every year spends millions

of dollars to organise up-dating courses at universities and colleges during the long summer vacation.

It was my privilege to be invited to one of these summer institutes in Pennsylvania last year where I studied modern principles in biology and where I also had the opportunity of coming into contact with BSCS materials and discussing problems with the consultants for the programme.

BIOLOGICAL SCIENCE CURRICULUM STUDY (BSCS)

The BSCS was organised by the educational committee of the American Institute of Biological Sciences in 1958 and has a membership of 785,000 biologists. The purpose was to improve biological education in America. Its headquarters is at the University of Colorado in Boulder.

The course was devised for above-average tenth-grade (equivalent to our Std. 8) high school biology students. Three separate books were prepared. They were: *Molecules to Man* (Blue Version), *High School Biology* (Green Version) and *Biological Science - An Inquiry Into Life* (Yellow Version). These were prepared by writing teams made up of biology teachers during summer conferences in 1960, 1961 and 1962. Each version has a text, laboratory manual and teacher's guide. The materials were then tested by biology teachers in high schools involving over 10,000 students, and finally reviewed and re-written in the light of criticism received from biology teachers.

Apart from the three versions, the BSCS also produced the following: *Biological Science: Patterns and Processes* - for academically unsuccessful tenth grade students; a four volume set of *Research Problems in Biology* for superior students; a series of pamphlets on biological topics; bulletins and a teacher's handbook. The BSCS materials are flexible so that the teacher may select the approach which best suits his interest and background.

The aim of the whole project is to give students a better understanding of scientific processes and to build scientific literacy so as to prepare

them for responsible adult citizenship. The chief objective is to teach science as a way of thinking and a method of discovery and seeking answers. This is done by stressing underlying concepts and presenting the students with problems in the laboratory through open-ended experiments. Through this the student analyses data, draws his own conclusions and makes generalisations.

DIFFER FROM TRADITIONAL

The BSCS materials differ notably from traditional textbooks. Traditional texts stress classical systematics, morphology and rote memorization of isolated facts. The BSCS versions emphasise biological organisation, the scientific process and the concepts and principles of biological science. More time is spent on laboratory exercises which are investigative and enquiring rather than purely descriptive work, and the student actively participates in the exercises - he is not merely a spectator who watches demonstrations by the teacher.

UNIFYING THREADS

Though the three versions emphasise different approaches they have significant unifying threads. The Blue Version stresses the molecular structure of organisms as the fundamental

area upon which all other biological knowledge is based. Here biochemistry is essential to an understanding of the evolution of living organisms. The Yellow Version stresses reproduction, development and evolution as the chief areas in the study of biology, while in the Green Version, ecology and behavioural aspects involving interaction of organisms is of prime importance.

All these approaches are valid and no one is better than the other. It is for the teacher to decide which one will suit his own background and the students' interest and environment. The teacher may also combine sections from the different versions to make up his own course if he so desires. This presents little or no problem to the science teacher in the U.S.A. as he enjoys a greater measure of freedom in a decentralised educational system than his counterpart abroad. In America each local authority or school board decides on the curriculum, and the science teacher is free to stress what he thinks is important and what will benefit the community at large. This, however, will be difficult to implement in countries with a more centralised control of administration and which have uniform curricula and examinations.

Although science curricula may vary, increasing emphasis is being placed on active participation by pupils in the teaching programme. Here a group of high school pupils examines a dissected rabbit.



HOW CAN OTHERS BENEFIT?

It must first of all be emphasised that this programme was designed principally for American teachers and students. If it were used in its entirety in any other country it may prove to be a failure or even be futile. Cultural borrowing of this nature is fraught with many dangers, as traditions, backgrounds and opportunities vary considerably from one country to another.

Children in the United States commence with fairly advanced science programmes at a much earlier age and have wonderful opportunities of learning science, both at school as well as outside. Science museums are excellently equipped and they learn from demonstrations and commen-

taries by merely pushing a button. Children of corresponding ages in South Africa may find the American programmes beyond them as they lack these facilities. Furthermore, the examples of flora and fauna described in the texts may be very different from those of other countries, and studying the species peculiar to America then would be meaningless to those who may never be able to see them in their natural environment.

For all these reasons the BSCS has worked with interested countries and formed teams of biologists whose function it is to adapt the BSCS materials to their own local situations. Such teams have already begun adaptation in countries like Japan, Argentina, England, India, Italy and New

Zealand — to name but a few.

We in South Africa haven't this facility yet, but resourceful teachers may study the texts and laboratory manuals and make their own adaptations where possible, or else use some of the ideas and approaches which lend themselves to relevant topics in our syllabi. They are well worth trying.

Anyone interested in this programme is welcome to write to the director at the following address for literature, newsletters, pamphlets, etc.:

W. V. Mayer
University of Colorado,
P.O. Box 930,
Boulder,
Colorado 80302, U.S.A.

Industrial School Opens

(Continued from Page 20)

had taken the pupils of this school to their hearts.

"As a good cross-section of the Indian community of Newcastle is present here today, I thank you for this, and appeal to you to keep up your interest in these pupils, who have come from all over the Republic to be trained, and helped, here in Newcastle.

"To the pupils themselves, I say — you are being afforded wonderful opportunities here in this school of industries. Not only are you being cared for and suitably trained, but the people here are all genuinely interested in your welfare. See to it that you fully avail yourselves of your opportunities, and I have no doubt whatsoever, that you will leave here well equipped to take up your rightful place in society as citizens of whom we can justly feel proud."

Mr van der Merwe said he was particularly happy that his farewell should be associated with the opening of the school, "as I have always felt that the needs of Indian children with their distinctive background, culture and religion, can only be effectively catered for in institutions designed and run exclusively for Indians, as distinct

from the other population groups of the Republic. It is, therefore, also my wish that a similar institution for Indian girls should be established in time to come."

The Secretary added that although his official association with the Department of Indian Affairs had come

to an end his personal interest would remain and he would watch the progress and further development of the school with keen interest.

Earlier, Mr C. E. A. van Rhyn, the chairman of the Board of Management, welcomed Mr van der Merwe and the other guests.

Pupils of the school garlanding Mr van der Merwe.



ONDERWYSHULPMIDDELS IN DIE HUISHOUDKUNDELOKAAL

HUISHOUDKUNDE word vandag so dikwels in die klaskamer versmoor nieëstaande die feit dat dit dié belangrikste en interessantste vak vir elke meisie op skool behoort te wees. Geen vonkie van entoesiasme word saam met die kind huis toe geneem nie omdat die onderwyseres geen entoesiasme aan die dag lê nie. Die vak kan weer interessant gemaak word en dié vak word waarna die meisie die meeste sal uitsien in die skool. Dit moet op 'n interessante manier aangebied word en van die onderwyseres self moet entoesiasme en belangstelling uitstraal. Die effektiewe gebruik van aanskoulike hulpmiddels kan die herlewering in die vak tot gevolg hê; dit kan die belangstelling weer gaande maak en die leerlinge help onthou wat hulle geleer het.

Die huishoudkunde onderwyseres van vandag moet haar funksie verrig in vyf duidelike vak onderdele, naamlik: familie- en kind-ontwikkeling; huisbestuur en familie ekonomie; voedsel en voedingsleer; behuising, meubilering en huishoudelike toerusting; kleding, tekstiele en verwante afdelings. Van die inhoud van bogenoemde verkry die leerlinge die nodige inligting, kennis, bekwaamheid en ondervinding wat hulle in staat stel om:

- (1) 'n Huislike atmosfeer te skep wat bevorderlik is vir 'n bevredigende gesinslewe, vir al die lede in alle stadiums van die lewenssiklus.
- (2) Versorging van kinders en bevordering van hulle gesonde groei en ontwikkeling.
- (3) Direkte verbruiking van voedsel, kleding en behuising ter bevordering van fisiese, sosiale en psigiese vereistes.

deur mej. S. E. S. Hoskin,
Vakinspektre, Departement
van Indiersake, Pretoria

- (4) Om intelligente besluite te neem in verband met die gebruik van materiaal en menslike hulpbronne en om verantwoordelike te aanvaar.
- (5) Die fisiese werk van huishouding so uit te voer dat dit effektief bydra tot die bevordering van individuele doelwitte.

so te oriënteer dat dit bydra tot die verbetering van die gesinslewe deur die verskeie kanale van huishoudkunde, aan persone wat nie op hierdie gebied gaan spesialiseer nie, maar wat hulle onderrig gaan gebruik in hulle daaglikse lewe as lede van gesinne.

MOTIVERING

Die huishoudkunde onderwyseres in 'n Effektiewe onderrig-situasie is die skool behoort dus haar onderrig een waarin leerlinge se onderrig



'n Interessante aspek van meubilering, verskillende houtsoorte, word hier geïllustreer deur blokkies van verskillende houtsoorte op 'n plakkaat te sit.

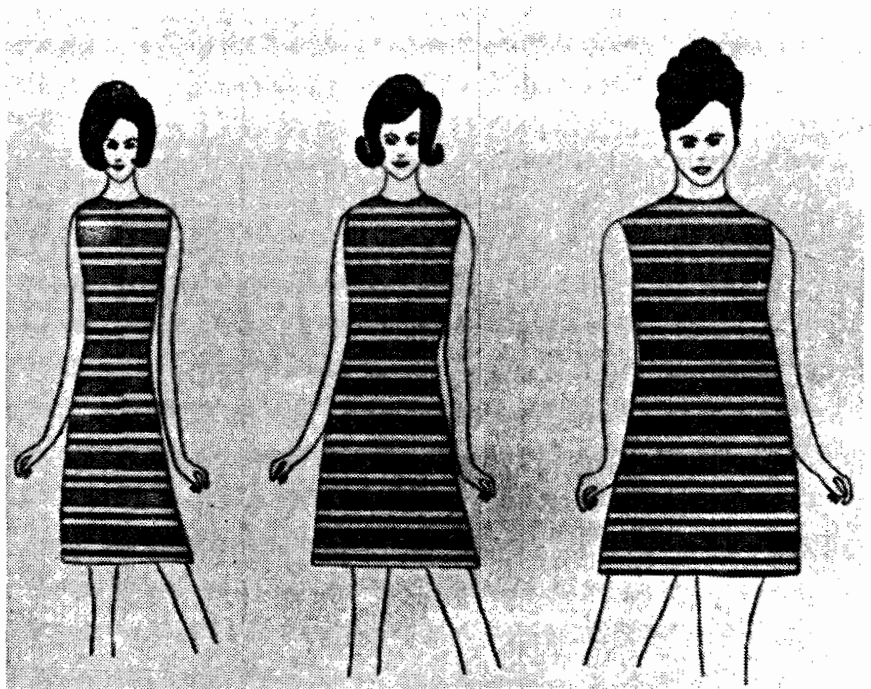
gemotiveer is en hulle duidelik kan waarneem wat hulle probeer leer en hoe hulle dit kan toepas. Die gekombineerde vooruitgang op wetenskaplike, artistieke en onderwysgebied, het 'n rykdom van bruikbare materiaal en tegnieke verkrygbaar gestel vir die onderrig van huishoudkunde. Die belangstellende onderwyseres sal voordeel trek uit hierdie kanse en sal verskillende aanskoulike hulpmiddels probeer wat moontlik haar onderrig kan verryk en aanskoulik maak. Leerlinge word vandag toegegooi met duur en uitspattige materiale wat ontwikkel is vir tydskrifte en ander kommersiële gebruike. Gevolglik verloor hulle belangstelling in klaswerk as die onderwyseres nie daarin slaag om hulle te stimuleer met 'n verskeidenheid van hoë gehalte materiale nie.

Dit moet nie vergeet word dat die oorgrote meerderheid van die mense ONTHOU

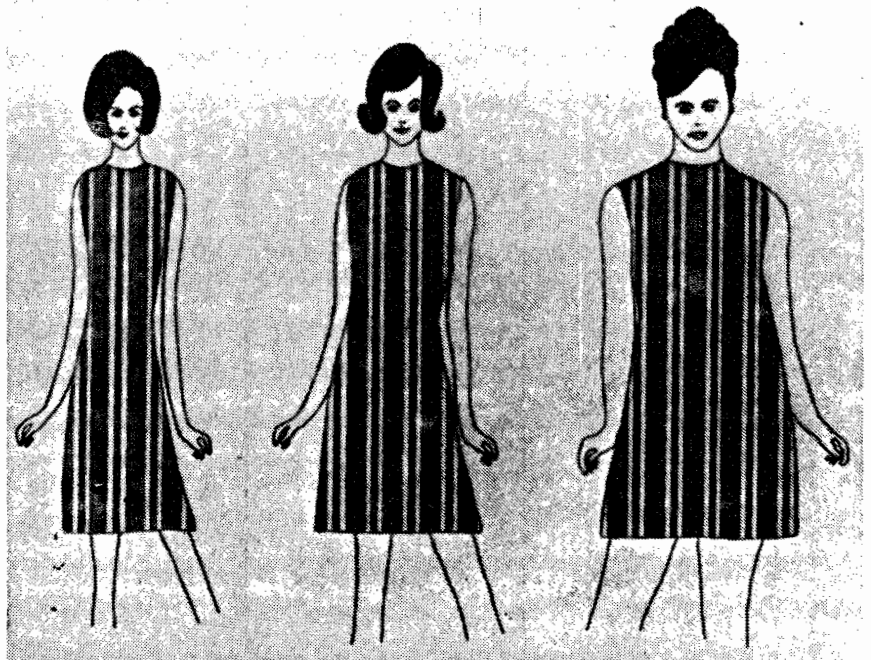
- (1) 10-15% van wat hulle lees — indien die onderwerp in duidelike en eenvoudige taal of in bekende tegniese terme verduidelik is;
- (2) 20-25% van wat hulle hoor — mits dit lewendig en interessant aangebied word;
- (3) 30-35% van wat hulle sien — wanneer die inhoud goed gerangskik en uitgestal is;
- (4) 50% of meer van wat hulle gelyktydig sien en hoor — mits die twee aanbiedinge mekaar aanvul;
- (5) Tot 90% wanneer hulle **AKTIEF DEELNEEM** en al die sintuie ingespan word.

SELFSTUDIE

Dit is dus verstaanbaar dat die eentonige voorlees van teorie uit die handboek, of die teorie behandel net soos wat dit in die handboek staan by verreweg nie genoegsaam is nie. Die onderwyseres moet self baie lees in verband met haar vak. Selfstudie is 'n baie belangrike aspek en hou nooit op nie. Daar verskyn gedurig nuwe boeke, en 'n groot verskeidenheid van tydskrifte is verkrygbaar. Die onderwyseres moet die leerlinge op hoogte hou met die nuutste ontwikkelinge en om dit te kan doen moet sy baie lees en praktiese ondersoek instel.

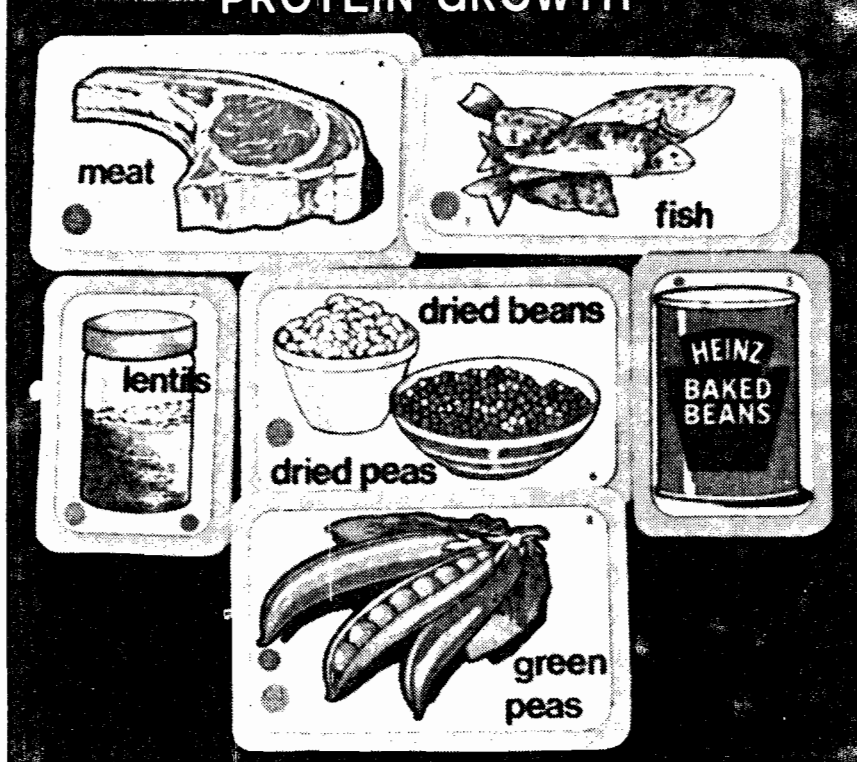


Illustrasies soos hierdie dra baie effektief die boodskap oor dat gesette mense nooit horisontale lyne op hulle klere moet dra nie, en dat lang, skaal persone nooit regaf strepe moet dra nie.



Deur aanskoulike hulpmiddels selektief te gebruik kan die onderwyseres haar doel motiveer; haar inligting duidelik stel; nuwe idees aanbied, besprekings stimuleer en uitlok waardeur selfstandige denkvermoë ont-

wikkel word; standpunte beïnvloed en opsom wat geleer is. Dit kan die onderwyseres aanmoedig om te eksperimenteer deur gebruik te maak van haar eie skeppende idees.



Lesse oor maaltydbeplanning kan verhelder word deur omslagkaarte of illustrasies van die basiese voedselgroepe te gebruik.

Die leerlinge kry die geleentheid om duidelik waar te neem wat hulle geleer word en hoe die kennis prakties toegepas kan word.

Dit moet egter onthou word dat aanskoulike hulpmiddels nooit goeie onderrig vervang nie maar dit kan 'n baie effektiewe hulpmiddel wees in die hande van 'n goed voorbereide onderwyseres.

Demonstrasies.
Toere.

(ii) *Geprojekteer* :
Klankfilmstrokies.
Klankfilm.
Televisie.

'n Paar voorbeelde van aanskoulike hulpmiddels in die huishoudkunde klas :

I. Kleding volgens die figuur :

- 'n Gesette persoon dra nooit horisontale lyne nie.
 - 'n Lang, skraal persoon dra nooit regaf strepe nie.
- (Sien Foto's.)

Hulpmiddels :

Verskillende figure uitgesny in karton waaragter verskillende materiaal monsters geskuif kan word. Dit bied die leerlinge 'n gulde geleentheid om hulle eie monsters by die verskillende figure te toets.

II. Meubels: Verskillende houtsoorte:

Hulpmiddels :

Plakkate met voorbeelde van die verskillende houtsoorte. Blokkies van die verskillende houtsoorte kan verkry word van die Departement van Bosbou. (Sien foto.)

III. Maaltydbeplanning :

- Die reëls vir die beplanning van 'n maaltyd met behulp van omslagkaarte.
- Die beplanning van maaltye met behulp van die flenniebord met die werklike produkte daarby.
- Omslagkaarte van die sewe basiese voedselgroepe. (Sien foto's.)

IV. Die dek van 'n tafel op die flenniebord.

AUDIO-VISUELE MEDIA :

1. Oudio (H/Z) :

Opnames : Plate.
Bandopnames.
Radio.

2. Visuele (H/Z) :

(i) *Nie geprojekteer* :

Swartbord.	Spotprente.
Prente.	Flenniebord.
Diagramme.	Magneetbord.
Grafieke.	Omslagkaarte.
Kaarte.	Voorwerpe.
Plakkate.	Modelle.

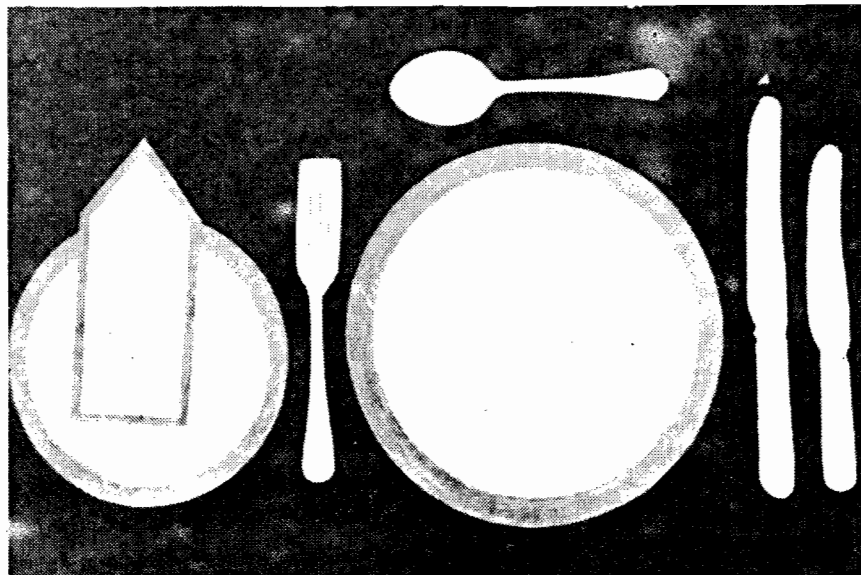
(ii) *Geprojekteer* :

Skyfies.
Filmstrokies.

3. Oudio-visuele :

(i) *Nie geprojekteer* :

Dramatisering.



Flenniebord, waarop 'n „tafel” „gedek” kan word, kan van groot waarde wees.

V. Die samestelling van voedselsoorte.

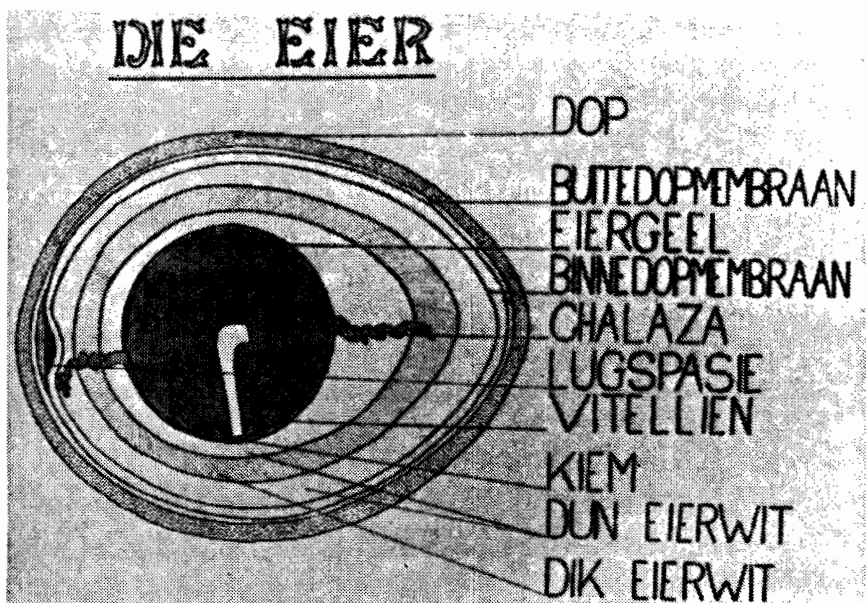
Hulpmiddels :

Plakkate van vleis, vis, melk, eiers, kaas, ens.

By die onderrig van voedingsleer kan 'n groot verskeidenheid hulpmiddels gemaak word deur gebruik te maak van eie vindingrykheid. Aantreklike plakkaat is gemaak van prentjies geknip uit 'n 10c tydskrif.

By die maak van aanskoulike hulpmiddels moet helder en mooi kleure gebruik word. Modelle moet stewig wees. Maak gebruik van mooi prente en snaakse figuurtjies wat die leerling sal onthou en wat by hulle 'n assosiasie sal vorm.

Verwyder die hulpmiddels na die les behalwe waar die leerlinge daarvan gebruik moet maak om hulle eie monsters te maak.



Hierdie diagram van die binnekant van 'n eier is 'n voorbeeld van hoe voedingsleer meer interessant en duideliker gemaak kan word.



Nog 'n voorbeeld van 'n plakkaat wat belangstelling in die kookkuns kan wek. Die kleurrike illustrasies kan van baie goedkoop tydskrifte verkry word.

English Summary:

Domestic Science Teaching Aids

ALL TOO OFTEN interest in domestic science is killed in the classroom, whereas it should be the most interesting and important subject for every schoolgirl. Not only must the subject be presented properly but the teacher must also radiate enthusiasm. Educational aids can do a great deal to help.

The domestic science teacher of today has to divide her work among five sub-divisions, namely: family and child development; home management and family economy; food and nutrition; housing, furnishing and household equipment; clothing, textiles and related subjects. This range provides the pupils with information and experience that enable them to take care of a home efficiently and care for a family effectively.

The domestic science teacher has to cater not only for those who are going to specialise in this subject, but also for those who are going to use the information in their everyday lives, as members of a family.

An effective teaching situation is one in which pupils are properly motivated and can see clearly what they have to learn and how they are going to apply it. Today there are many educational aids that the teacher can use to good effect.

It should be remembered that most people remember

- (1) 10-15 per cent. of what they read — if easily understandable language is used.
- (2) 20-25 per cent. of what they hear — if it is interestingly presented.
- (3) 30-35 per cent. of what they see — if it is well presented and arranged.
- (4) 50 per cent. or more of what they see and hear simultaneously — provided the two complement each other.

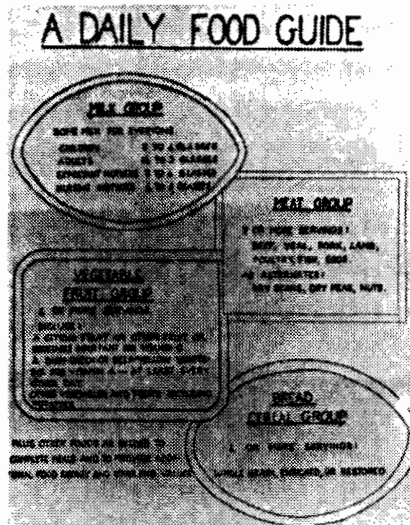
- (5) Up to 90 per cent. when they take an active part and all the senses are used.

It is therefore obvious that the purely theoretical treatment of a subject is not enough. The teacher is also required to study and keep up to date with new developments in her field.

By using good educational aids the teacher has a much better way of stimulating both interest and memory in the children, of evoking new ideas, and of putting information across. The pupils so get the opportunity of seeing clearly what they have to learn and how the knowledge can be applied.

It must be remembered, however, that attractive and educational aids can never replace effective teaching, but can be very useful in the hands of a well-prepared teacher.

There is a wide variety of educational aids that can be used to illustrate the various fields dealt with by the domestic science teacher. The pictures illustrate some of these.



A lesson on how to plan a properly balanced meal can be aided by charts or illustrations showing the composition of such balanced meals.

CAREER GUIDANCE

IN OUR August edition we published a list of addresses where Indians could obtain guidance about careers. There have been address changes, and Indians requiring guidance should contact the Indian employment officers at the nearest offices of the Department of Labour. The following two addresses are changed:

DURBAN:

Melbourne House, Melbourne Road. P.O. Box 940 (Telephone 28371).

PRETORIA:

Eloff Building, 339 Paul Kruger Street. P.O. Box 393 (Telephone 29501 / 29509).

IN ONS Augustus-uitgawe het ons 'n adreslys waar Indiërs voorligting in verband met loopbane kon kry, gepubliseer. Daar is 'n paar adresveranderings, en Indiërs wat hierdie soort hulp verlang moet met die werkverskaffingsbeambtes vir Indiërs by die naaste kantore van die Departement van Arbeid in aanraking kom. Die volgende twee adresse verskil van dié in Augustus gepubliseer:

DURBAN:

Melbourne-huis, Melbourne Road. Posbus 940 (Skakel 28371).

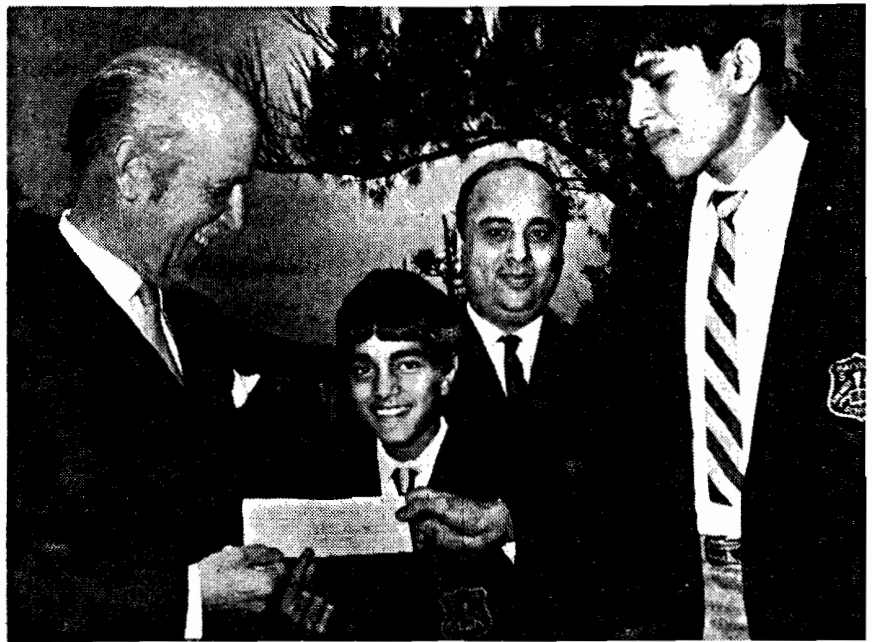
PRETORIA:

Eloffgebou, Paul Krugerstraat 339. Posbus 393 (Skakel 29501 / 29509).

PHOTO FLASHES

(Below):

The Evergreen State Indian School, of Chatsworth, Durban, formed an education committee in February this year. In the six months since its formation the committee has, according to the principal, Mr R. Beepathram, been extremely active, doing much to create a useful link between the school and the community. In addition, the committee has organised various fund-raising projects to help the school purchase audio-visual aids. Nearly R1,000 was raised at a bazaar, film show and baby show recently — a stout effort for the 800-pupil, year-old school. The picture shows Mr Beepathram, Mrs B. Gobie and Mr M. Bandulalla (secretary), with some of the goods on display at the bazaar.



A cheque for R333.33, raised by the pupils of the Mayville State School for the Durban Community Chest, was recently handed over to the Director of the Chest, Mr John Clarkson. In the picture are Mr V. Bagwandin, who organised the children's effort for the Chest, Mr Clarkson, Premilla Sahadeo and Yusuf Paruk, two of the children who played a leading part in the effort.

The pupils and teachers of the Mayville State High School have set a splendid example of goodwill by-

raising R433.33 for the Community Chest.

Of this sum, exactly R333.33 was raised by the school's 580 pupils, who themselves come largely from poorer families.

More than 100 of the pupils are Child Welfare dependants so that the efforts of the children in holding talent contests, cake sales, running errands, selling bottles and newspapers in aid of the Chest becomes all the more meritorious.

One of the Child Welfare children, a boy in his early teens, has a job over the week-ends for which he earns on an average R1.

"I was very touched when he came to me one Monday morning and gave me 50 cents, being half of what he had earned over the weekend, towards our Chest collection," said the principal, Mr S. Jogi Naidu.

Mr Naidu and his staff of 26 teachers, contribute, through the South African Indian Teachers' Society, to the Chest on the basis of one-quarter of one per cent. of their salary.

This resulted in the teachers contributing the excellent sum of R100 to the Chest this year.

Mr V. Bagwandin organised the drive by the children, which was their first-ever on behalf of the Chest.



ASSISTANT District Commissioner for Natal, Mr G. D. Padayachee, receives his 25-year rosette and 2nd clasp from Dr M. C. Gordon Grant, Deputy Chief Commissioner for South Africa, at the Red Cross Service award parade and inspection. Mr. Padayachee is the first Indian man to receive this award.

The annual inspection of the ambulance division of the South African Red Cross Society (Natal Region) was held recently in Durban. Dr Gordon Grant inspected 176 officers and men comprising 18 detachments, reportedly the biggest inspection of its kind in South Africa.

Mr Padayachee, a holder of the Red Cross gold medal, represented his country as its flag bearer at the Geneva Red Cross centenary celebrations in 1963.

During the last war Mr Padayachee saw active service in East Africa and the Middle East, and is the founder of the Indian Ex-servicemen's Legion of the South African Legion. He is chairman of the Durban branch and the first Indian to receive the meritorious award of Honorary Life Vice-President for long and outstanding services.



MRS G. IVENS, an Educational Adviser to the Educational Supply Association of Great Britain, demonstrates the use of "Dienes Logical Blocks" to a group of teachers who attended her "New Maths" workshop at the Indian University College, Durban, last month.

"Teachers are aware of the new maths but I want to make them aware of the great variety of apparatus available all over the world which can greatly facilitate their teaching," said Mrs Ivens.

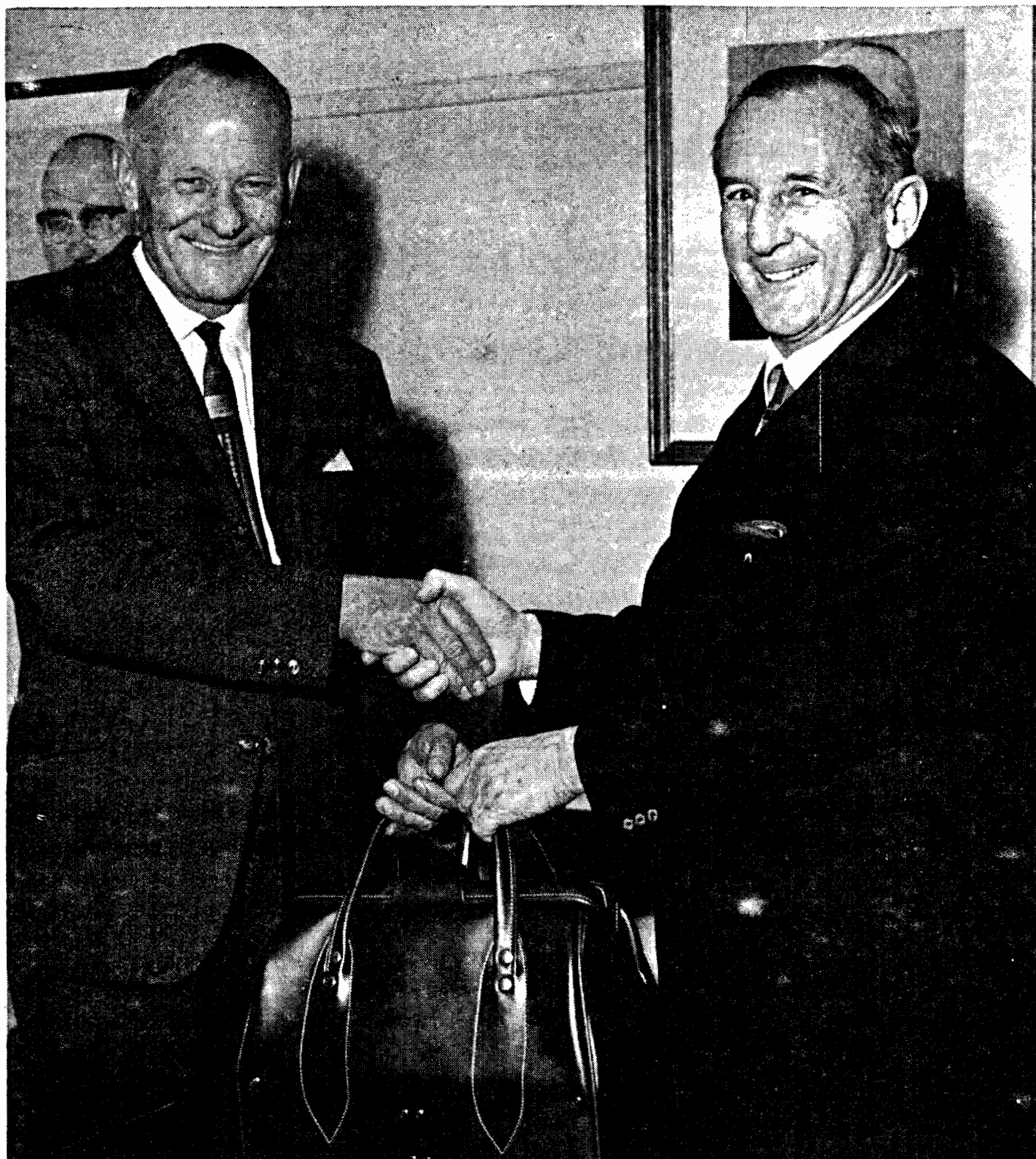
"I believe in the use of structural apparatus in the teaching of elementary mathematics. Children seem to have little trouble picking up this 'set theory' as illustrated by the coloured blocks. What starts off as a game progresses into logical mathematics as the children get older."

Mrs Ivens is currently on a four-week tour of South Africa, during which she will give demonstrations in



all the provinces and to all racial groups. She made a similar trip to South-East Asia last year and is next year bound for the West Indies.

"This apparatus has no cultural barrier. It is being used in England, U.S.A., France, Spain and Belgium, to mention only a few countries."



After eight years in office, the Secretary for Indian Affairs, Mr J. H. H. van der Merwe (left) retires at the end of the year. He is currently on pre-retirement leave. This recent picture shows the Minister of Indian Affairs, Mr Frank Waring, presenting him with a travelling bag to help him on his way. Bon Voyage!