

FIAT LUX



NOVEMBER 1971

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FIAT LUX

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FRONT COVER:

The Cape looks ahead (see page 8)

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Editor / Redaktrise: Miëmpie de Kock

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inaugural meeting of the second statutory south african indian council

THE first meeting of the Second Statutory South African Indian Council, which was held on the 14th and 15th October, 1971, was opened by the Secretary for Indian Affairs who extended a hearty welcome to all Councillors, and particularly to the three newly-appointed members, viz.: Messrs G. Munsook, L. Nelson and J. B. Patel. He felt that with their individual experience and background they would be able to make a valuable contribution to the functioning of the Council.

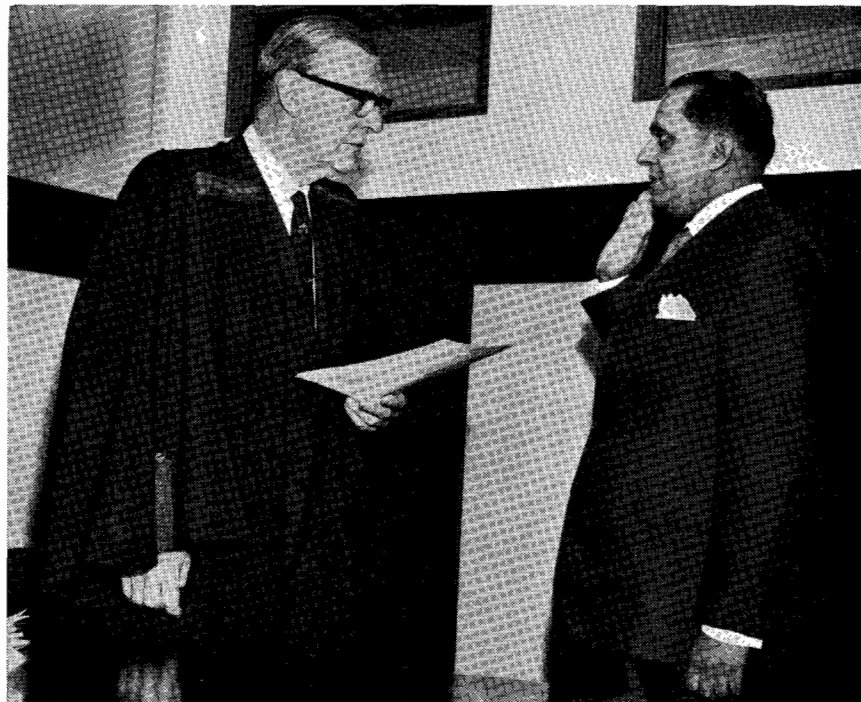
"The deliberations that take place," he pointed out, "must of necessity draw upon the experience and capabilities of individual members to bring forth proposals and resolutions aimed at finding solutions to the problems that are dealt with by the Council. For this reason it is so necessary that any public body of this nature should be as representative as possible of all walks of life. The present Council was more representative of the different sections of the Indian community than any of its predecessors and by virtue of the wider combined knowledge and experience of its members, it should be able to have balanced views and give sound advice."

He pointed out that a decade ago there had been virtually no dialogue between the Government and the Indian community and that one of the first steps that had to be taken

after the creation of the Department of Indian Affairs was to create consultative machinery to serve as a channel of communication between the Government and the community. The first National Indian Council which had been established had done a good job of work and had paved the way for its successor, the first Statutory Indian Council.

Mr Prinsloo expressed the hope that the new Council would succeed in achieving even more for the community than its predecessor and that it would prove to be the forerunner of a body with power and even wider representation.

All members of the Council, with the exception of Mr A. M. Moolla who is absent overseas, thereafter took



The Chief Magistrate, Mr M. E. Goodhead, reads the oath to Mr J. B. Patel, a new Council member.



A solemn moment for Mr Louis Nelson as he signs the oath in the presence of Mr M. E. Goodhead.

the prescribed oath, which was administered by the Chief Magistrate of Durban, Mr M. E. Goodhead.

ELECTION OF OFFICE-BEARERS

In the election of office-bearers which followed, Mr H. E. Joosub was unanimously re-elected as Chairman of the Council, and the following four members were elected to serve on the Executive Committee: Messrs J. N. Reddy, Y. S. Chinsamy, H. E. Joosub and Dr M. B. Naidoo. Mr A. M. Rajab, who was appointed by the Minister of Indian Affairs, is the Chairman of the Executive Committee.

The Minister of Indian Affairs, the Hon. F. W. Waring, attended the meeting in the afternoon, and was welcomed by the Chairman of the Council, who stressed, *inter alia*, the importance of the Council becoming an elected body and being invested with more powers.

In his address to the Council the Minister said:

"At the outset I wish to congratulate you, Mr Chairman, on your election to this important post. The dignity and effectiveness with which the Council's meetings are conducted

in the expeditious discharge of its functions but that it will also contribute substantially to the building up of a proud tradition in the Council.

I also wish to extend my good wishes to Messrs J. N. Reddy, Y. S. Chinsamy, H. E. Joosub and Dr M. B. Naidoo, who have been elected to serve as Executive Committee members under the Chairmanship of Mr A. M. Rajab, whom I have appointed as Chairman of that committee. Mr Rajab, who was also the Chairman of the Executive Committee in the previous Council, has been a tower of strength and has put in a tremendous amount of work at the expense of his private interests. I know that he has come in for a lot of criticism — un-called for — from certain sections of the Indian public and the Press, but I also know that he has successfully weathered the storm and that in the process he has proved himself as a leader to whom the interests of his community weigh far more than his own personal comfort and ease of mind. I know that unfair criticism of this nature can become very disheartening but I also know that there is no greater reward than the satisfaction that is derived from the eventual knowledge that your service to your people and your country has



Mr H. A. Prinsloo, Secretary for Indian Affairs, in discussion with the three new members of the Council. From left to right: Messrs J. B. Patel, Louis Nelson and R. G. R. Munsook.



The newly-elected Executive Committee of the South African Indian Council with Mr F. W. Waring, Minister of Indian Affairs, and the Secretary, Mr H. A. Prinsloo. From left to right: Mr J. N. Reddy, Dr M. B. Naidoo, Mr A. M. Rajab, Chairman of the Executive Committee; Mr H. E. Joosub, Chairman of the South African Indian Council, and Mr Y. S. Chinsamy.

not been in vain, and bitter criticism of the past has, like the morning dew, disappeared.

Mr Rajab, I wish you and the other members of your Executive Committee every success. I have no doubt that, if you continue to conduct your affairs and negotiations in the same responsible manner as in the past, you will succeed in your aims.

Last, but not least, I also wish God-speed to all other members of the Council. In particular, I wish to welcome the three new members, viz., Messrs Munsook, Nelson and Patel, to the Council. I trust that each one of them will make a worthy contribution in his own particular way towards achieving the aims and objects of the Council.

When I look back over the past three years, I have no fear in saying that the first statutory South African Indian Council has been a great success, not only in that it achieved substantial results, such as the outcome of its representations regarding the Grey Street complex and other matters, but also in furthering sound race relations. The Council has come in for a good deal of criticism from certain quarters because it is an appointed and not an elected body. Councillors are accused of being Government stooges or 'mouthpieces of the Government'.

Now, what are the facts?

If I or my predecessors wanted to appoint stooges we could easily have

done so because every time the Council is reconstituted or a vacancy occurs enough candidates offer themselves. We have, however, repeatedly said that we are not interested in appointing 'yes men' but that the first and foremost aim in making appointments is to have the Council as representative as possible having regard to all the facets of the Indian community's life and activities. Cognisance must be taken of all factors, such as the geographical distribution of the population, their religious and cultural interests, their educational, economic, professional and public activities and so forth. In weighing up these factors it is often necessary to accord them or some of them greater weight than even the personal attributes of the candidates concerned.



A word of advice from the Minister to members of the Council. From left to right: Messrs I. F. H. Mayet, of Johannesburg; Louis Nelson, of Durban; J. B. Patel, of Durban, and M. D. Coovadia, of Bethal, Transvaal.

As far as I can judge from public reactions the present Council must be representative of a good cross-section of the community's interests. There has, in fact, been very little criticism and that which came to my notice was mostly unwarranted and misdirected. I want to state categorically that I have not refused or omitted to re-appoint any member of the previous Council because he criticised the Government or a Department or for any such reason. As I have just explained, the community's interests must take preference above that of the individual, however deserving the latter may be. The membership of the Council being limited to 25, it is impossible to accommodate all deserving candidates.

CRITICISM

Criticism, if levelled in a responsible and positive manner, can do no harm. On the contrary, it can result in a lot of good. But criticism of a negative and irresponsible nature — something

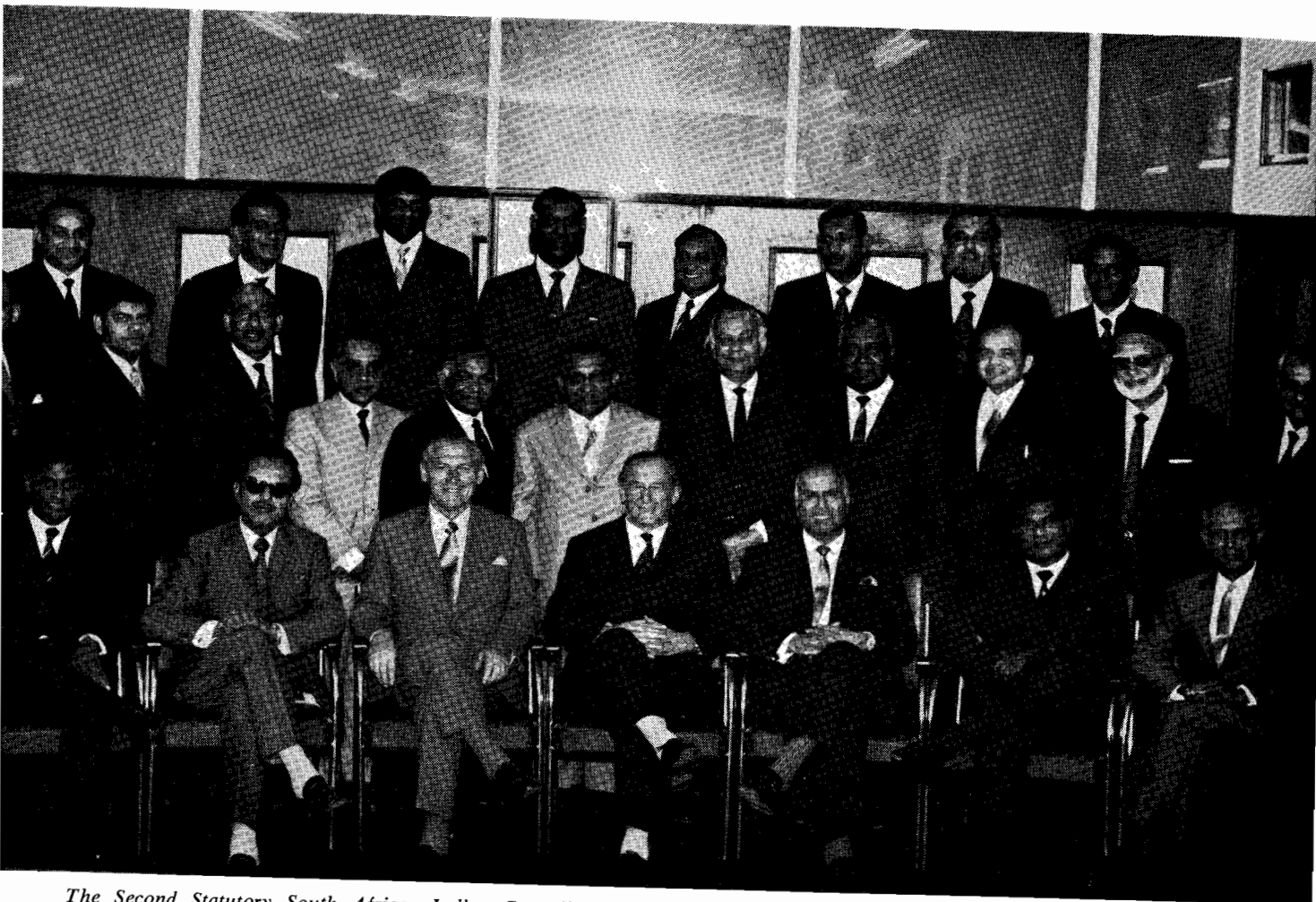
that is fairly common these days — cannot but create a lot of ill-feeling and do considerable harm in our country with its multi-national composition. More often than not the harm done by such irresponsible criticism is not confined to the borders of this country but stretches across continents and oceans and has its harmful effects in the international field.

Should you as members of this Council, therefore, have reason to criticise, whether it be directed against Government or private institutions, do so by all means but do it in a responsible manner. Remember the good advice given to the very first Indian Council when it assembled for its inaugural meeting in 1964 — be responsible, realistic and reasonable in all your dealings and approaches.

I have noticed in the Indian Press lately that there is a movement afoot for the establishment of a political party to form an opposition to the South African Indian Council. There

seems to be some misconception behind this idea, because the South African Indian Council is not a political party and even although some of its members may be supporters in certain aspects of the Government's broad policy of separate development, the Council as such cannot by any stretch of imagination be said to be a party institution. It is quite ridiculous to infer that members of the Council are required to subscribe to the policy of the National Party. All that is required from them before they are considered for appointment is to acknowledge the fact that the Government has a policy of separate development which has as its corner-stone the desire for peaceful co-existence of all the various nations or racial groups in the country; that the creation of the South African Indian Council is part and parcel of that policy and that he is prepared to work within the broad framework of that policy for the welfare of his people. Nothing more.

If then the South African Indian Council is not a political body in the party political sense, how can it have



The Second Statutory South African Indian Council, with the Minister and the Secretary for Indian Affairs seated in the centre. (Absent is Mr A. M. Moolla, who is touring overseas.)

a party political opposition? Surely it is more in the nature of an Indian authority without popular elections. It would be tantamount to creating a political party to oppose this Indian authority. In other words, to do away with this body by replacing it by something which in my opinion would be inferior in all aspects.

However, it is stated that the party to be established will put up candidates for election to the South African Indian Council, if and when this body becomes an elected or partly-elected body. This, of course, would not be a confrontation with the Government provided that the fundamental objective is to operate within the framework of that institution. In other words, the fact must be accepted that the South African Indian Council is

part and parcel of the constitutional machinery envisaged by the Government's policy of separate development and as such is the instrument which is to be used for promoting the development of the Indian community on the road towards ever greater participation in the government of the country. The very act of participation in such elections would imply the acceptance of this body for what it is, and not for the purpose of creating a confrontation with the Government on this fundamental policy.

If this is not its purpose it would mean that the political party concerned envisages using the Council as an instrument for overthrowing this policy of separate development. Such a course of action would obviously

be futile and abortive in that it can only lead to a position of absolute confrontation — a position which the Indian community cannot wish to allow to develop, even for their own good. Action in one direction would only lead to reaction in another and a situation of bitter stalemate would follow.

Mr Chairman, I have passed these remarks not in an effort to stifle the formation of political parties in the Indian community — although I personally consider that what I inferred from the appeal made of trying to create a division amongst the Indian community of the 'haves' against the 'have nots' is politics in its most dangerous form. Little can be achieved by confrontation, whereas consultation and co-operation and, as



Mr H. E. Joosub, the Chairman, addresses the Council. From left to right: Mr P. W. Prinsloo, Director of Indian Education; Mr H. A. Prinsloo, Secretary for Indian Affairs; Mr F. W. Waring, Minister of Indian Affairs; Mr M. de W. van Eyssen, Regional Representative for the Department of Indian Affairs, and Mr G. J. Brummer, Deputy Secretary for Indian Affairs.

the Americans like to put it, 'dialogue' are indeed the portals to evolutionary progress and development. I trust, therefore, that the thoughts expressed by me will assist members of this Council and the Indian public to appreciate the position of the Council and the role it has to play in the right perspective for the Indian community of South Africa.

I wish you all a very happy and fruitful period of office and trust that you as a Council will maintain the high standard set by the expired Council and even improve on it. Let your guiding star always be the welfare and progress of our country and its diversity of peoples!"

The second day of the meeting was devoted to the normal business of the

Council. Among the matters discussed were the institution of compulsory education for Indian children, non-White local government administration, amenities in Indian areas, the provision of agricultural land for Indians, the establishment of a sea-side home for under-privileged Indian children, and the re-settlement of Indian traders ●

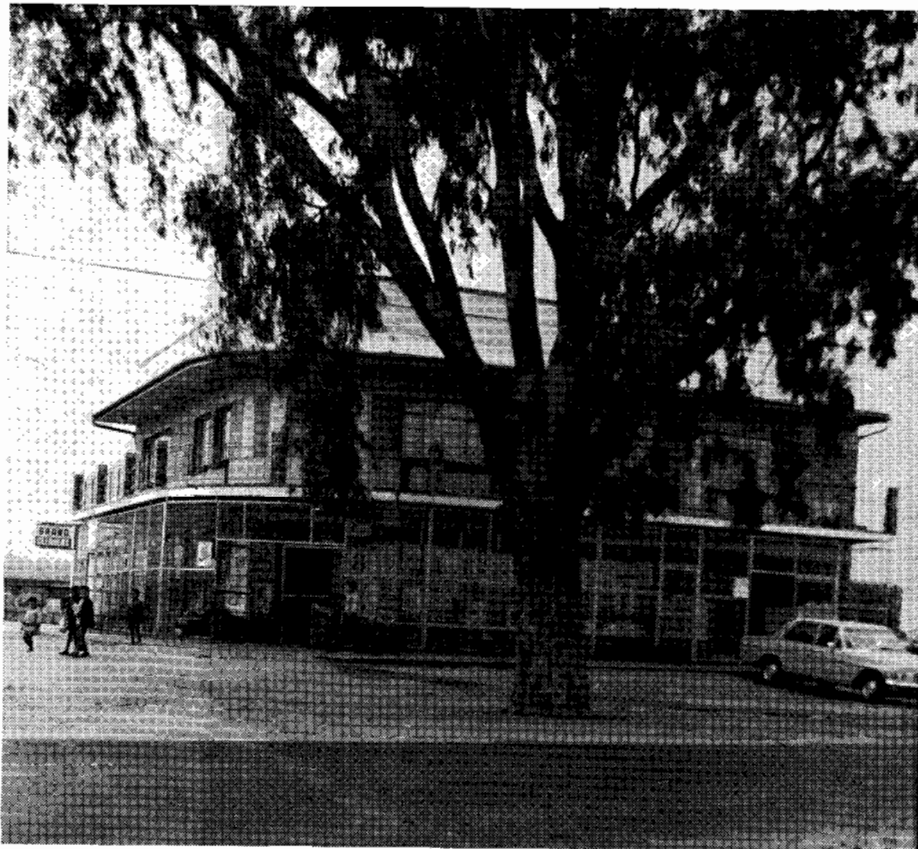
*Fie upon thee, November! thou dost ape
The airs of thy young sisters, ...
thou hast stolen
The witching smile of May to grace thy lip,
And April's rare capricious loveliness
Thou'rt trying to put on!*

JULIA C. R. DORR

THE CAPE LOOKS AHEAD

THE proposed Gatesville business centre in Cape Town and the re-zoning of District Six are some of the dramatic changes planned which will be to the benefit of the Indian community in the mother city and its environs.

Construction on the Gatesville complex has commenced with the building of the Post Office as the first part of the project. The complex will eventually include supermarkets, smaller general dealer shops, hotels,



A well-constructed building, housing various business venues, in one of Cravenby's shopping complexes. On the first floor offices for medical practitioners are provided.

Shops along the busy Klipfontein road attract many customers.



a cinema and churches for the various denominations, a clinic which will be operated by the Rylands Indian Welfare Association and ample parking space provided amidst tree-lined boulevards and flower beds.

A small oriental business complex which will bring a touch of the colourful East to Cape Town and which will include a neat and well-laid-out bazaar and shopping centre, is being planned for the historical District Six, where slum conditions are now in the process of being cleaned up.

Mr J. H. Niemand, Secretary for Community Development, commenting in an interview recently, said: "The dynamic development in and around Cape Town brought many advantages to its inhabitants, but there was one section of the trading population of the old city which needed early attention, otherwise they would have been left out in the cold. The pressing need for the re-development of District Six had stirred the Government and the Cape Town City Council into action to clear up slum conditions and to prepare the locality as a new residential area.

However, no prospects for the rejuvenation of the industrial and commercial areas of the Woodstock and Salt River complex existed, except a vast network of speedways now under way for the purpose of relieving traffic congestion and to enable commuters to speed in and out of town with the least delay or discomfort."

EASTERN TOUCH

Continuing, Mr Niemand said: "Much as they are needed, these speedways will have the inevitable effect of taking thousands of possible customers speedily over and past the many almost age-old little shops of Malay and other Oriental people every day, leaving them only with occasional shopping by employees in the industries in that locality."

Mr Niemand said elsewhere in the Western World much had been achieved by resourceful Oriental people to create at strategic spots special trading centres with a thoroughly Oriental colour, both as regards appearance and the wares offered for sale.

These centres were a great attraction for tourists. Even local inhabitants came to buy special articles and to try their luck at obtaining possible bargains. It is hoped that a similar venue with such an atmosphere can be created in the re-developed District Six.

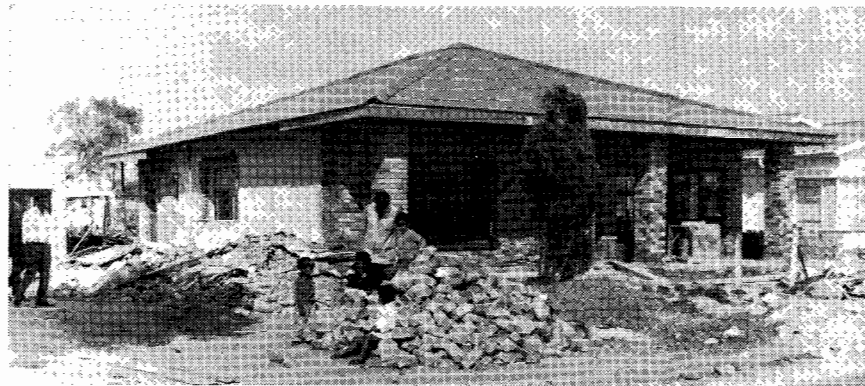
HOUSING AND ESSENTIAL SERVICES

The authorities are fully aware of the need for the provision of sufficient housing for the Indian population of Cape Town. The Department of Community Development has already provided a number of sub-economic and economic homes in the township of Rylands and Cravenby, and more are in the course of construction. A flat complex of 56 flats is also planned.

The Cape Town City Council has thus far provided all municipal services, including sewerage, roads and electricity, to the existing township of Rylands. It has now also undertaken to provide housing in Rylands Extension No. 3. Funds are also being made available to extend municipal services to Gatesville. Services for

A panoramic view of the Cape Flats where 133 economic homes are under construction for Indian occupation. Table Mountain looms as a sentinel in the background.





The old is being given a face-lift!

A private home in the process of construction.

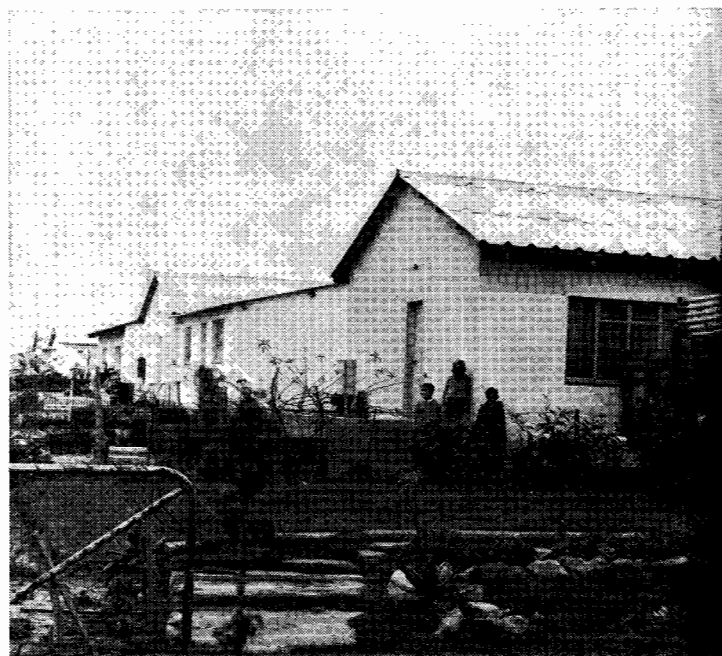
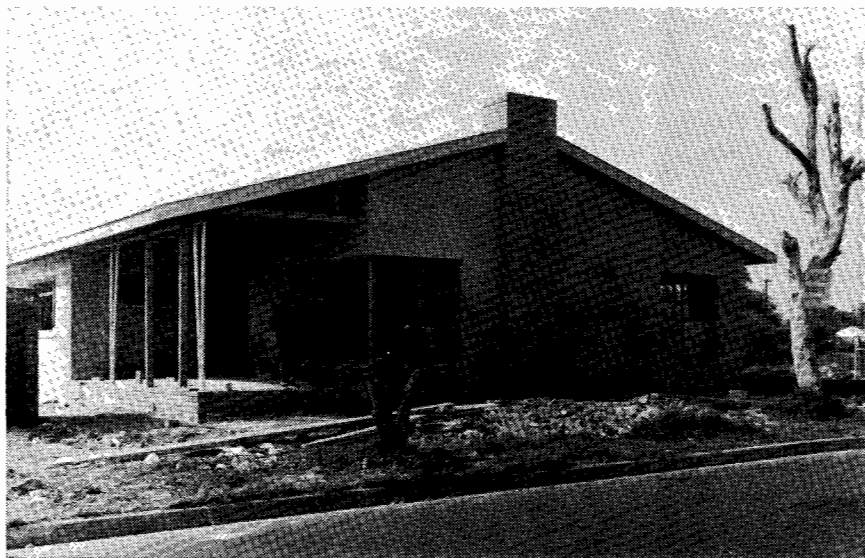
the township of Cravenby are provided by the Divisional Council of the Cape of Good Hope.

There is, however, a large number of members of the community who prefer to build their own homes and many privately-built homes of various architectural design are to be seen and which lend variety to the township. In a new extension just recently proclaimed it is expected that many houses in the luxury class will be constructed by private owners.

Until such time as a statutory advisory body has been set up the Indian community liaises with the Cape Town City on matters affecting the Indian community through an Indian Advisory Council and the Ratepayers' Associations.

Peace and quiet at the end of the road! An example of a charming sub-economic home erected in Rylands.

Economic homes in Cravenby provide each family with a small piece of land for a garden.



It is called "Summer Place" — this charming home of Mr and Mrs E. M. Hoosain, which they built a few years ago.

Two clever girls! On the left, Miss K. Laloo, the 1970 winner of the coveted Tyrer Cup for Radiography, with Miss E. Tyrer, the donator, and this year's winner, Miss R. Keshaw. Both girls studied at the Radiography School of the Somerset Hospital and are now working at the hospital.



MEDICAL SERVICES

Two hospitals in Cape Town, the Red Cross Hospital and the historic Somerset Hospital, cater for the needs of the Indian community. The original building of the Somerset Hospital, the oldest teaching hospital in the country, has now been declared a National Monument and will eventually be turned into a Medical Museum when the new building, which is now being constructed next to it, is completed. Extensive repairs have been carried out, both inside and outside the main hospital during the past year, restoring the old building to some of its former glory and bringing into relief the unusual style of its architecture.

Apart from training medical students from the University of Cape Town this hospital is now employing twenty Indians in various professional capacities in the departments of Surgery, Internal Registry, Anaesthetics, Paediatrics, Radiology and as General Practitioners. In the para-medical



Somerset Hospital, Cape Town. As the oldest teaching unit in the country, this hospital is visited from time to time by numerous people from overseas, including many persons passing the Cape on world cruises.

department there is a qualified Indian Radiologist and two student Radiologists. Fourteen Indian Laboratory Technicians are being trained at the Somerset Hospital this year and two Indian clerks are employed in the administrative section. The school for Radiography at this hospital is the first Non-White school of its kind in the Western Cape. Amongst the others in the Republic where Non-Whites can undergo medical training are the schools at Livingstone Hospital, in Port Elizabeth, the King Edward, in Durban, and the Pelonomi in the Orange Free State. The duration of this course is two years and two Indian students, Miss R. Keshaw and Miss K. Laloo, were the first prize-winners since the course started in 1969. The school for Radiography at the Somerset Hospital accepts new candidates each year for the two-year course, which has been exceedingly popular to date, in that approximately one hundred persons apply each year. In the unique Moslem kitchen attached to this



Mr R. N. Vallabh, admission officer at Somerset Hospital, in Cape Town, at his desk. Administrative services at Somerset Hospital form a very important part of the organisation of such a large institution.

hospital, modern equipment was installed during the year which facilitated the smooth running of this department of this vast hospital. The Moslem kitchen forms a completely separate unit with Moslem suppliers and is run by Moslem staff. Daily meals for a total of 333 persons are provided. Patients who make use of this kitchen usually number about 189, 90 nurses and 54 trained staff members partake of Moslem prepared food.

WELFARE

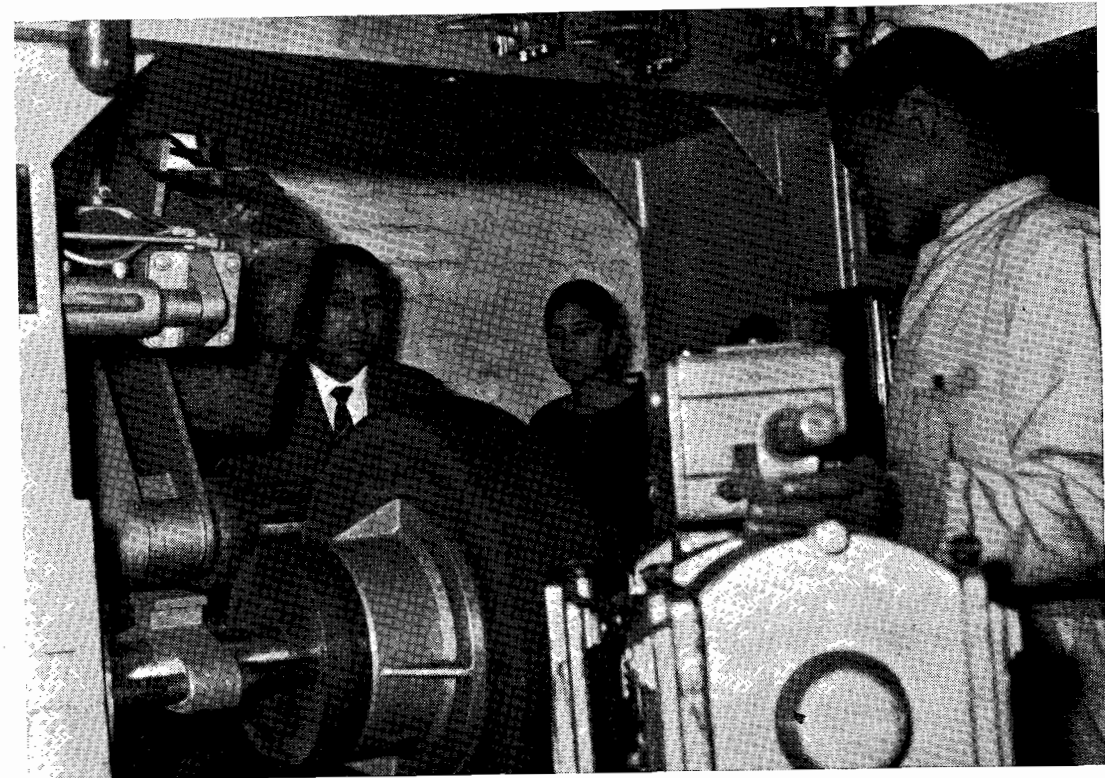
The Rylands Indian Welfare Association is now being resuscitated with a medical practitioner as its secretary with a view to its undertaking all welfare work amongst the Indian community in Cape Town.

EMPLOYMENT

The younger generation are taking full advantage of the many avenues of employment open to them and we find today that Indians in Cape Town are being employed as clerks, typists, telephonists and salesmen in commercial undertakings. Many find employment in the hotel and catering industry, whilst the shoe-making, dry-cleaning



Mr A. E. Gani, owner of a Dry Cleaning Factory in Rylands with one of his employees.



The only Indian-owned retreading firm in Cape Town belongs to Mr H. M. Nosarka. His son and daughter-in-law and twelve workers assist him.

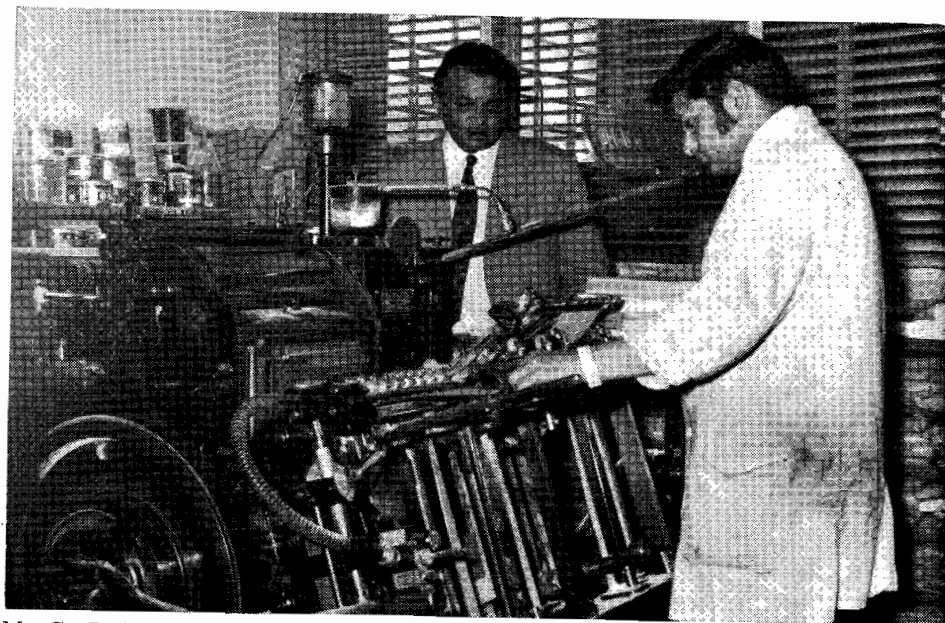
and garment-making industries absorb a large number. A recent interesting development has been the acceptance by some firms of Chartered Accountants and Auditors of Indians as articled clerks.

SPORT AND RECREATION

Like his Durban counterpart, the Indians of Cape Town exhibit a keen interest in soccer and it is interesting to note that a team from the Western Province won the Sam China Cup at the tournament which was held in Cape Town recently.

Cricket, too, has a large number of followers in the summer months and keen Indian anglers can be seen at most week-ends at most of the favourite Cape fishing spots pursuing this fascinating pastime.

The general impression gained by our representative who recently visited the Cape Peninsula is, that the Indian people there, despite their problems, are a happy community. A spirit of self-help and community service pervades throughout the community — surely a very promising and necessary ingredient for the future and progress of this community on the southern tip of South Africa ●



Mr G. B. Patel employs 28 people in his printing works. One of his senior employees, Mr Manoo Desai, appears with him in the photo.

Cape Town can be a very thirsty place when the south-easter starts blowing. Providing for such needs set the Patel family on their feet. The father started the firm in 1932 and today five brothers are fully occupied in running this large concern, where 360 bottles of mineral waters are bottled per minute. In the photo the youngest of the five Patel brothers, Mr J. V. Patel, supervises cases of empties being stacked.



SEMINAR FOR INDIAN POSTAL WORKERS



Mr M. L. Clark discussing certain aspects of the course with a group of seminar participants. From left to right: Messrs G. Sookhumunthen, R. Gobind, C. Nanoo, and the only Postmaster at the course, Mr A. V. Naicker.

BECAUSE of the need that exists today in South Africa for a more efficient service in most of the country's larger organisations, the Post Office is at present conducting seminars for its employees where various modern management technique procedures are discussed at length and advice on human relations, improvement of procedures and methods are given, and the basic foundations of leadership are explained.

The first seminar for Indian employees took place in Durban from 20th – 24th September, 1971, and was attended by eleven officials from Durban, Verulam and Tongaat.

One of the main aims of the seminar was to guide officials to enable them to become adept at handling staff under their control.

As initial training is one of the most important aspects of an official's career, the aim and value of it was stressed. Mr M. L. Clark, the seminar leader, in explaining the need for advanced planning, said that leadership is often viewed as the product of natural endowments, or traits of personality, intellectual capacity, will-power and enthusiasm. That such talents enrich leadership is true, but they are not the only factors of importance. Correct training also leads to the emergence of leaders.

In everyday usage the term "human relations" has acquired several meanings. It is often used in the sense of personal relationships between individual and individual, or between individual and group. In order to understand the issue and problems encountered in the managing of people in work situations it is essential to briefly review the early systems of work as they have evolved during the

history of civilization. Mr Clark explained how progress was made from the primitive tribes through slavery and serfdom, to the Modern Industrial System of today. In order to be able to get along with others one must be genuinely interested in them; care must be taken to avoid creating a feeling of inferiority amongst subordinates and due appreciation should be given for his attitudes and problems when dealing with a subordinate.

Another part of the course dealt with human needs, such as organic and social needs, feelings, emotions and sentiments and discipline within the organisation.

The followers of the course were advised as to the importance of improving procedures and methods to keep abreast of the fast-growing pace of modern civilization, whilst office planning and motion economy were clearly defined ●

FUN IN THE SUN AT ORIENT PARK, LAKE MIDMAR

ONE YEAR after the official inauguration of the Indian pleasure resort, Orient Park, at Lake Midmar, Pietermaritzburg, *Fiat Lux* paid a visit to the lake to observe whether the Indian communities of Pietermaritzburg, Estcourt, Howick and Durban are making use of this delightful resort. As predicted by most guest speakers at the function on the opening day, in October, 1970, Orient Park is proving to be a popular place of recreation and relaxation for Indian families. On the day of our visit we came across a happy family from Actonville, in the Transvaal, who were enjoying a day in the open air. During the long weekend, at the beginning of October, more than 300 people visited the park and all the amenities at their disposal were well patronised. The two playgrounds, two tennis courts, restaurant, picnic grounds and available boats were all being made good use of. Now that summer is here once again, it seems as if the Indian community is really set to make the most of this highly pleasurable venue.

Officials of the Public Resorts Section of the Natal Parks Board, expressed their disappointment, however, that very few families took advantage of the opportunity afforded to them to visit the game reservation area. It was pointed out that it was really worth while observing animals such as zebra, eland, white rhino, black and blue wildebeest, springbok and rietbok in their natural habitat.

The restaurant and open-air tea-room are very popular. Thirsty throats and empty stomachs are soon seen to by the chef, Mr G. Moodley, and his assistants. In the spotlessly kept kitchen, with the most modern equipment, tasty meals and snacks are prepared for the hungry holiday-makers.

A bird's eye view of the restaurant on the edge of the lake.



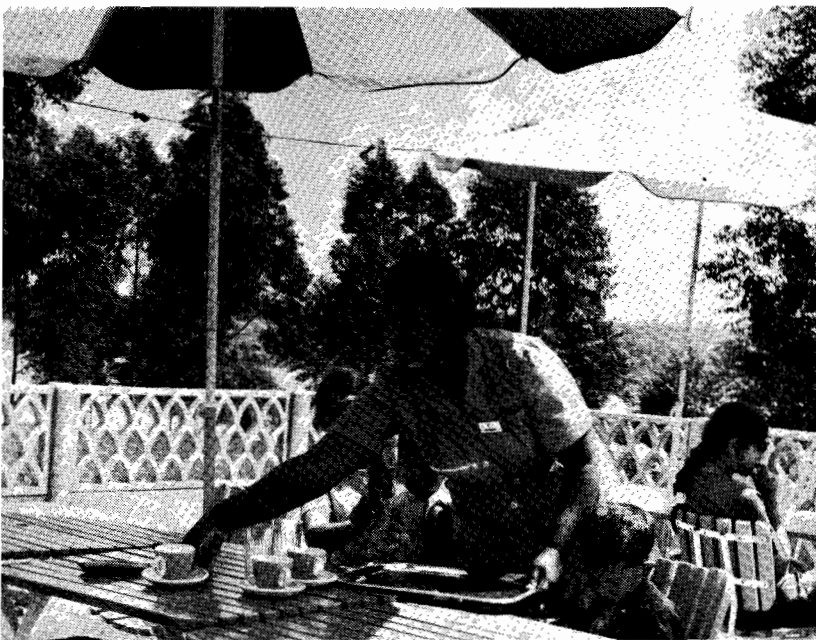
Waiting for the boat...



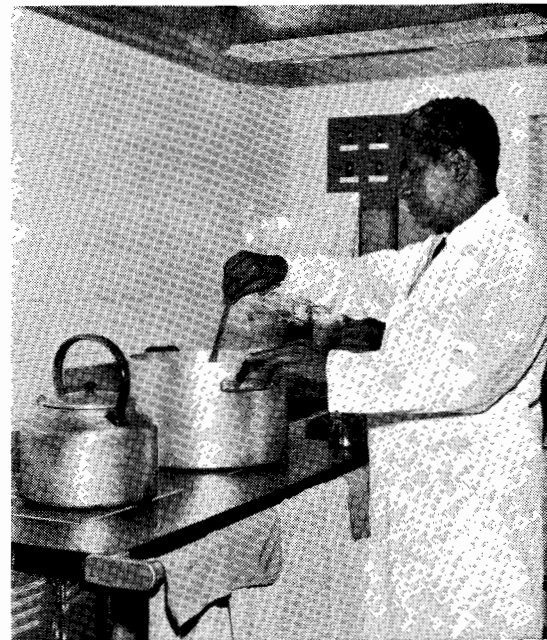
In we go...



We're off to the Game Park!

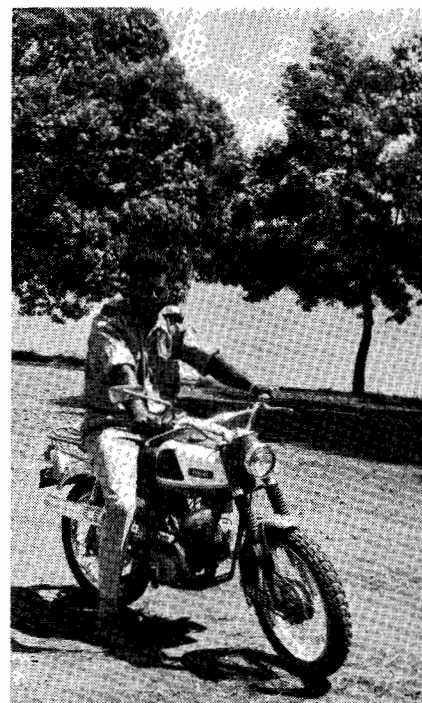


A waitress serves tea to the members of the Chanchi family — visitors from the Transvaal.



Mr G. Moodley busy in his immaculate kitchen.

FUN IN THE SUN AT ORIENT PARK, LAKE MIDMAR



Mr Kay Govender, a ranger in Orient Park, enjoys his work in the open air.

The four ablution blocks which have thus far been erected are kept spotlessly clean — it seems that every member of the community making use of them takes pride in keeping them in the same condition as they were found. At the camping and picnic area hot and cold water in the shower-rooms is a facility which is much appreciated.

Careful thought has been given to the expansion of camping and accommodation facilities and plans for three-roomed chalets are now being prepared by the Natal Parks Board. It is hoped that these chalets will be erected soon so that overnight accommodation will be available to those who would like to spend a few days at the lake.

More and more Indian-owned motor-powered boats are nowadays skimming over the blue waters of the lake and water-skiing is becoming increasingly popular. The Public Resorts Section of the Parks Board is still maintaining its boating service for short pleasure trips on the lake and for boat trips to the game reservation area where visitors are then taken on a one-and-a-half hour tour through the reserve.

The beautifully laid out grounds are now a wonderful sight, with the green grass and colourful flower beds lending an added attraction to the natural beauty of the lake.

The more than six hectares of ground and eight kilometres of shore line give real breathing space to everyone spending a day at this resort. So far more than 1 500 trees have been planted to supplement the thousands of established trees. The Indian community is fortunate in that a large number of the indigenous trees falls within their area.

Land has been set aside for an athletic track and a football field. Two all-weather tennis courts are very well patronised by enthusiastic tennis players.

Plans for a recreation hall are also going ahead so that dances and other entertainments under cover can be organised.

The fact that the community is making full use of the facilities provided for it at Lake Midmar will no doubt encourage the Natal Parks Board to proceed with its plans for the provision of similar facilities for Indians at other resorts under its control ●



RAADPLEGENDE KOMITEE VIR INDIËRGEMEENSAP VAN KLERKSDORP

SATERDAG, 11 September 1971, was 'n groot dag in die lewe van die Indiërgemeenskap van Klerksdorp. Op daardie dag is die Indiërdorp — Sakhrol — se eerste Raadplegende Komitee op luisterrike wyse amptelik ingehuldig. Dit was 'n indrukwekkende gesig binne die groot tent waarin die Indiërs vir die geleentheid vergader het.

Die plegtigheid is nie net deur die Indiërs van Klerksdorp bygewoon nie. Op uitnodiging van die Stadsraad het die leiers van die Indiërgemeenskappe van al die omliggende dorpe ook in hierdie spesiale geleentheid vir die Indiërs van Klerksdorp kom deel. Drie lede van die Suid-Afrikaanse Indiërraad, naamlik menere I. F. H. Mayet, M. D. Coovadia en S. Collakoppen het ook vir die funksie na Klerksdorp afgereis. Onder die eregaste wat die funksie bygewoon het was die Sekretaris van Indiërsake, mnr H. A. Prinsloo, mnr G. Wentzel, Ondersekretaris van die Departement van Gemeenskapsbou, en die Voor-sitter van die Stadsraad se Bestuurskomitee, Raadslid T. L. Randles, wat ook die Stadsraad se verteenwoordiger

op die Raadplegende Komitee sal wees.

Die burgemeester, Raadslid T. L. P. Kruger, wat die inhuldiging van die vyf lede, naamlik menere M. S. Minty, Y. I. Banoo, Y. M. Gangat, I. S. Ahmed en N. Morar waargeneem het, het onder andere gesê dat die sukses van hierdie komitee grootliks sal afhang van die samewerking wat sy Raad van die komitee en die inwoners van Sakhrol gaan ontvang. Hy het ook gesê dat die geesdrif waarmee ander Indiërgemeenskappe hulle Raadplegende Komitees aanvaar, dit wil laat voorkom asof selfregering vir die Indiërgemeenskappe nie so ver in die toekoms verskuil lê nie.

Mnr Prinsloo het die Stadsraad geluk gewens met die instelling van die komitee en ook met die sukses wat die Raad met die hervestiging van sy Indiërgemeenskap behaal het. Hy het ook gemeld dat die Indiërsakesentrum die mooiste en beste van alle sakesentrums vir Indiërs is wat hy gesien het. Hy het verder gesê dat dit wel so is dat deur 'n Raadplegende Komitee die Indiërs eintlik maar 'n klein sê in die bestuur van hulle eie gebied verkry, maar dat die

Op die foto wat tydens die amptelike inhuldiging van die Raadplegende Komitee vir die Indiërgemeenskap in Sakhrol geneem is, verskyn van links na regs: Raadslid T. L. P. Kruger, burgemeester van Klerksdorp, wat die inhuldiging waargeneem het, Raadslid T. L. Randles, voorsitter van die bestuurskomitee en die stadsraad se verteenwoordiger op die Raadplegende Komitee, mnr S. Minty, voorsitter van die Raadplegende Komitee, mnr H. A. Prinsloo, sekretaris van Indiërsake en mnr I. F. Mayet, 'n lid van die Nasionale Indiërraad.

instelling van die komitee vir die Indiërs die tasbare bewys is van wat die Regering vir hulle langs die weg van afsonderlike ontwikkeling beoog. Aan die vyf aangestelde lede het hy gesê dat hulle eerste taak nou moet wees om in belang van die Indiërgemeenskap van Klerksdorp te werk. Hy het die lede ook versoek om in hulle vertoë en besprekings altyd realisties en verantwoordelik op te tree.

In sy eerste toespraak het mnr Minty, die Voorsitter van die komitee, die heelhartige samewerking van die komitee aan die burgemeester belowe. Hy het ook die hoop uitgespreek dat die komitee van groot waarde in die uitbouing van 'n gelukkige en tevrede gemeenskap in Sakhrol sal wees ●

GROUP TEACHING FOR INFANTS



NEW TEACHING methods are sweeping through our schools. Eyed at first warily by many teachers, they are now being accepted and used practically universally. The most fundamental change to be found in infant teaching is probably the change from *class* teaching to *group* teaching.

The accent is now on the individual, but in the large classes found in our schools individual teaching is not practical. However, with class teaching frowned upon, a compromise must be found. The teacher, after a period of "settling down", assesses her little pupils' ability and "groups" them. The common factor of each group is the average ability level. In this way the children who learn quickly work together, and the children who work slowly are able to progress at the rate best suited to them. Even a very slow child, within a group of his own ability level, is able to make progress.

This means that within each class in the infant rooms, there are possibly four stages of development in the teaching of each subject. The groups are given names, such as Asters for the "A" group; Bluebells for the "B" group; Carnations for the "C" group and Dahlias for the "D" group. The children know they are in different groups, and do work which differs from group to group, but the warm sense of achievement and success which even the slowest child can gain from the security of his own group, and the absence of any competition between groups assures the happy confident progress of each and every child.

GROUP TEACHING IN AN ARITHMETIC LESSON (Class i)

1. All the children participate in the learning of a little finger-rhyme:

Five little ducks went out one day,
Over the hills and far away.
Mother Duck said "Quack! Quack!
Come back!"
But only four little ducks came back!

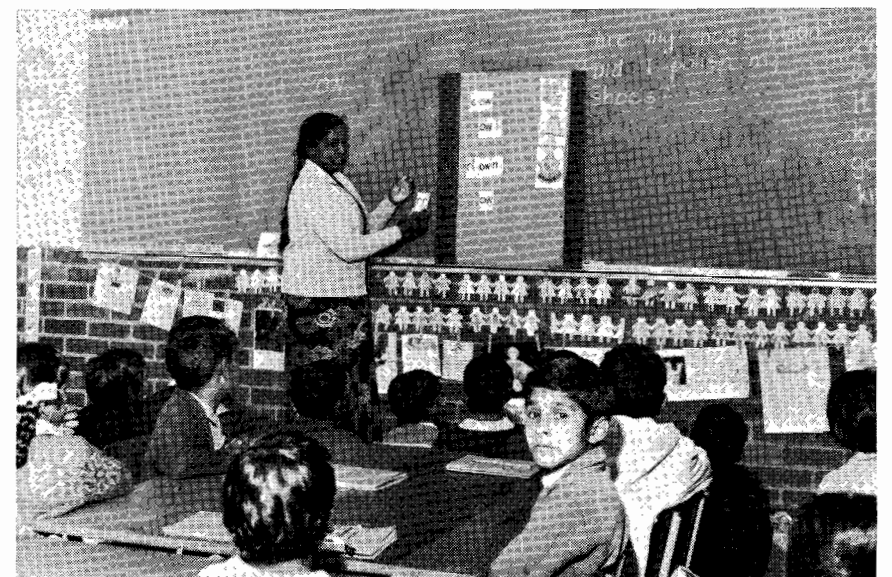
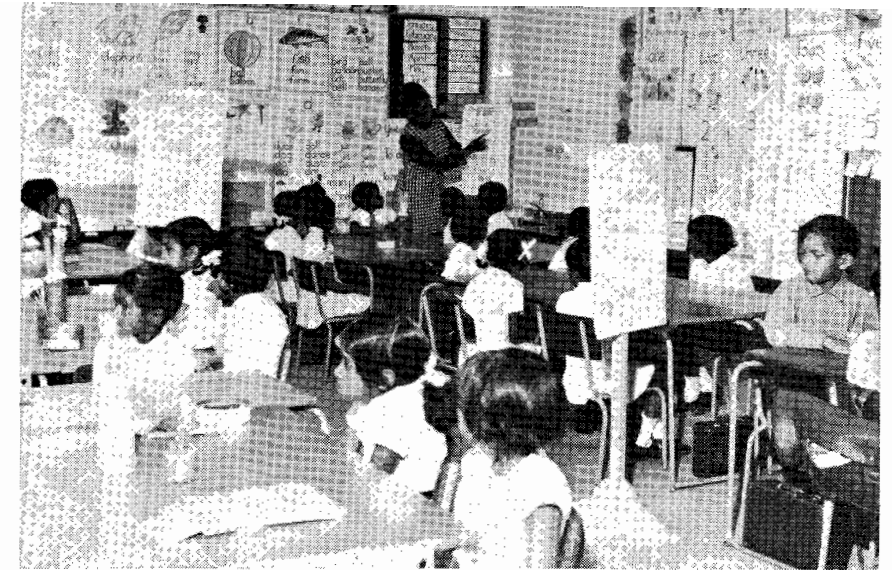
2. The teacher sets the assignments for each group, explaining to the children what they have to do. The work is graded to the ability of each group.

3. Once the children are settled and working the teacher calls one group to her at a time and teaches a specific aspect of the work to those children.

This is the "C" group, the Carnations, and the children are weighing a plastic spoon, a cotton reel, a match box, a cylinder and a plastic bottle-cap against tin bottle tops. A graph is being built on a flannel board behind the teacher, showing that the plastic spoon weighed one tin cap, the match box two tin caps and the cotton reel four tin caps.

GROUP TEACHING IN THE READING LESSON (Class ii)

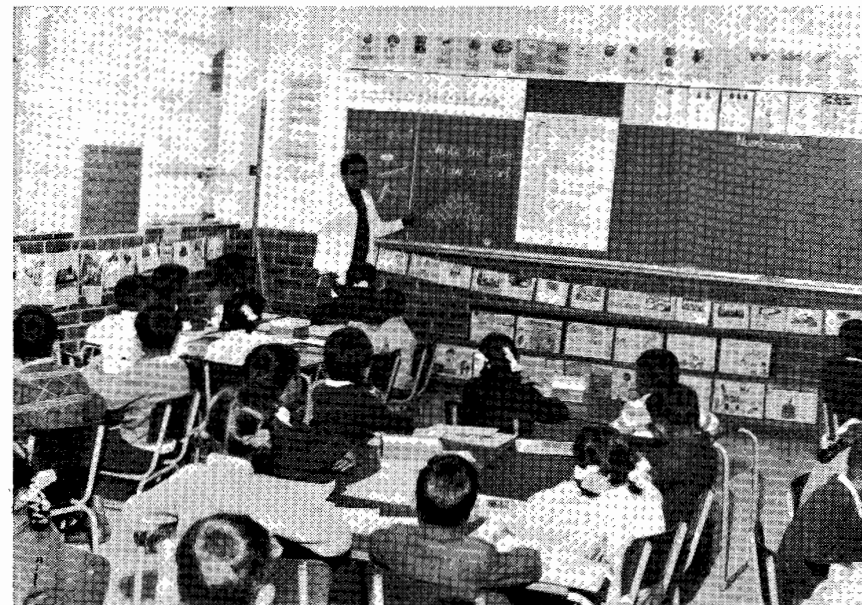
1. The teacher does the phonic lesson with the whole class. This is because the children who have learnt the sounds quickly "chorus" the word building and the slower children hear the blend of the sounds and gradually absorb the sounds themselves. The "ow" words are being built in front of the children on a flannel board.





2. The occupational work is set. Note that it is not just copying, but the child must read, carry out instructions, and do what he has read. This work is graded to the ability of each group, and means each child is, at his own level, reading intelligently, and purposefully.

3. The class is busy with the occupational work while the teacher is working with a specific group at her table. This group is learning the flash words in preparation for their next book. They will also read to the teacher from their current book before returning to their places to continue with the occupational work.

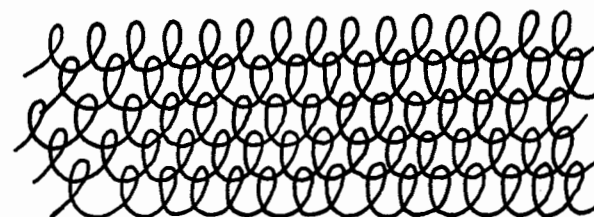


GROUP TEACHING IN WRITING (Class ii)

1. The occupational work is a poem learnt in another lesson and the drawing to illustrate the poem embodies a writing pattern, e.g. :

KNITTING

I am knitting, knitting, knitting.
Can you hear my needles clicking?
I am plaining.
I am purling.
Can you see my needles turning?
Mummy says I'm very funny,
But she doesn't know the secret!
It is a scarf for her I'm making
With LOTS of love and kisses!

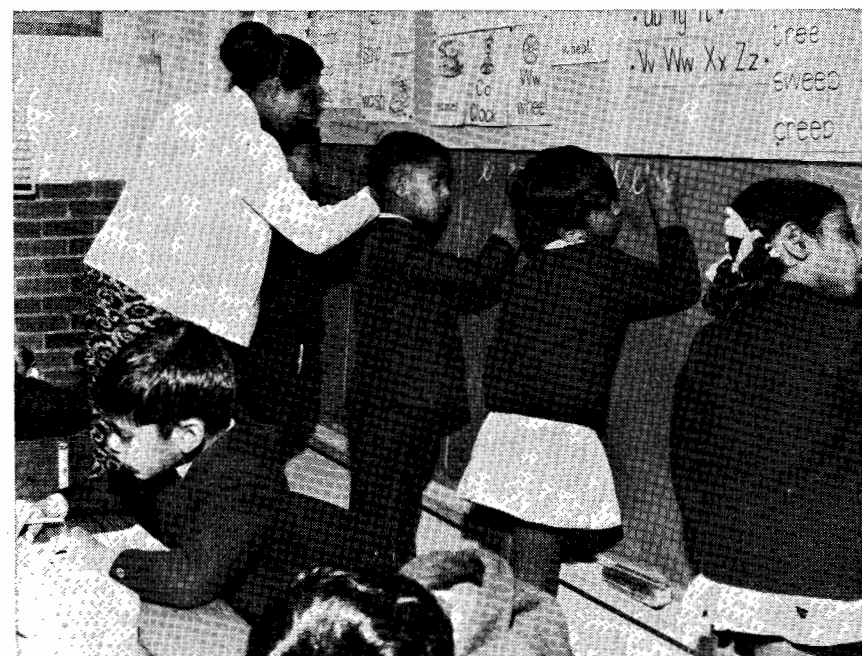


WHAT YOU MUST DO

1. Copy the poem.
2. Draw the scarf.

2. The teacher has a group working on the blackboard and is demonstrating the starting point, direction of movement and formation of one of the cursive letters.

The children will practise the letter on blank paper, under the supervision of the teacher, when they return to their tables ●

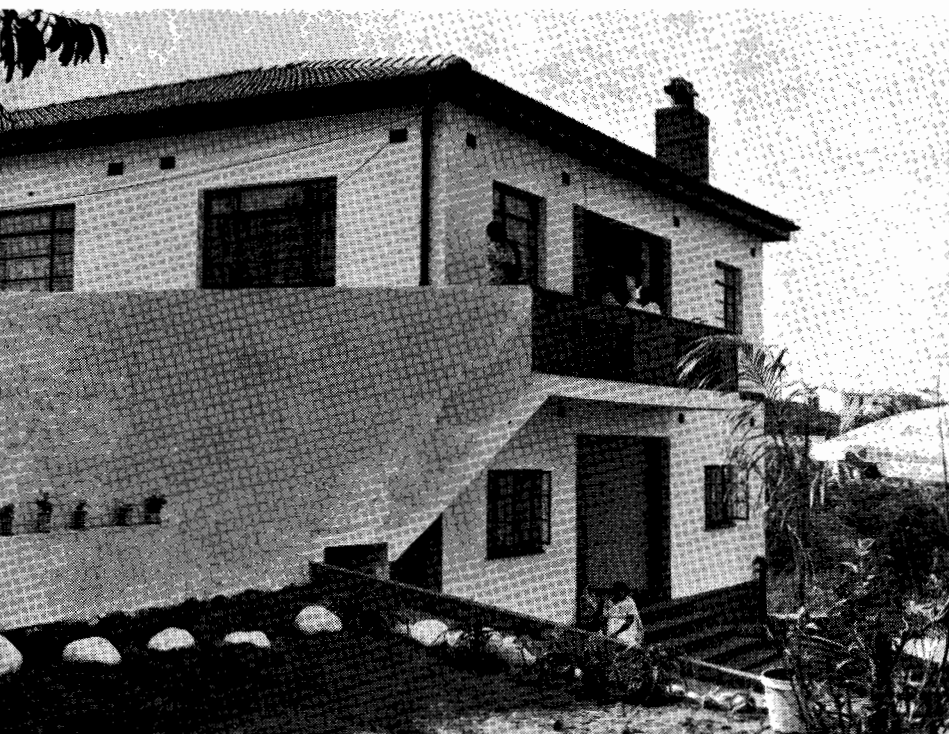


The Mayor of Durban, Councillor R. Goldman, and Dr F. G. H. Mayet, Chairman of the Chatsworth Cheshire Homes Committee, during the ceremony of cutting the tape. On the right a youthful member of the audience listens carefully to what Mr Goldman has to say.

A well-constructed building was purchased and extensive alterations done to suit the needs of the residents of the first Cheshire Home for disabled persons. On the left the ramp can be seen where wheelchairs enter and leave the home.



OPENING OF FIRST INDIAN CHESHIRE HOME



THE FIRST Cheshire Home to be established for disabled Indians was officially opened by the Mayor of Durban, Councillor R. Goldman, at Chatsworth on the 3rd October, 1971.

The aim of the Chatsworth Cheshire Homes Committee which was responsible for the establishment of the home was to help disabled Indians to live as full a life as their disabilities would allow and also to make use of their skills by doing creative work, such as art, woodwork and painting.

Apart from being profitably occupied, residents will find a new purpose in life, thus overcoming the strain of their disabilities.

FIRST RESIDENT

The first resident was admitted to the home on the 4th April, 1971, and there are now five physically handicapped men residing at the home. The staff comprises a house father, a full-time nurse and aide and a male and female domestic. An ambulance, donated by Natalia Round Table, is used to convey residents to and from hospital and for outings to the beach, etc.

Dr F. G. H. Mayet, the Chairman of the Chatsworth Cheshire Homes Committee, in welcoming the Mayor and guests to the ceremony, explained how the Cheshire Foundation came into being. "After the last war," she said, "Group Captain Leonard Cheshire, who was one of the most famous and highly decorated air pilots, started a scheme to rehabilitate disabled ex-servicemen who felt misfit in civilian life." Originating in England, this scheme has spread to other parts of the world, and the home in Chatsworth is the third to be established in South Africa.

"We are already finding that there is a great demand in the Indian community for such a home," said Dr Mayet, "and that further expansion has become a matter of urgency, since we are filled almost to capacity with our existing facilities. We have already drawn up plans for extensions to the existing buildings in order to accommodate more residents. Judging

from the response we have had so far from the community, we are confident that we shall raise the necessary funds for these extensions."

Dr Mayet also mentioned that her Committee proposed establishing a similar home for disabled Indian children on a ten-acre site which had been donated.

The Mayor of Durban, Councillor Goldman, in performing the opening

ceremony, said that the manner in which local resourcefulness and generosity have risen to establish the Chatsworth Cheshire Home is manifest for all to see, and paid tribute to the Committee and those associated therewith on their endeavours on behalf of the handicapped members of the Indian community. "Group Captain Cheshire," he said, "has stressed the prime importance of per-

sonal service and example of trust and faith in the Providence of God and of making do with whatever is at hand before reaching out for something better and further afield."

In declaring the home open, the Mayor said that he hoped that the residents would regard the home "as a place of security, love, happiness, laughter, companionship and a source of sharing both joys and sorrows" ●

LANGUAGE a communication medium

THE WORK of a public servant is such that it necessitates, *inter alia*, communication with people, not only with the official's co-worker but with members of the public, often strangers to him, who want to be informed about matters having a direct or an indirect bearing on the Department's work. His answer may be an oral or a written one. No matter what his method of communication is, he has to use words conveying the requested information in such a way that the recipient has a clear understanding of what he wishes to convey. A great responsibility rests therefore on a public servant whenever he conveys his thoughts to others.

The Indian members of the Public Service employed in the Department of Indian Affairs are no less involved in the shouldering of this responsibility than are other officers of the Public Service. Due, however, to limited opportunities being provided them to learn Afrikaans at Natal schools at the time, they suffer a serious disability by reason of the fact that they were not able to communicate in one of the official languages of the country. In order to remedy this position, the Department of Indian Affairs, in consultation with the Public Service Commission, decided to introduce daily Afrikaans classes for its Indian personnel in Durban.

A qualified Afrikaans teacher from the Springfield College of Education

was seconded to the office of the Director of Indian Education. As from the 13th April, 1971, Afrikaans classes are being conducted by this teacher daily in a room at the Esplanade Government Buildings which was specially adapted for the purpose as a lecture room. The room is also equipped with an overhead projector, a record player and a 16-mm. sound projector. These training aids are used extensively.

Five groups of officials, with twenty-two in each group, attend the classes. Each group receives instruction for a period of forty-five minutes per day. Apart from the actual time spent in the class-room, home-work is given and it is expected from the officials that they study at home for not less

than one hour per day in order to maintain progress. The work submitted is marked and comments in writing on the progress of the officials are made. Tests are also written periodically and a record of the marks obtained by each official is kept. An interesting feature of the classes is the large proportion of older officials who are trying to ensure that they cannot only read and understand Afrikaans but speak it also. It is expected of the officials that they attain standard six level by the end of the current year.

On the 29th October, 1971, one hundred and ten officials will be writing the "Afrikaanse Voorbereidende Taaleksamen". As soon as the results of this examination are known planning for next year's courses will commence ●

The meaning of the word "vurk" is illustrated.





Pupils of the Merrihill State Indian Infant School, Chatsworth, being shown, with the aid of a model, the correct procedure when crossing a street.

Road Safety in our Schools

Indian schools throughout the Republic are being actively encouraged to intensify road safety measures at schools in order to make pupils more road safety conscious.

Scholar patrols have been introduced at many schools and officials of Road Safety Associations have been busy instructing members of the patrols on their duties.

By demonstrations with the aid of models, children at junior schools have been receiving instruction as to

the correct method of crossing over busy highways.

In a recent Road Safety essay competition, organised by a Durban newspaper, Suresh Nathoo Ranchod, a pupil of the Gandhi Desai Indian High School, won the first prize for his essay, which takes the form of a letter from a motorist to the mother of a small child who has been killed in a road accident. Because of the dramatic way in which the message is conveyed, *Fiat Lux* takes pleasure in publishing the winning essay.

A letter from a Motorist to the Mother of a child who was knocked down and killed

IT IS my dearest ambition to have a daughter of my own. As yet, I can only imagine what enormous pride a father must get from loving and protecting a baby girl. Maybe these dreams helped me to understand a little of what a mother has suffered ever since her daughter ran out in front of my car.

I only saw her once, after I had hit her. She was a pretty girl, with long, black hair, and wearing a flowered dress and a white cardigan. She lay unconscious in the road beside my car, a trickle of blood on her cheek. She never saw me — that was the tragedy of it all. If only she had looked just once in my direction, or had run twenty more yards down the road to the zebra crossing, the accident would never have happened. If only . . . how many times have I used that phrase since it happened? If only I hadn't left the office early that night . . . if only she had been anywhere other than at that spot at 6.20 p.m. on that Monday.

I was trapped in an emotional cul-de-sac. No one blamed me for what had happened — I began to blame myself. It had been just another working day. I had had my car in the dock the previous week for new pistons, and to have the tyres and brake-linings checked. The traffic was unusually light.

About half-way along Green Lane



the road takes a gradual left-hand bend. About twenty yards ahead of me zebra crossing beacons blinked on and off, but the usually busy crossing was deserted. At the exact moment that I mentally checked that the crossing was clear, there was a bump on my front, nearside mudguard. Before I had time to think, there was another bump on the bonnet, and something white flashed past the windscreen, then vanished.

Somehow in that split second, my right foot slammed on the brake pedal. For a moment I was completely bewildered. What did I hit? Where did it come from? My legs shook and my heart pounded. Still shaking, I flung the door open. I didn't even think to check the mirror to see if anything was coming up behind me. Only after I had got out did I realize.

Once I got over the initial shock, I called an ambulance. Only as the

ambulance drove away did the full implication of the accident begin to register. Dazed and helpless, I stood in the road, unable to believe that any of those terrible things were happening to me. Shock numbed my brain.

I could hardly take my foot off the clutch when the policeman asked me to. My only memories of that dreadful night are of the calls I made from the phone box near our flat. I questioned my driving ability, my judgment, my eyesight, even the road-worthiness of my car. I knew the doubts were groundless.

My worry was a moral one. I desperately wanted to speak to you, but the police advised against it. Now I know that you appreciated that.

Linda wanted to catch a bus coming the other way, and her determination not to miss it overruled everything she had been taught about road safety. My full concentration was on the crossing.

Mr B. Davis, of the Durban and District Road Safety Association, instructing members of the scholar patrol of the Chatsworth 51 State Indian School in the correct use of "stop" signs, used to regulate traffic at the pedestrian crossing adjacent to the school.

The accident has taught me that all motorists have a great responsibility towards pedestrians, especially children. To me, driving is no more pleasurable. I think everyone on the road is an idiot. I have totally realized that the car is a lethal weapon, and whoever set the speed limits knew what he was doing.

Perhaps ten years of accident-free driving had made me a little complacent on the road. Now I have a memory to remind me constantly of my responsibility. I pray that nobody else has to carry a mental picture of a dead child to teach himself the same thing ●



By F. W. O. HEINICHEN, B.A., D.Ed.,
Chief Research Officer, Institute for Psychometric
Research, Human Sciences Research Council.

REACHING THE GOAL

The only scientific way of reaching this goal is by means of standardised intelligence tests or tests of general mental ability. These tests are the most informative and impartial measuring instruments that have thus far been developed in this field. This does not mean that they are infallible or that they should be considered as the last word in deciding about our children's education. It should be borne in mind that they have their limitations and pose many dangers when not used correctly. Knowledge of what an intelligence test is, is therefore of prime importance.

The first real intelligence test was published by a French psychologist, Alfred Binet, in 1905. Since then, literally thousands of tests have been constructed, some being translations and adaptations of Binet's first test, others being originally constructed. Apart from slight differences the various authors, however, have taken the

Binet tests as a model and nobody has yet been able to break away or discard them completely. Binet thought of "intelligence" as a scientific abstraction, like electricity for instance, the effects of which could be observed in different kinds of human behaviour, and therefore certain tasks or problems for which different kinds of intelligence were needed, could be used for testing it. Furthermore, the tasks were arranged in ascending order according to the ages at which most normal children could do them. These tasks did not require all the kinds of intelligent behaviour possible, but only a sample. The intelligence test then simply amounts to this: The child is asked to perform a limited number of typical and significant tasks for which various kinds of intelligence are needed.

But these tasks must be evaluated. In measuring anything a certain standard is needed. The standard by which a child's intelligence is judged is that of typical children of his own age and background. By applying the tests to a large number of children of the same cultural group in different standards or different age groups right through the country, it is possible to determine the typical or standard performance to be expected from children of each respective school standard or age. Together with the instructions for ensuring the application of the tests under constant specified conditions, the different try-outs of tests form part of what is termed "standardisation".

The results of each testee can be expressed quantitatively. The pupil earns a certain score for each task performed successfully and by means of standardisation and statistical methods it is possible to express his score relative to that of the other pupils in his own group. From the above it is easy to understand why Cronbach defined a test as "... a systematic procedure for comparing the behaviour of two or more persons".

Because each test author has his own view of what intelligence really is, the existing intelligence tests also reflect these differences in definition. In some of them only verbal items are used, while non-verbal items dominate in others. In some tests problem solving is stressed, others again have the emphasis on memory. Some tests again have several scores for the outcome, while others give one single total score only for the final result.

WHAT THEY ARE CALLED

Some thinkers prefer to call intelligence tests tests of general mental ability or tests of general scholastic ability. When speaking of intelligence, according to Cronbach, one is apt to think of it as some sort of "inborn mental superiority", while the tests also call for knowledge and skills which are not developed to the same extent in all cultural environments. Persons deprived of the background required by a test will therefore do badly in a test however "intelligent" he may be in his own environment. It is for this reason that intelligence tests should be standardised for each cultural group separately.

A very important question that arises is: "Can the test give an indication of the brightness of my child?" If by brightness we mean the ability to handle basic language and ideas pertaining to our modern academic

and industrial world, the answer to the last question is a definite "Yes". But this does not mean that one has a decisive clue as to what can be expected from the child in the future, as there are so many other factors to be considered. A child may have the ability to follow a certain career, but may lack other important personality traits, such as interest, perseverance, motivation, etc. On the other hand a test may indicate that a child is not very bright, but being a diligent worker and showing a keen interest in his studies he may in fact achieve more than the bright disinterested child.

For this reason research is also being undertaken in the field of other personality traits such as interests, attitudes and aptitudes. The more the school psychologist and the guidance officer can learn about the different aspects of a child's personality the better he is able to advise him as to his future career. The meaning and interpretation of the I.Q. as the final outcome of an intelligence test is called, is of the utmost importance. In a following article this very important concept will be explained in greater detail.

In the August, 1966, edition of *Fiat Lux* the Psychological Officer of the Indian Education Department wrote:

"On commencing our programme of intelligence testing we are immediately faced with a problem. It is taken for granted by all psychologists that intelligence tests should be standardised for the population group on which it is to be used. A special group intelligence test is being drawn up and will be administered to a sample of Indian pupils during the year for the purpose of calculating norms."

When these words were written there were practically no psychological tests standardised for the children of the South African Indian community as a whole. According to Prof. Ramphal, "the bare minimum" that had been achieved at that date were tests standardised by Dr Logue on primary school Indian children in Durban alone. Since then the Human Sciences Research Council, at the request of the Indian Education Department, has paid attention to the standardising of tests for Indian South Africans and has already completed the following:

- (i) A group intelligence test in three series: junior, intermediate and senior for pupils in Standards 4 to 10.
- (ii) An individual intelligence scale for pupils from 8 to 17 years.
- (iii) An interest questionnaire for pupils in Standards 6 to 10.
- (iv) An aptitude test for pupils in Standards 6 to 8.
- (v) A proficiency test in General Arithmetic and English Language for pupils in Standards 6 to 8.

Work has also been started on a school readiness test for pupils of 5 to 8 years and personality questionnaires for pupils in standards 6 to 10.

Psychological testing today is a science which involves millions of children all over the world. Each year intelligence tests are being applied to many thousands of children in South Africa, including between seven and ten thousand Indian pupils. Many questions are apt to arise in connection with intelligence tests. What is an intelligence test? Do tests really measure intelligence? What is an I.Q.? Can testing really help to shape the lives of our children?

EXPLANATION

It will be an impossible task to give detailed answers to all such questions in a short article like this. The purpose is therefore to give a short explanation of what an intelligence test is, and how it can be used to help our children. The meaning of an I.Q. and its interpretation will be discussed in a following article.

As our youngsters grow up there are many possible ways in which we can try to find out what their capabilities are. It often happens that we go on impressions about their hobbies, interests and the activities towards which they have taken a liking or with which they occupy themselves during their leisure hours. Parents are usually apt to compare the achievements of their children with those of their peers in order to find out whether they are clever or not. We also rely on the opinions of the teachers about our children.

All these clues, however, are no sound premises on which to base our opinion of a child's potentialities. The likes and interests of children as a rule change as they grow up. Some teachers have a liking for the child and others not, so that their opinions are not objective. School marks only reveal to us what our children have achieved, not what they are capable of achieving, and are not always a true indication of how bright they may be. We still remain in doubt as to the real abilities of our children.

It is of the utmost importance, however, that the potential abilities of our children be detected as early in their school life as possible as success in life usually comes to those who have the brain power and other personality traits to master the specialised skills pertaining to the particular careers in which they are interested. For those who are very bright, our country offers ample opportunity. Even the individual who is just bright enough to pass his matric, can always find a suitable career to provide for his economic security in adult life. For the less gifted appropriate training can also be provided to enable them to pursue careers successfully.

It is, therefore, the responsibility of the parent and the teacher, in collaboration with the psychological services of the Indian Education Department, to determine the direction of a pupil's particular ability and interest and to help him to realise the opportunities open to him. It is advisable that this be determined as soon as possible in order to plan the child's education and training in accordance with his abilities as well as his particular interests so as to enable him to choose the right career and to pursue it successfully, to become a happy individual and worthy citizen of his country ●

YOUTH ORGANISATIONS

SEVERAL youth organisations aimed at fostering a spirit of self-help and service to others exist in the Indian community. Prominent among these are the Boy Scout movement and the Overport Muslim Brigade.

The Scout movement recently held its Thirteenth World Jamboree in Japan, and Mr R. G. Pillay, Chief Scout's Commissioner for South Africa, records hereunder his impressions of this event.

"The Thirteenth Boy Scouts' World Jamboree, though temporarily threatened by the onslaught of a devastating typhoon, proved to be the most successful one yet for its 23 000 participants from across the world.

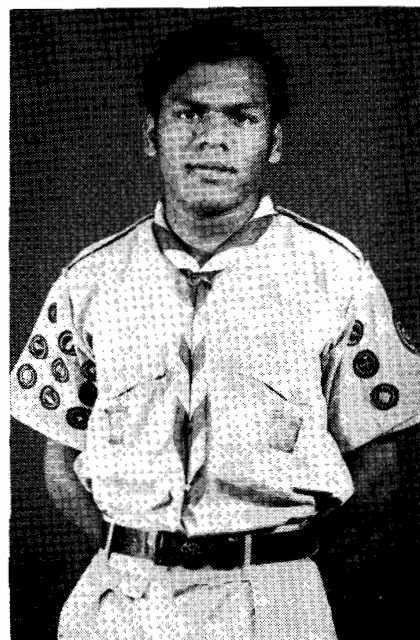
Scenic Asagiri Heights, with its rich greens of undulating hills and the graceful and lofty peak of Mt. Fuji as a backdrop, was turned into a grand meeting place of boys from every corner of the non-Communist world. Throughout the 320-hectare tract of land youthful choruses and declarations of unity rang out into the blue mid-summer skies. The camp fires lighting the field also gave light to a better future, symbolised by mutual understanding and fraternity between the youths.

The South African contingent to this Jamboree comprised 40 scouts and 12 leaders. As was the case with South African contingents to previous world jamborees, the present group also was fully representative of our Republic. Of the forty boys there were one Bantu, two Indians, five Coloureds, two Chinese and thirty Whites. The members of the contingent were very fortunate in that a well-organised pre-jamboree tour was laid out. Two days of conducted sight-seeing tours were arranged at each of Athens, Bangkok, Hong Kong and Taiwan. Then followed a fortnight's tour of Japan before we reached the jamboree site. The contingent created a very favourable impression and enhanced the image of South Africa wherever it went. Typical

of the praiseworthy comments were those made by the South African Ambassador at a reception given in our honour at his residence in Tokyo when he said that this contingent had fulfilled the role of true ambassadors of South Africa.

To every member of the contingent the colourful Opening Ceremony, the Big Parade, the International Arena Show, the Skill-o-Rama, the visit to the camp of their Imperial Highnesses, Crown Prince Akihito and Princess Michiko, the encouraging words of Astronaut Neil Armstrong (himself an Eagle Scout) during his informal visits to the different sub-camps, will for ever remain illuminating and indelible impressions of a never-to-be-forgotten international gathering, where friendship, tolerance and understanding reigned supreme.

The Grand International Arena Show in which participating scouts proudly presented their performances dressed in either their national or unique local festive costumes was a magnificent spectacle. Songs and dances of practically the whole world were presented. With such a wide variety of spectacular dancing it is difficult to single out the most outstanding performance. However, the 120 000 spectators were greatly impressed with 'Nohgaku', the traditional dance of the Korean farmers. The Korean scouts danced to bells and drums while revolving ten-metre long white streamers overhead. They wore red, white, yellow and blue national costumes which could be



The forty boys of the South African contingent chose Vivian Reddy, from the Greenwood Park Indian Scout Troop, as their leader for the Thirteenth Boy Scouts' World Jamboree, held in Japan.

seen even through the fog that closed the show prematurely.

Besides these special programmes there were the daily games and sports, such as jungle trailing, cross country race, swimming, rowing, fishing, archery, Skill-o-Rama or demonstrations in handicrafts, judo, karate and

The Overport Muslim Brigade marches briskly through Asherville.



the like throughout the nine days of the jamboree. Volunteers also climbed the 3 776-metre high Mt. Fuji, guided by expert mountaineers from the Shizuoka Prefecture.

A special feature of the jamboree this year was the introduction of a Youth Forum. Eighty-nine scout delegates — one from each national contingent — met for three days discussing scouting and other national and international problems affecting young people. The forum was a new approach to group dynamics and was established in response to the need to sound out the boys' opinions on social and political problems. It was entirely scout-conducted and was free of any adult participation. The subjects discussed were selected by the boys themselves.

The forty boys of the South African contingent, after weeks of debates and discussion, chose Vivian Reddy, from the Greenwood Park Indian Scout Troop, as its delegate. At the first meeting of the Forum a steering committee of nine was elected to organise the conference. This committee was elected on the basis of regions. The Africa region with eighteen countries chose this lad to represent Africa on the steering committee. This was a rare achievement and I believe it to be the first time that a South African was ever chosen to represent Africa at an international gathering. This is a very great achievement for Indian Scouting in particular and South African scouting in general. This no doubt emphasizes what can be achieved when discussions take place dispassionately and objectively in an atmosphere of friendship and understanding. This Youth Forum has paved the way for the preservation of harmonious international relationships. Other world bodies can well learn a lesson from this.

'For Understanding' was the theme of the Jamboree. If understanding meant communication in language alone there would have been many major problems in realising this theme. Around Asagiri Heights there was no common language unless one considered 'Coca-Cola' or 'Hello'. The 23 000 scouts and leaders from 89 countries scattered all over the globe found that they did not really

need a common language to achieve 'understanding'.

Armed with friendly smiles, a bag of trade items and the word 'swap', the scouts found that they could unlock the door to understanding despite differences of language, nationality, race and religion. A German scout walking down the road with a New Zealand T shirt, a Mexican Serape, a Filipino Neckerchief, a Japanese hat and a South African springbok hatband exemplified the spirit of understanding that was fashioned out at the Jamboree.

Understanding was established in other ways, too. The singing I witnessed at a Mexican Troop's camp which had a Chinese and a Canadian strumming guitars while Japanese, Australian, Mexican and other scouts sang 'South of the Border' in English typified the theme. There was also the close understanding in sharing a meal or a cold shower or a hike up one of the surrounding mountains.

Mention must be made of the typhoon as so much anxiety had been caused here. Typhoon No. 19, known internationally by the code name 'Olave', proved a tempestuous and dangerous lady as she continued to flog our tent city with torrential rains and strong winds, leaving a trail of collapsed tents and dampened spirits. Despite the winds, with gusts of 80 to 120 kilometres per hour, most of the tents withstood the onslaught. The typhoon centre, with winds of 160 kilometres per hour, was located off the southern tip of Kyushu at the time when the worst of the gales struck the jamboree site. The massive evacuation of over 20 000 scouts to the Edazuma Self-Defence Headquarters, the Daisekiji Temple, the Fuji School and other trade and youth centres, carried out without the slightest hitch, is a tribute to the splendid organising ability of our Japanese hosts.

On the evening of Tuesday, 10th August, the 23 000 scouts and an even larger number of spectators assembled at the Grand Arena for the nostalgic closing ceremonies. The programme culminated in the lighting of the last camp fire and the re-dedication of the Scout Oath. The arena lights were put out and the reciting of the

Scout Promise, led by a Nippon scout, seemed even more dramatic in the glare of the bonfire and the glimmer of the 23 000 candles held by the scouts. The Jamboree flags were then lowered and the assembled scouts sang the familiar 'Auld Lang Syne'. On a note of both sadness and joy and the echoes of the 'Iyasaka' yell the curtain fell on the 13th World Jamboree with a magnificent and fantastic fireworks display, the like of which one may never be privileged to see again.

The next day the scouts dispersed, taking with them the moving farewell message of the new president of the World Scout Committee, Sir Antonio C. Delgado, of the Philippines: "Troubles and difficulties should not discourage you but they should instead bring out the best that is in you. No problem is so great that it cannot be solved by men working together and sharing what they have as brothers. There is a special bond between us now. We have learnt the true meaning of 'For Understanding'. On your return to your homes in various parts of this universe I ask you to pass on the torch that all men may learn what we have learnt here at Asagiri."

The Overport Muslim Brigade was established by Mr A. S. Hoosen, a veteran of World War II, in 1945, who felt that such a movement was necessary to keep youngsters off the streets and at the same time provide them with a healthy interest.

Based on the ideals of the Boy Scout Movement, with the emphasis on religion and loyalty to the country, the brigade consists of sixty members, the majority of whom are scholars, whilst a number of adults are members of the bugle and pipe band.

The services of the brigade are in much demand at various functions arranged by the Muslim community and it also played a prominent role in the Republic Festival Celebrations.

The Brigade has been complimented on many occasions for its efficiency in drilling and on its band and is the proud possessor of many trophies awarded to it by various organisations ●



A recent production of Shaw's Pygmalion by Miss Denise Grobler, Head of the Speech and Drama Department of the M.L. Sultan Technical College, proved to be a great success and was acclaimed by critics in the daily press. Miss Barrie Shah played the main role of Eliza Doolittle, while Professor Higgins was portrayed by Khalik Nabbie. Other members of the cast who also rendered polished performances were Santhanandan Chetty as Colonel Pickering, Jennifer Joseph as Mrs Higgins, Bernard Thomas as Alfred Doolittle. The décor was created by the industrial design students and was artistic and colourful.

Professor Higgins and Eliza, the flower seller, in a scene outside the theatre. A curious crowd gathers round to see what is happening.

The Director of the Community Chest, Mr J. R. Clarkson, accepts a R500 cheque from Mr S. Lockhat, Chairman of the Students' Representative Council of the Orient Indian High School. Other members of the Council were present to give moral support.



PHOTO FLASHES

FOR some years now the headmasters, staff and pupils of the Indian schools in and around Durban have given practical support to the Durban and District Community Chest. This year they have really excelled themselves and all their previous records have been broken.

Four Indian schools which have made tremendous efforts on behalf of the Chest are the Isipingo Indian High School, whose pupils donated R1 200, the Orient Primary School R705, the Orient High School R500 and the Mayville High School R400. A total of R2 800 from these four schools and in each case it was not merely a question of asking for money from parents and friends — the pupils themselves organised fund-raising events, such as cake and sweet sales, film shows and concerts.

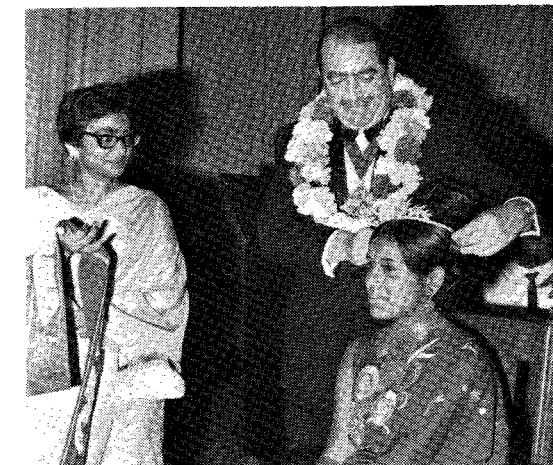
A most pleasing aspect of these donations is that these young people have social consciences and recognise the need to help those less fortunate than themselves ●



At a recent "Garba" (Indian folk dance) competition, held in the Apsara Theatre, Lenasia, at which Indian women's clubs in the Transvaal competed, the first prize, the Shobaschandra Bose Trophy, was awarded to the Louis Trichardt Girls' and Ladies' Club. This club also gained the first prize in the 1970 competition. The Pretoria Girls' Club and the Benoni Ladies' Club were awarded the second and third prizes respectively. Our picture shows the winning dance team dressed in their colourful traditional costumes.



It was a great day in the history of the Isipingo High School in Durban when a cheque for R1 200, which every pupil helped to collect, was handed over to Mr M. E. Sultan, a Councillor of the Durban and District Community Chest and also a member of the Executive Committee of the South African Indian Council. Admiring the cheque with Mr Sultan is Mr J. Clarkson and pupils of the Isipingo High School. From left to right: Miss Ayesha Randeree, Mr F. Bassa and Mr V. Purmarsir.



It was a memorable occasion for Miss Loshinee Reddy, who was crowned Durban Indian Girls' High School "Deb of the Year", at the Durban City Hall, by the Mayor of Durban, Councillor R. Goldman. Miss Reddy sold 80 tickets for the Ball to the amount of R200, thereby earning herself this coveted title. Mrs S. Moodley, a member of the organising committee, holds the sash.

At a prize-giving function, held by the Historical Society of the University of Durban-Westville, a number of best-performing students were presented with awards by the Rector, Professor S. P. Olivier. Our picture shows Professor Olivier presenting a prize to Miss J. K. Naidoo. Looking on are (from left to right): Mr R. R. Gopaulsingh, Mr M. S. Mia and Miss S. B. Kolia ●



DON'T spoil things for others this summer –
keep your beaches clean !