

VOLUME 4 No. 8
OCT. 1969 OKT.

FIAT LUX



FIAT LUX

"Let there be light" CENTRE

University of Durban-Westville

ACCESSION NO. 537/63

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Cover: The Minister of Indian Affairs, Mr Frank Waring, laying the foundation stone of the new University of Durban/Westville, which will replace the existing University College for Indians in Durban.

Photo by courtesy of "The Natal Mercury"

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'N MAANDBLAD NAMENS
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EDITORIAL

READERS ARE no doubt aware that the English translation of the name of this journal, "Fiat Lux", is "Let there be Light". In keeping with the spirit of this name, we try to keep pace with the thinking of the Indian community and to publish articles both of an interesting and informative nature, to enlighten both the Indian and the White community as to what is going on around them in the fields of education, welfare, industry, commerce, local government and other topics as they affect the Indian community.

The Editorial Committee of "Fiat Lux" recently undertook a survey to try and find out what readers thought of the magazine, and how widely it was read.

Some 1,200 people selected at random and representative of a fair cross-section of the Indian community in all walks of life—the teaching profession, industrialists, businessmen, medical and legal professions and the ordinary man in the street—were asked to complete a very comprehensive questionnaire so designed that it would enable us to gauge the extent of the journal's distribution and its general appeal to readers.

To ensure a true reflection of opinion the questionnaires did not require people to give their names, only their occupations.

The answers to the questions yielded some very interesting information. The high proportion of questionnaires returned by teachers, businessmen, industrialists and professional men indicate that the replies reflect the views of responsible members of the Indian community.

The reaction to Fiat Lux was overwhelmingly favourable, the magazine being well-received and thoroughly read. From the replies received it appears that Fiat Lux is read by at least 70,000 members of the Indian community each month. (Our distribution list indicates that this number is growing rapidly.)

The replies also indicated that 80 per cent of our readers read at least three-quarters of the magazine's contents.

We were interested to find out what impact Fiat Lux had on its readers, and were pleased to learn that 98 per cent of the people who replied found it interesting, while 82 per cent found it educational as well.

Readers were asked to place in order of popularity the following broad categories of subjects covered by the magazine: Education, Art and Culture, Commerce and Industry, News Items, Welfare, Official News, Health and Recreation, and General Interest items.

We also classified these results according to groups—teachers, businessmen, industrialists, professional men and the general public. Although individual group preferences existed, there were interesting common features.

All of the groups were extremely interested in education, all but the industrialists placing it first in order of popularity. Then followed, in order of preference: News Items, Official News, Welfare, General Interest, Health and Recreation, and finally, Commerce and Industry.

It is noteworthy that News Items and Official News rank high on the list of popularity.

This confirms our view that the magazine fulfils an important function in this regard.

Events in the Indian communities may well be covered adequately by newspapers, but our distribution is generally more comprehensive than the daily Press and is country-wide. With its quality paper Fiat Lux provides a permanent record of affairs in the Indian community.

We also have a duty to keep the Indian community informed of official news, which we present in full, not in the abbreviated or altered form in which it is necessarily often presented in the newspapers. Evidence of the readers' appreciation of this is found in the fact that official news items were ranked third in order of interest in the replies to the questionnaires.

Readers were asked to make general remarks about Fiat Lux, and by far the majority are well satisfied with the magazine. Many useful suggestions were made, and these are being examined to see whether they can be incorporated in the magazine. We are pleased to be able to tell readers that steps have already been taken to make the magazine more representative of the whole South African Indian community.

We would like to take this opportunity of inviting readers to submit authoritative articles which they feel would be of importance to the whole Indian community and which would be a positive contribution to the spheres of interest covered by the magazine. Draft outlines of such articles should first be submitted to the Editor.

We thank readers for their response to the questionnaire and hope they will enjoy future issues.

Minister lays Foundation Stone of new University

THE FOUNDATION stone-laying ceremony of the new University of Durban/Westville was a memorable occasion for not only for the nearly 1,000 people who attended, but also for South Africa's Indian community. The university, on 450 acres of rolling hills overlooking Durban, will, when completed, replace the existing University College for Indians on Salisbury Island. The new university is a big step forward in Indian tertiary education, a field that the community rightly sees as one of the most important factors in its future progress. Where now are only the frameworks of buildings will by 1971 be gracious structures standing tall and proud, comparable with any other university campus in South Africa.

The foundation stone-laying was undertaken by the Minister of Indian Affairs, Mr Frank Waring, who was accompanied by Mrs Waring. There were scores of distinguished guests, from universities, the diplomatic corps, government departments and other organisations. A special message of congratulation from the University of Hyderabad was read to the gathering.

The Minister gave his assurance that full autonomy would be conferred on the university when it was ripe for it — "irrespective of what is happening at other universities which also received their academic autonomy as a result of legislation passed this year.

"The progress of your university will not necessarily be tied to that of other Non-White universities and their time-table," he added.

The Minister said it was realised



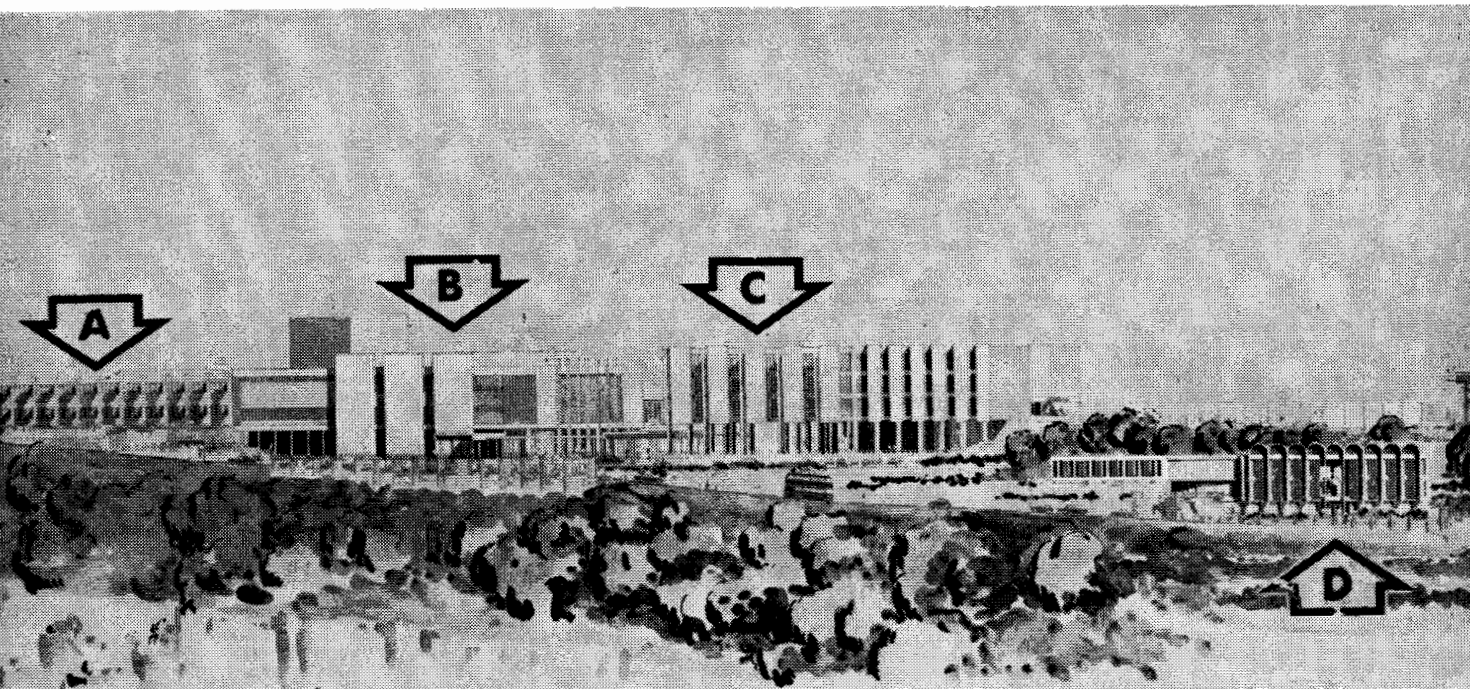
The chairman of the Advisory Council of the University College for Indians, Mr A. M. Rajab, presenting the Minister of Indian Affairs, Mr Frank Waring, with a commemorative trowel with which to lay the foundation stone of the new university.

that educational progress for the Indian remained the basis for the economic progress of his community, for the development of entrepreneurial skills and economic leadership, the attainment of higher levels of productivity, income and true welfare. In this progress the University College could not but play an indispensable part.

The establishment of a university for the Indian community had to be seen and its dimensions judged by the acceptance of the Indian community as a permanent part of the population of South Africa — this some 100 years after the first Indians arrived in Natal to assist in the production of sugar.

After their formal acceptance one of the most important tasks was to pay immediate attention to the kind of machinery in their institutions which would now enable the proper development of their talents, and would provide them with the opportunities for increasing their contribution towards the Indian community within the pattern of separate development.

"The idea was no longer that only a few individuals should be privileged to receive higher education, but that the needs of the *whole* Indian community should be served in this regard, and that cognizance would have to be taken of the large numbers of Indian children who would in the near future



wish to continue with some form of tertiary education.

"When, therefore, it was decided, in terms of the University Extension Act of 1959, that such an institution should be established in the erstwhile Naval Buildings on Salisbury Island while land for a permanent home was being sought, an important milestone in the history of our Indian community was reached."

The great change that has come over the university populations round the world in recent years whereby "numbers" rather than only the "well-off élite" had a right to tertiary education, meant that any far-seeing Government had to anticipate the growing demands of Indian students for a place at a university, Mr Waring added.

"It must by now have become obvious that probably as much as 80 per cent. of the present student population enrolled at the Indian university would have found difficulty in gaining admission to any other university. If for no other reason, this alone more than justifies the establishment of a separate university for our Indian students whose all-round interests could never really have been fully catered for elsewhere.

"I believe that a university college of this size and with such a reputation

will enter this next decade with the morale, the internal coherence and the adaptiveness to meet the requirements of the future, while it continually asks itself what the significant and relevant educational experiences of our young and intelligent Indian men and women ought to be, in order to live peacefully and successfully in the contemporary and future society.

"I also believe that this new campus will give the students a far greater opportunity for intensive individual work. There would be enough accommodation and the library can house hundreds of thousands of volumes, which should be the ready tools of every real student."

Tracing the background of the university, Mr Waring said tertiary education for Non-Whites began in 1916 when the South African Native College was established at Fort Hare in the Eastern Cape by the Church of Scotland under the principalship of Dr Alexander Kerr.

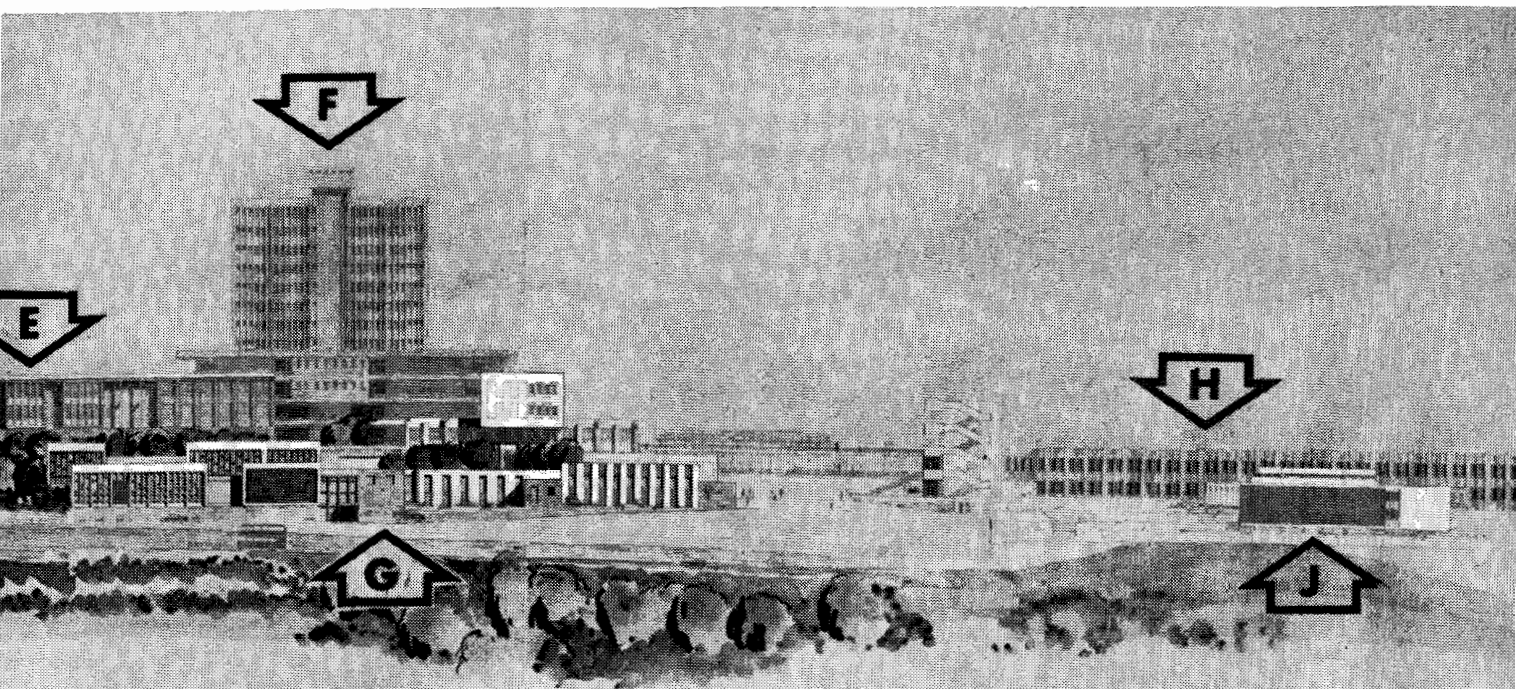
"This institution had perforce until 1936 to fulfil the dual role of providing secondary as well as tertiary education for a very limited number of Non-White students. Students were tutored for the junior certificate and matriculation examinations, as well as for the external degree examinations of the University of South

Africa. Fort Hare also had to pass through the same evolutionary stages that characterised the development of some of our major universities in South Africa in their initial stages," he said.

"It is interesting to note that the first two Non-White matriculants qualified in 1918 and the first graduates in 1923.

"At the time no special facilities for university education for Indians existed in South Africa. In 1921 the first Indian student enrolled at Fort Hare, but this did not occur without much deliberation by the authorities concerned, for it was felt that the number of Non-Whites other than Bantu should be restricted to some 15 per cent. of the enrolment, since otherwise the essentially Bantu character of the institution might be endangered. Thus, Indian matriculants who wished to pursue university studies had either to proceed overseas, enrol as external students of the University of South Africa, or in a limited extent be accepted in certain of our other universities.

"In 1936 the University of Natal (then the Natal University College) established part-time classes for Non-White students in Durban. There were no full-time classes which Non-Whites could attend. Though intended



This artist's impression of the new University of Durban-Westville gives some idea of how ambitious the project is. Various buildings that can be seen are : (A) science block, (B) university hall, (C) library, (D) administration block, (E) arts block, (F) lecture theatres and staff offices, (G) fine arts, (H and J) education faculty.

mainly for Indians, the part-time classes were open to all Non-Whites.

"In 1942 the Government appointed a committee to investigate facilities for higher education for Indians in Natal. The committee came to the conclusion that although the Natal University authorities and the Indian community favoured the establishment of a separate Indian university college affiliated to the University College of Natal, the time was not yet ripe for it, and recommended that the Natal University College continue with its part-time classes 'in spite of their imperfections'.

"With the growth in secondary school enrolments, and the increase in the number of Indian matriculants, the demand for university education on the part of our Indian community increased tremendously. In 1959 there were 1,516 Indian students at universities.

"It became apparent that more and better facilities for university education for Indian South Africans had become a necessity, and following the Holloway Commission report of 1953, and the White Paper of the H. S. van der Walt Commission of 1957, the

University College for Indians in Durban became a reality in 1961. Indian South Africans were given a better opportunity to imprint their own unique contribution on the cultural, economic and technological life of this great country of ours, South Africa.

"The planning of the University's new buildings at this site started in 1964, but because of the magnitude of the project and the desire to make the best use of the terrain the actual construction work was not commenced as early as originally contemplated.

"The project as a whole is being undertaken by the Department of Public Works assisted by a consortium of private architects, a number of private firms of quantity surveyors and consulting engineers.

"The planning of such a large complex of buildings as will comprise this University is obviously a massive task, complicated by the terrain which required considerable ground works before the erection of the buildings could be commenced. Of the twenty-three main contracts, the first was put out to tender in 1967. To date contracts to the value of R10,000,000

have been awarded. The final estimated cost amounts to R12,700,000.

"The commemoration stone was donated by the late Mr Alf Robinson, of the firm A. D. Robinson, the building contractors responsible for the erection of blocks E and F — that is to say, the buildings which will house the Physiology, Biochemistry, Microbiology, Zoology and Botany Departments.

"This beautiful campus of over 400 acres, with its commanding views, provides for all facets of university life.

"In the planning the basic idea has been to preserve a central open space, to group the sciences in one area, and the arts and education on the other extreme, with the library and the main hall nearer the centre.

"The growth of this University College has indeed been spectacular, from ± 100 students in 1961 to $\pm 1,700$ nine years later. Of the present 50 post-graduate students, two have enrolled for a D.Phil. degree, while the balance are about equally divided between science, arts and education.

"The extra-mural division with an enrolment of 550 is an integral part



Part of the thousand-strong crowd that attended the foundation stone-laying ceremony of the new University of Durban-Westville at Chiltern Hills, Durban.

of this College. The majority of extra-mural students are school teachers wishing to improve their academic qualifications. Lately, extra-mural students have shown a live interest in commercial subjects. Lectures are conducted at venues in the city, made available through the kind offices of the controlling school boards of the Orient High School and the Kathiawad High School.

"Research programmes of the various departments are on the whole progressing well. A few research projects which are of direct concern to the Indian community have been undertaken, i.e., a study of the *Nutritional Status of Offspring of Connubial Diabetics*. Currently research is done on the correlation between the nutritional status and socio-economic status of Indians in Chatsworth, Durban. A comprehensive study is being undertaken of Indian agricultural holdings on the Natal North Coast, and a study of the settlement pattern of Indians in Durban.

"In the Faculty of Education research is being conducted, *inter alia*, on the phonetic deviations in the spoken English of Indian students, on

school readiness, and on aspects of cognition.

ALL-INDIAN

"The current number of members of the Academic Staff is 142, of whom approximately 35% are Indian. In accordance with accepted policy, the percentage of Indian staff will gradually increase as more Indians with the necessary qualifications and experience become available. It is Government policy that the University must become an all-Indian institution as soon as circumstances permit.

"At the first graduation ceremony in May, 1963, ten degrees were awarded. The total number of students who have graduated from the College to date stands at 410. In addition, 45 have received a second degree, while altogether 394 diplomas and certificates have been awarded.

1969 SIGNIFICANT

"The year 1969 is especially significant — it being the year when the University of Durban-Westville Act was passed by Parliament. This Act provides for academic autonomy, thus severing all ties with the University of South Africa which for almost a

decade acted as academic guardian of the College. It should be pointed out, however, that in spite of this autonomy, close academic ties will be maintained with other institutions of higher learning. This, together with the integrity which the staff has shown during the years, will adequately assure that academic standards at this University will be maintained.

"The Act provides not only for a Council but also for an Advisory Council which will assure close co-operation and collaboration with the Indian community. It is envisaged that the all-Indian Advisory Council will eventually take over all the functions of the University Council.

INTERMEDIATE STEP

"While the Act merely provides for academic autonomy at this stage, it must be seen as an intermediate step in the development of this University College. Full administrative and financial autonomy will be conferred as well when the time is ripe for the College to be given the status of a fully autonomous University. When that will happen depends entirely on the future rate of progress and development.

"A University is a co-operative effort on the part of many; at the same time it offers 'partnership' to each and every individual. No student can hope to share in this sense of partnership if he is not prepared to put in effort and discipline; by the same token the University will offer responsibility to anyone who wishes to succeed.

"In conclusion, I would like to remark that the University should not be obsessed by mere physical growth, by increase in student enrolment and size of the new campus. If it desires to observe the true meaning of its motto :

TO PENETRATE INTO THE CAUSE OF THINGS

it must study and try and understand not only the outward nature of things but also their inner spiritual meaning. This will require the devotion and dedication of staff and students alike. And it is in this spirit that I now have great pleasure in laying the foundation stone of this University College."

In his speech the chairman of the College's Advisory Council Mr A. M. Rajab, assured the audience that they need have no fear about the academic standards that would be applied at the new University College. These would be of the highest order and would be recognised in every part of the world.

"I am sure that, as the standards at this university in building, equipment and siting have been of the highest, the academic standards will also be of the highest. In 1971, when the campus moves from Salisbury Island to this site, we shall receive academic autonomy, and will be responsible for our own examinations and award our own degrees.

"Some measure of hesitation has been expressed by certain people as to the wisdom of cutting ourselves away from the tutelage of the University of South Africa at this stage of our development. I would just like to mention a few facts about academic autonomy in order to remove the misunderstanding which is responsible for this kind of thinking."

Tracing the history of all the other universities in South Africa, Mr Rajab said they all moved from the aegis of

the University of South Africa on to their present autonomous state, just as the Indian University College would, after ten years of assistance, guidance and co-operation with the University of South Africa.

"The next step is certainly not to be regarded as taken in a spirit of bravado," Mr Rajab commented.

SOLID BASIS

"It is perhaps precisely because of the good work done by the University of South Africa in assisting in the maturing of the academic standard of this University College that such a step can be contemplated."

Perhaps the best judge of the advisability was the chairman of the University College Council, Prof. A. J. H. van der Walt, said Mr Rajab. Prof. van der Walt was the father of the modern structure of the University of South Africa. His assistance and

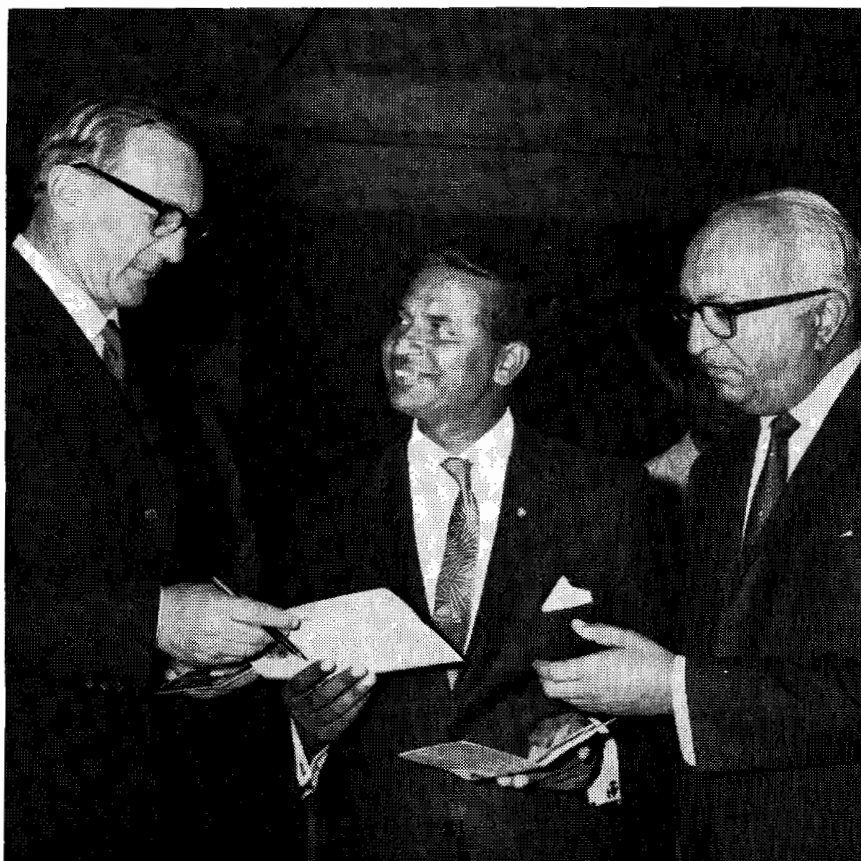
guidance had been among the reasons for the University College's progress during the past 10 years.

CAREFUL SELECTION

There was a second reason for assurance on the educational standards of the university college. This was the careful selection of the academic staff.

"On every selection committee appointed to engage new staff there were always two experts from other universities to ensure that only the best candidates would be selected and appointed.

"If such a candidate was not considered good enough for other universities then he was not good enough for this college either. And there were numerous instances where, because of the high standards and other demands set by the University College, candidates, although they might have been



The foundation stone-laying ceremony also provided an opportunity for members of the Indian community to meet the Minister of Indian Affairs. Here Mr Waring autographs programmes for Mr R. John (centre) and Mr H. H. Duphelia.

good enough for other institutions, were not regarded as suitable for us."

The academic staff would want to be regarded as academic equals of colleagues at other institutions, and this was another reason for autonomy.

INDIAN ELEMENTS

There was also a third reason. If the university was to be for Indians then there were naturally some elements of particular interest to the Indian community which it would like to see incorporated in the overall programmes of their own university. This was not always possible with a big institution like the University of South Africa, with 20,000 students.

This does not mean that there is now to be a different kind of "Indian" mathematics, for instance, but it does mean that more time and credit could be given to elements of our heritage, such as the whole field of oriental religion, philosophy, art, languages, which are academic studies in their own right. This might constitute only 5 or 10 per cent. of the whole programme, but, nevertheless, a very important 10 per cent. in the process of liberating the mind.

"On the other hand, there are aspects of sociology, history, anthropology, economics, etc., which would have a direct bearing on our community now, which demand direct and immediate study and application. This one could obviously not expect from such an institution as the University of South Africa."

AUTONOMY

Referring to the question of autonomy for the university college, Mr Rajab said he hoped the question of complete autonomy, when the whole responsibility for the running and conduct of the university would be vested in an autonomous Indian council, would soon be discussed.

"Although at present, in terms of the Act, we have a council of the University College and an advisory council of Indians who understudy the council, it is envisaged that in the near future the position will be reversed and the council will consist of Indian members and the advisory council will be White.



Mrs Waring receives a bouquet from Mrs F. M. Seedat, while Dr Seedat, the doyen of the Indian medical profession in South Africa, and Professor S. P. Olivier, the Rector of the University College for Indians, look on.

RESPONSIBLE

"It must be clear to all concerned that the Indian community is a responsible community and is quite capable of looking after its own affairs. I do not, therefore, foresee a long term of apprenticeship for the Indian advisory council before it takes over the role for which it is being presently groomed."

"Before that stage is reached, however, serious consideration must be given to the establishment of a capital development fund. If the community wants more say in the running of its university in the provision of courses special to the needs of its various sections, then it must think in terms of making the necessary financial provisions for the creation of these special services through the establish-

ment of a capital development fund. The revenue from this could be used freely by the Council to further these objects without reference to outside authorities," Mr Rajab said.

Thanking Mr Waring for his attendance, Mr Rajab also paid tribute to those concerned with the siting and erection of the new campus. "This campus, when completed, will be among the finest in the country," he commented.

Building at the site of the new university is expected to carry on at a steady tempo now that the foundation stone has been laid. The move to Chiltern Hills will be a great step, but there will be nostalgic memories of some of the present University College — such as the ferry trip across Durban harbour.

TECH GETS NEW TEACHING BLOCK

LAST MONTH the Minister of Indian Affairs, Mr Frank Waring, officially opened a new three-storey teacher training block at the M.L. Sultan Technical College. The new block will enable the College to play an important role in meeting the country's demand for teachers.

In opening the new block, the Minister stressed the need for more skilled Non-Whites. He said that if the country's present growth rate continued, the demand would exceed the supply by 100,000 in the next few years.

"Even at a growth rate of $5\frac{1}{2}$ per cent. the supply of labour will not meet the demand, and it is only if the present growth rate of 6.4 per cent. is slowed down to 5 per cent. that we will keep ahead of the demand for skilled labour," he said.

CHALLENGE

"It is against this background that one sees the great challenge which lies ahead for the M.L. Sultan Technical College in playing its full role

in the welfare of our country and of the Indian community."

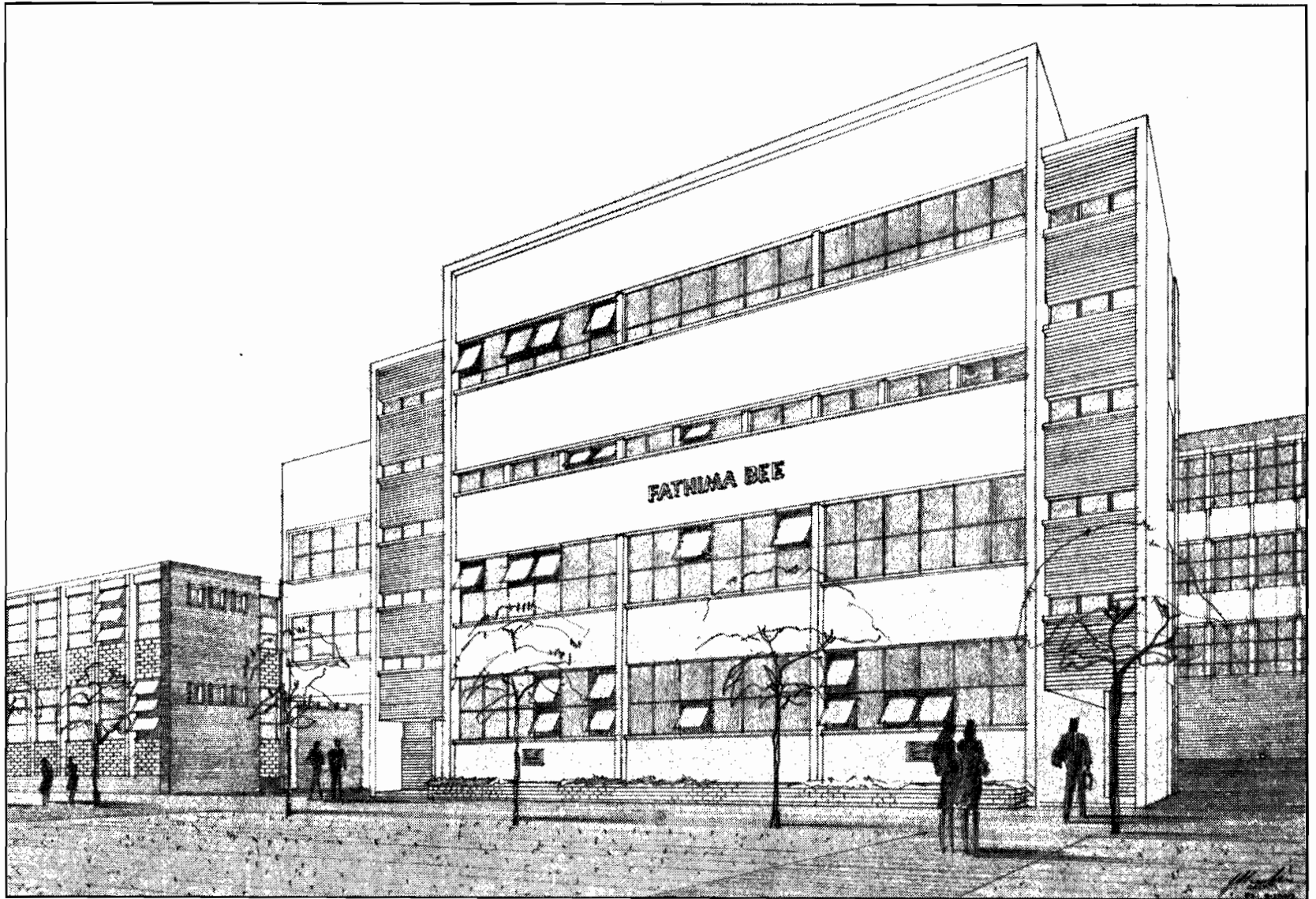
Referring to the Indians' Advanced Technical Education Act of 1968, passed by Parliament last year, and in terms of which a new College Council was constituted in March this year, the Minister said he was convinced the Council would guide the affairs of the College so as to promote not only the best interests of



Above: The Minister of Indian Affairs, Mr Frank Waring, seen unveiling the plaque to declare the new teaching block open at the College. The R64,000 building is expected to play an important future role in training Indian teachers.

Below: Some of the large crowd and a section of the new block photographed during the Minister's address. A few minutes later Mr Waring unveiled the plaque at the lower right-hand side of the building and opened the door.





An artist's impression of the New Teaching Block

the College, but also of the whole Indian community.

"From the way in which successive college councils have directed the affairs of the college under the Higher Education Act since 1946, I have no doubt that the new Council will, likewise, discharge its functions in the same responsible manner," he said.

The College had, under the new Act, remained an autonomous body, the better to play its full role in the welfare of the country and of the Indian community.

CO-OPERATION

"This autonomy should enable the Council to move freely in the directions dictated by industry and skilled labour requirements. It must maintain close contact and co-operate with industry in the planning of courses so as to make training at the College fully effective. Industry, in turn, must assist the College by providing the necessary facilities, and also by supplying the specialist staff required from time to time.

"Within the field of operation of the College, that is, technical education between the high school and the university levels, there appears to be a wide range of courses which can be fruitfully explored, planned and instituted.

PRIME FUNCTION

"This expansion of the range of courses to cater for all requirements, I consider to be one of the prime functions of the College Council."

If South Africa wanted to remain the leading country in Africa, it would need many more technicians, scientists and technologists. The prize today went not to the country with the largest population, but to the country with the scientific and technological know-how.

"Many of these men must be trained, for we live in a period of unprecedented expansion of knowledge, particularly in the technological field," the Minister said.

Emphasising the importance of technology in modern society, the Minister mentioned that 90 per cent. of all scientists were living today, and that technical knowledge doubled every ten years. This gave an indication of the challenge facing South Africa.



The opening of the new teaching block coincided with the College's annual Open Day. Here Mr Frank Waring (left) and the Rector of the College, Mr A. Pittendrigh, look at some of the exhibits prepared by students. In the right-hand background is the vice-president of the College Council, Mr M. E. Sultan.



Admiring some of the work in the homecraft section. With Mr Waring is Mr R. C. Woodville, chairman of the College Council.

Mr Waring added that as his Department did not plan to duplicate elsewhere the expensive specialist facilities for the college, "at least not until those already in existence are fully extended," it had been accepted that the facilities offered by the college

had to be accessible and available to the whole of the Indian community of South Africa.

RESIDENTIAL FACILITIES

"I am pleased to learn, therefore, that the College has made progress



The choir was in fine voice for the opening of the new teaching block.

in its negotiations to obtain land for hostels and playing fields. I consider it necessary that modern residential facilities be provided in Durban for the benefit of Indian students from elsewhere in the Republic, and I hope that rapid progress will be made in this direction."

Briefly describing the new block, the Minister added that in his capacity as Minister of Sport he was particularly pleased to hear of the pioneering work done in physical education at the College. Apart from the fact that every full-time class received physical education and speech training, there were classes in 14 different activities being used by 660 part-time physical education students.

Earlier, the president of the College Council, Mr R. C. Woodville, welcomed the guests and the Minister, and a tribute to those who had aided in the construction of the new block was paid by Mr E. A. Seedat, chairman of the M.L. Sultan charitable and Educational Trust. Besides the private donations, both the Durban City Council and the State had contributed handsomely.

The Mayor of Durban, Mr Trevor Warman, conveyed the good wishes of his Council, which, he said, was

greatly interested in the progress of the College. He also congratulated the College on the steps it had taken in advanced education and in having its status enhanced by the Advanced Education Act.

Proposing a vote of thanks, the Vice-President of the College Council, Mr M. E. Sultan, said the College was mindful of the assistance given by the Department of Indian Affairs, and that the new block would help expand opportunities and widen horizons for the Indian youth.

The Minister for Indian Affairs then declared the new teaching block open by unveiling a commemorative plaque. Thereafter followed a tour of the College premises, where the visitors saw an interesting display of work done in the College's various faculties, as the opening co-incided with the College's annual Founders' Day, when the institution is open to visitors, and they are afforded an opportunity of viewing the numerous exhibits and specimens of students' work.

The new teacher training block is but one of several long-term building projects, involving more than R1-million, that are being planned for the college.

These expansions have been made necessary by the increasing demand for more skilled Non-White labour, especially for clerks, bookkeepers, and typists.

Already accepted in principle at the college are:

- the buying of land costing R150,000 during the 1970/1971 period; and
- the building of a hostel costing R300,000 on this ground in the following two years.

In addition, plans for buildings valued at R110,000 have been considered, and the buildings may be erected concurrently with the hostel.

To keep up with future demands, a R500,000 multi-storey block, enlarging the present college by two-thirds, is being contemplated for erection within the next 10 years.

Other courses that are being considered for the future are for diplomas in industrial and commercial art, including textile design. A survey some two years ago revealed that 40 firms had vacancies for Indians trained in these subjects.

The training of technicians for the textile industry is due to start next January with a three-year, part-time course at the college.



The newly-elected members of the Verulam Town Board. They are (from left): Mr C. P. Naidoo, Mr R. B. Bangtoo, Mr I. G. H. Kathrada, Mr Y. S. Chinsamy, Mr G. M. Kathee (back), Mr R. L. Beharee, Mr J. S. Singh, Mr L. Chetty. Absent: Mr D. U. Moodley.

HISTORIC ELECTION AT VERULAM

THE FIRST ALL-INDIAN municipal election in the Republic went off without a hitch early last month, when 2,300 voters went to the polls at Verulam, on the Natal North Coast. As is common in all elections, voters were subjected to intense canvassing by the various candidates for several weeks prior to the election, but all the 18 candidates entered into a gentlemen's agreement among themselves that the election should be contested in an atmosphere of cordiality and goodwill. And so it was.

The reason for this was put plainly by Mr Dick Naicker, the town clerk (who was also the first Indian town clerk in South Africa), who said, "Everybody is watching us. We must set the pattern and see that the election is conducted in a dignified



After a slow start, voting picked up momentum during the day and reached its peak in the evening. Picture shows some of the many people who gathered to cast their votes.

manner, for the fate of many other local authorities depends on us."

The spirit of the elections reflected admirably the confidence expressed earlier by the Administrator of Natal, Mr Theo Gerdener, who addressed a gathering during a visit to the town two weeks before the election. This was the first time the Administrator had paid an official visit to the town and he said that the Provincial Administration was convinced that the Indian people of Natal were fully capable of handling their own municipal affairs. This, he said, could be judged from the progress made in Verulam over the past two years, progress that had led to the town being authorised to hold its all-Indian municipal election. The services rendered by the former, 9-man, all-Indian Town Board, nominated by the Administrator, and the Town Clerk had been of the "highest order".

In his address the Administrator made special mention of the Town Clerk, Mr Naicker, who, he said, had proved his ability in handling local affairs in Verulam. He also congratulated the chairman of the Town

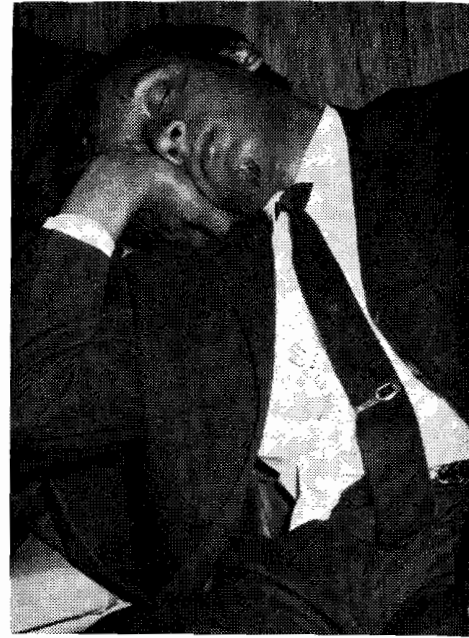
The long wait for the election results was too much for this young man.

Board, Mr I. G. H. Kathrada, and the members, who had at all times co-operated with both the Provincial Administration and Government Departments.

Voting took place throughout the day, and after a rather hesitant start picked up momentum through the day, with voters queuing at the polls late in the afternoon. When the polls closed at 8.00 p.m. more than 80% of the registered voters had exercised their votes and counting of the ballot papers began immediately.

All the members of the former town board stood for re-election to the nine-man board, and the other nine candidates included the only Indian woman ever to stand for municipal election in South Africa, Mrs. Rabia Motala.

Verulam was brightly decorated for the occasion, with banners and posters fluttering gaily. The usually peaceful Town Board offices were a hive of activity, with cars arriving every few



minutes packed with voters anxious to support their candidates.

An example of the goodwill which prevailed among the various candidates was a refreshment booth erected

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Officials were very careful to see that the election went off as smoothly as possible.

S.A. GOES METRIC

MOST PEOPLE in South Africa must by now be aware that the country is "going metric" over the next couple of years, changing from the present system of weights and measures to the metric system, which is already being used by over 80 per cent. of the countries in the world. The change-over is no easy step, but it will have many benefits for South Africa. It affects all of us, from school children to housewives and businessmen. The metric system will be introduced gradually, and *Fiat Lux* will periodically feature articles to keep readers up-to-date. In this first article, we sketch the background to the change-over and show the basic system of weights and measures.

By going metric South Africa is joining over 80 per cent. of the countries of the world, and as time goes on it is expected that the percentage will increase. Many other countries have in recent years decided to go metric. Among those who have recently taken the step are India and Japan, and Australia and New Zealand have decided to adopt the system. When Britain is included in a few years' time 85 per cent. of the world will be dealing in metric standards.

In Africa several countries - Kenya, Uganda, Tanzania and South Africa are at present converting to the metric system, and Rhodesia has decided to follow suit. The only users of the non-metric system in Africa will then be Malawi, Zambia, Lesotho, Botswana and Swaziland.

"The step has been taken purely in the interests of our country and its people, for in the long run it is they who will reap the benefits of the change-over," says the Minister of Economic Affairs, Mr Jan Haak.

"Life forces us to look forward, and in order to maintain our status as a modern, vigorous state it is essential that out-dated systems regarding our progress be revised, and, if necessary, replaced. We are going metric to ensure greater efficiency and increased productivity, much in the same way as today's industrialist, farmer, administrator or professional man rejects obsolete farming, production and administrative methods and techniques."

The advantages of the metric system to South Africa will, in the long run, be many. In the light of what has just been said it is obvious that one of the greatest advantages will be in the field of export trade. At least 75 per cent. of all international trade is transacted under the metric system and as the market for South African goods will largely be metric-using countries the buyers will demand metric-sized commodities.

Modern technical development and the increasing exchange of techniques between the industrialised countries of the world emphasise the necessity for the adoption of a universally accepted and understood system of expressing these technical developments and techniques. Weights and measures are the basis on which all goods are manufactured, bought and sold and the use of a number of differing systems can only hamper the flow among nations of goods and the exchange of the results of research.

It was only after exhaustive investigation and careful consideration that South Africa decided in principle to replace the Imperial system of weights and measures with the decimal metric system.

For the ordinary man there is some comfort in the change, for the metric system, being decimal, is easy to learn and remember. Calculations are easier to perform and mistakes are more difficult to make!

Unlike the foot-pound-gallon system with all its complicated and differing

factors the metric system has an inherent simplicity and a clear inter-relationship between units.

For example :

1,000 millimetres = 1 metre,
1,000 metres = 1 kilometre,
1,000 grammes = 1 kilogramme.

It is in fact a change from a system which has 54 different quantity concepts to a system which has a single decimal concept. It has been estimated that by using the metric system in schools 10 per cent. of the pupils' time will be saved, time which can be used to raise the standards reached or in widening the scope of the syllabus.

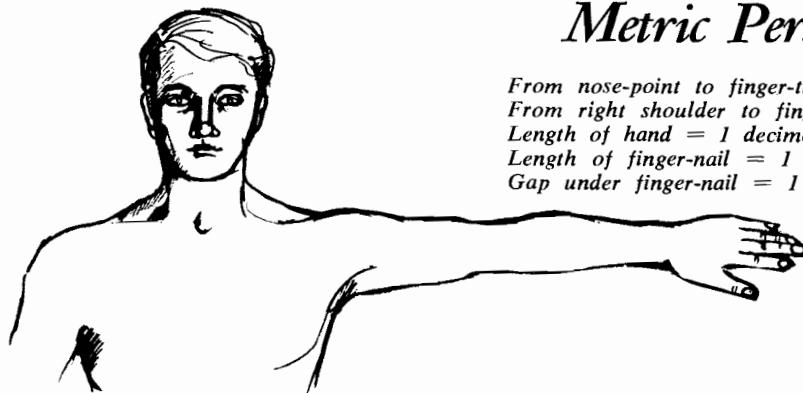
School curricula have already been largely adapted to the metric system and further steps will be taken to familiarise children with the new units. All text books will ultimately have to be converted to the metric system and this matter is receiving attention. Publishers do not foresee any particular problems, provided they are notified in good time. As far as higher technical education is concerned, the matter is rather more complicated since some of the text books are still being imported from non-metric countries.

In the case of technical education, the conversion to metric units will have to be co-ordinated with the change-over in industry, since skilled artisans and technicians will still have to use the old units until the industries themselves change over.

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THINK METRIC

These simplified conversion tables indicate approximate conversions and should not be used where accuracy is required.



Metric Perspective

From nose-point to finger-tip = 1 yard.
From right shoulder to finger-tip = 1 metre.
Length of hand = 1 decimetre.
Length of finger-nail = 1 centimetre.
Gap under finger-nail = 1 millimetre.



The decimal sign in South Africa is to be the full stop. Numbers should be divided into groups of three, counting from the decimal sign to the left and the right. These groups should be separated by a space and never by a comma or any other sign. For example, 259 612.169 315. In numbers less than unity a zero should precede the decimal point, for example, 0.239, not .239

Weight

1 kilogram is approximately 2.2 pounds.

Oz. (av.)	Grammes	Grammes	Oz. (av.)	Pounds	Kilos	Kilos	Pounds
1	28	1	0.035	1	0.45	1	2.2
2	57						
3	85	5	0.176	2	0.9	2	4.4
4	113						
5	142	10	0.35	3	1.4	3	6.6
6	170						
7	198	20	0.7	4	1.8	4	8.8
8	227						
9	255	30	1.05	5	2.3	5	11
10	283						
11	312	40	1.4	6	2.7	6	13.2
12	340						
13	369	50	1.8	7	3.2	7	15.4
14	397						
15	425	100	3.5	8	3.6	8	17.6
16	454						
		500	17.6	9	4.1	9	19.8
		1,000	35.3	10	4.5	10	22

Please note that the following subdivisions are preferred:

Length: 1 000 millimetres (mm) = 1 metre (m); 1 000 m = 1 kilometre (km).

Weight: 1 000 grammes (g) = 1 kilogramme (kg); 1 000 kg = 1 metric ton.

Capacity: 1 000 millilitres (ml) = 1 litre (l); 1 000 l = 1 cubic metre;

1 300 mm or g or ml is therefore written as 1.3 m; 1.3 kg or 1.3 l.

250 grammes (g) = $\frac{1}{4}$ kilogramme (kg) = 10 per cent. more than $\frac{1}{2}$ lb.

500 g = $\frac{1}{2}$ kg = 10 per cent. more than 1 lb.



1 metre is about 1.1 yards.

Length

Inches	Millimetres	Millimetres	Inches
1	25.4	1	0.04
2	50.8	2	0.08
3	76.2	3	0.12
4	101.6	4	0.16
5	127	5	0.20
6	152.4	6	0.24
7	177.8	7	0.28
8	203.2	8	0.31
9	228.6	9	0.35
10	254	10	0.39
11	279.4		
12	304.8		

Area (1 square foot = 0.09 square metres)

Morgen	Hectares	Hectares	Morgen	Acres	Hectares	Hectares	Acres
1	0.856	1	1.1	1	0.4	1	2.5
2	1.7	2	2.3	2	0.8	2	5
3	2.5	3	3.5	3	1.2	3	7.4
4	3.4	4	4.6	4	1.6	4	10
5	4.3	5	5.8	5	2.0	5	12
6	5.1	6	7	6	2.4	6	15
7	6.0	7	8.2	7	2.8	7	17
8	6.8	8	9.3	8	3.2	8	20
9	7.7	9	10.5	9	3.6	9	22
10	8.5	10	11.6	10	4.0	10	25



1 hectare is almost 1.1 morgen.

Capacity

Gals.	Litres	Litres	Gals.
1	4.5	1	0.22
2	9.1	2	0.44
3	13.6	3	0.66
4	18.2	4	0.88
5	22.7	5	1.1
6	27.3	6	1.3
7	31.8	7	1.5
8	36.4	8	1.7
9	40.9	9	2
10	45.5	10	2.2



1 litre is more or less 0.22 gallons.

Morgen	Hectares
1	0.856
2	1.7
3	2.5
4	3.4
5	4.3
6	5.1
7	6.0
8	6.8
9	7.7
10	8.5
20	17
30	26
40	34
50	43
60	51
70	60
80	68
90	77
100	85
500	428
1 000	856
10 000	8 560

Metres	Metres	Feet	Yards	Metres	Metres	Yards	Miles	Kilometres	Kilometres	Miles
0.3	1	3.3	1	0.9	1	1.09	1	1.6	1	0.6
0.6	2	6.5	2	1.8	2	2.1	2	3.2	2	1.2
0.9	3	9.8	3	2.7	3	3.2	3	4.8	3	1.8
1.2	4	13.1	4	3.6	4	4.3	4	6.4	4	2.5
1.5	5	16.4	5	4.5	5	5.4	5	8	5	3.1
1.8	6	19.7	6	5.4	6	6.5	6	9.6	6	3.7
2.1	7	22.9	7	6.4	7	7.6	7	11.2	7	4.3
2.4	8	26.2	8	7.3	8	8.7	8	12.9	8	5
2.7	9	29.5	9	8.2	9	9.8	9	14.5	9	5.6
3.0	10	32.8	10	9.1	10	10.9	10	16	10	6

1 000 millimetres (mm) = 1 metre (m); 1 000 m = 1 kilometre (km)

(Continued from Page 15)

Special attention will be given to the instruction of adults who have long since left school. The many requests from associations and organisations show that adults are most anxious to master the new system.

But education is only one of the many problems which has to be faced in the change-over. To advise him in this immense undertaking the Minister of Economic Affairs, Mr Haak, appointed a Metrication Advisory Board, under the chairmanship of Dr B. Gaigher. The functions of this board are, briefly, to arrange for the conversion in all sectors to be co-ordinated into an effective national programme; give advice on problems relating to the change-over; examine and correlate time-tables for the conversion in the different sectors; issue national programmes of conversion periodically and plan proper publicity, information and public educational campaigns.

The Advisory Board works in close collaboration with the Metrication Department, which started functioning

in 1968 within the South African Bureau of Standards. The Department has three divisions: the Industrial Metrication Division, dealing with metrication in industry; the Commercial Metrication Division which concerns itself with the metric change in commerce, and the Miscellaneous Services Metrication Division which deals with conversion in all sectors which do not fall under industry or commerce, such as education, hospital and health services, surveying and mapping, the post office, roads and road traffic, the professions and sport. These three divisions operate in close conjunction.

You will remember that the 14th February, 1961, was the date on which we stopped thinking (or did we?) in £ s. d. and switched to rands and cents. National conversion to the metric system has been found to be too complex and the determining of a specific date for the change-over has been considered impractical and specific target dates have been set instead.

The Metrication Board has approved

that conversion in the retail trade will take place from the middle of 1969 to the end of 1972. The system in the miscellaneous services will start taking effect in January, 1971, or, wherever possible, in 1970. As concerns industry the new metric sizes for basic materials used in industrial production will be regarded as standard sizes for these materials from the middle of 1971.

"From the start it has been apparent that the change-over to the metric system will not be effected overnight," said Mr Haak. "It requires efficient organisation and co-ordinated planning for the process to proceed with the least inconvenience and disruption, as the many facets of the national economy are so closely interwoven that a metrication process which is either too fast or too slow in one sector of the service, may adversely affect another sector. Teamwork is of the utmost importance, and consultation, co-operation, co-ordination and communication constitute the four corner-stones of the whole metrication programme."

Verulam Election

(Continued from Page 14)

near the entrance to the offices, to which all the candidates subscribed, and which was shared by all.

The final result of the polling was amazingly close, Mr. Y. S. Chinsamy gaining just one more vote than the former chairman of the town Board, Mr I. G. H. Kathrada. Mr Chinsamy received 1,087 votes to Mr Kathrada's 1,086. At a meeting of the new town board a few days later Mr Kathrada again was elected chairman with Mr Beharee as vice-chairman. Other results of the voting were, in order, Mr R. L. Beharee (1,016), Mr D. V. Moodley (996), Mr G. M. E. Kajee (858), Mr C. P. Naidoo (844), Mr L. Chetty (767), Mr R. B. Bangtoo (572) and Mr J. S. Singh (543).

There was a close tussle for the ninth place between Mr Singh and Mr Hoosen Mohamed, the latter losing by only one vote. The only woman candidate, Mrs Rabia Motala, took 12th place on the list of 18 candidates by gaining 481 votes.



The only woman to stand for election, Mrs R. Motala, congratulates Mr Y. S. Chinsamy on his victory after the election. Mr Chinsamy just beat Mr I. G. H. Kathrada (centre) by one vote.

PHOTO FLASHES

Miss Devi Pillay, who recently won the Durban Indian Surf Lifesaving Club's "Sari Queen" contest, with the Regional Representative and Deputy-Secretary for Indian Affairs, Mr M. W. de W. van Eyssen, who crowned her at the function. The prize of a luxury return trip for two to Mauritius is being sponsored by Lever Brothers. Miss Pillay will convey the good wishes of her community to the people of Mauritius.



The M.L. Sultan Technical College periodically invites prominent sports coaches to visit the College to coach lecture students. Here Major John Short, of the South African Sports Foundation, is seen demonstrating the shot put to (from left) K. Perumal, O. Paruk, S. Sewpersad, and Miss D. Nelson. Major Short, who coaches champion sprinter Paul Nash, visited the College during a lecture tour of Natal, at which he also showed films on the 1968 Mexico Olympic Games.



Many schools have been holding functions to commemorate the RSA Jubilee Savings Campaign. The Potchefstroom Indian High School recently held a prize presentation evening when trophies were awarded to winners in a thrift competition organised by the school. The school managed to win three trophies - the L. G. and L. B. Maharaj trophy for best progress, the Bai Fatima Trophy for the highest marks in the competition, and the Stanley Damp trophy for thrift. This is reportedly the first time that three thrift trophies have been won by any one Indian school in the thrift competition.

The presentation evening also featured a film show on saving, several talks on saving and entertainment by the pupils.

Picture shows Miss H. Motara, thrift organiser at the school, receiving the Bai Fatima Thrift Trophy from Mr P. Uys, of the RSA Savings Service.

VARIETY IN COLLEGE PLAYS

THEATRICAL productions staged by Durban higher educational institutions are showing an interesting variety lately. In recent weeks there have been three notable examples in "*Oedipus Rex*" (by the University College), "*The Winslow Boy*" (by the M.L. Sultan Technical College) and "*Suiderland Suikerland*", by the Springfield College of Education. The last-mentioned is interesting in that it was conceived, written and produced by one of the Afrikaans lecturers at the College, Mrs F. W. Hawkins, primarily as an educational aid for teaching Afrikaans. The other two productions were staged by the speech and drama departments of the respective institutions.

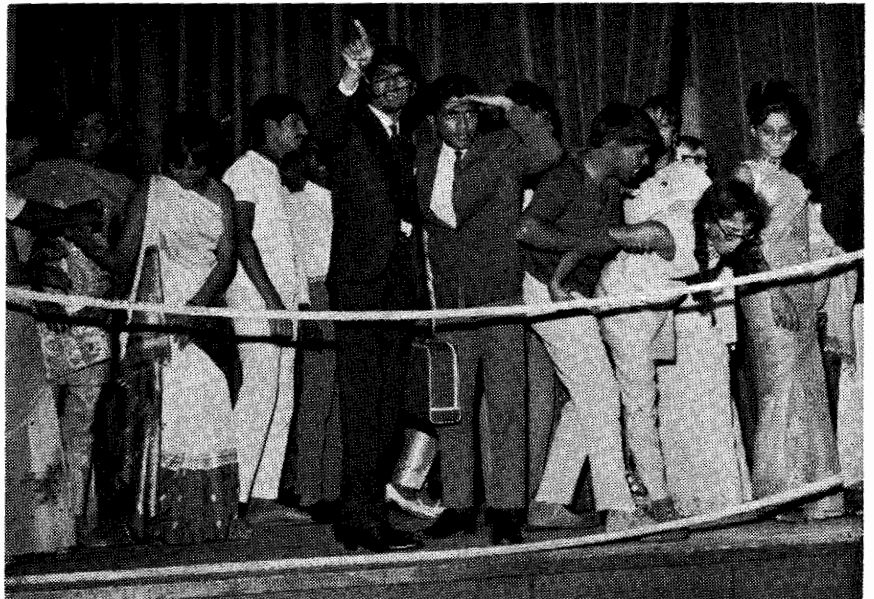
Defining her production as "a modest operetta," Mrs Hawkins said the idea originated from a class project in which students were encouraged to speak Afrikaans to each other. "We do quite a bit of group singing as this is more fun than ordinary lessons," she added, "and so we looked around for a suitable Afrikaans operetta in which all the students could take part. We were not able to find one and so I decided to see if I could prepare one."

The results have been well received. Recently the operetta was performed with great success at Springfield College and the original aim of the production, to students talking Afrikaans, has been very effective.

"Not only has it become fun for the students to talk Afrikaans - snatches from the play are bandied about among them - but I have noticed a general improvement in their



One of the highlights of "*Suiderland Suikerland*", showing the peacock dance, performed to a background of swaying Benares sarries.



There is great excitement on the Indian family's arrival in South Africa. This scene shows some of the cast of 80 having a look at the unfamiliar surroundings from the ship.

language and pronunciation," said Mrs Hawkins.

The play tells the story of a family which emigrated in the 1920's from India to work in the South African sugar cane industry. The departure and voyage from India are enacted, and in the third and final scene they visit a village in Northern Natal where they take part in a festival.

The operetta has plenty of songs and dances – the latter mostly adapted from the F.A.K. song album.

The production of "Oedipus Rex" by the University College is a stylised, ritual one, using large masks as was the practice in ancient Greece. Directed by David Horner, head of the Department of Speech and Drama, the presentation was simple and striking, emphasising the moral tones of the play.

The play is about a man of whom the gods prophesied that he would

The five women of the chorus in "Oedipus Rex" were all second-year students, who wore costumes in a dramatic contrast of black and gold. They wore identical masks and were grouped in formal pattern as they commented emotionally on the action.



kill his father and marry his mother. Oedipus suffers because of two things: his inherited guilt from his parents (because it was they who first defied the predictions of the gods) and because of his supreme pride in the intelligence of man, for the play is a critique on rationalism.

In spite of his faults Oedipus can be admired for his unflinching quest for the truth, whatever the cost of terrible self-revelation, and because he became enobled and chastened by the greatness of soul with which he matched the eternal fates.

The play seems to state that man is responsible for his own actions, and that his actions reveal his ideals. The morality of the Greek mind is heard in the final lines of the chorus:

"Then learn that mortal man must always look to his ending, and none

Robin Singh, as Creon, remonstrates with King Oedipus, played by Yusuf Mansoor, in the University College's production of "Oedipus Rex".



"You're a forger, a liar and a thief," says Sir Robert Morton during the cross-examination of Ronnie Winslow during the play "The Winslow Boy". In the picture are (from left): Linda Naidoo (Grace Winslow), Siddique Anthony (Ronnie Winslow), Judy Padavatten (Catherine Winslow), Krishna Ramdin (John Watherstone). Seated, and asking the family to remain calm, is Shunmugan Padayachee (Desmond Curry).

can be called happy until that day when he carries his happiness down to the grave in peace."

"The Winslow Boy" was recently presented by the M.L. Sultan Technical College Dramatic Society. Mr Sharda Rambaran, chairman of the society, produced and directed the play, receiving able assistance from people such as Mr N. Ojageer, who did the stage set, and Mrs J. Allen, who was responsible for the beautifully made costumes.

"The Winslow Boy," based on a celebrated legal case, concerns a small boy, Ronnie Winslow, who is expelled from the public school, Osborne Naval College, for allegedly having stolen and cashed a postal order to the value of 5/-. The Winslow family, in order to clear their name by proving Ronnie's innocence, engaged the services of a brilliant Irish advocate, Sir Robert Morton. In the actual trial, Sir Edward Carson, the greatest Irish advocate at the time, was engaged.

Sir Robert's briefing on the case leads the audience to believe that Ronnie is guilty but the advocate feels the boy to be innocent and accepts the brief.

Arthur Winslow (the father) makes many sacrifices to ensure that justice is done. His entire family life is disrupted by the humiliation to which the family has become subject. For example, the engagement of his daughter, Catherine, to John Watherstone, the son of an admiral, is broken.

However, in the end justice prevails and the Winslow boy is proclaimed innocent after two long years of legal proceedings.

"We had five performances," said Mr Rambaran. "All played to almost full houses and many people have

"You're destroying yourself, Arthur, and me and your family besides — and for what, I'd like to know?" Grace Winslow (Linda Naidoo) to her husband, Arthur Winslow (Chinniah Naidoo).

"For justice," he replies.

remarked on the students' excellent performances. The players were chosen after much deliberation and worked hard to achieve their eventual high standard.

"Students from the technical division, who assisted Mr A. Mackintosh with the lighting effects, were of great assistance to us."



DEAF SCHOOL OPENS



(Left to Right): Prof. G. K. Engelbrecht, chairman of the S.A. National Council for the Deaf; Mrs C. Fine, principal of the school, and Mr C. M. Bassa, chairman of the Natal Indian Blind Society, seen at the official opening of the new deaf school.

THE DURBAN School for Indian Deaf was officially opened on Saturday, 13th September, by Mr A. M. Moolla, a prominent Durban business man. The function, attended by some 300 people, was held on the school premises in May Street.

Other guests of honour included Mrs A. M. Moolla, Prof. Dr G. K. Engelbrecht, Chairman of the South African National Council for the Deaf, and Councillor and Mrs A. D. Adams.

Prof. Engelbrecht, head of the Department of Social Science at the Indian University College, Durban, said in his address that in the overall objective of rehabilitation as it affected the deaf, namely, the restoration of the deaf individual to his fullest physical, mental, social, vocational and economic usefulness of which he was capable, education formed a vital link.

The opening of this school marked a milestone in the history of education for the Indian deaf in this country and it was unique in that it was the first time that a school for the deaf was being sponsored by a purely charitable and undenominational authority.

Prof. Engelbrecht conveyed the congratulations of his council to the Natal Indian Blind Society and paid special tribute to Mr C. M. Bassa, its

chairman, who, he said, had unfailingly devoted himself to the establishment of the school.

The Mayor of Durban, Councillor Trevor Warman, sent a message expressing his thanks and appreciation of the efforts of the Natal Indian Blind Society which started the school, and wishing the school every success in the future.

In his address Mr Bassa traced the events which had eventually led to the establishment of the School for the Deaf by an organisation which catered for the welfare of the blind.

In 1952 a conference of the South African National Council for the Deaf decided that since, according to statistics then available there were not enough deviates among Indians with defects of sight and hearing, epileptics and cripples to justify the establishment of separate schools, one large school should be erected in Durban which would accept the worst cases of the various handicaps.

The difficulty of obtaining a site large enough for such a school and the recognition of the fact that the number of deviate children was

Young Simladevi Manilall, who attends the deaf school, shows her mother, Mrs R. Manilall (second from right) how she is progressing.



greater than had been thought eventually caused this idea to be abandoned.

Through its liaison with the Durban and District Institute for the Deaf, the Society became aware of the increasing number of deaf children and the establishment of a school for the deaf came under serious consideration. The gaining of sufficient funds had been, and still was, a major problem but responses to the appeal for help had ultimately enabled the Society to establish the school.

"Donations, large and small, ranging from a special grant of R2,000 from the University of Natal Charity Rag, R1,000 from the South African National Council for the Deaf, and R650 from the Hajee A. M. Lockhat Wakuf Trust, to the packet of sweetmeats brought in by an old Indian lady on the first day of the school, have been coming in. The noble gesture of this lady, who, judging by outward appearances, could possibly be in need of assistance herself, was as humbling as it was inspiring," said Mr Bassa.

The school, registered with the Department of Indian Education as a private special school, had been equipped with the best technical aids

for the teaching of the deaf. The aim was to educate and train the pupils to overcome their disability and share in the good things of life which people tended to take for granted. It was an exciting challenge and the Society was confident that the results of the dedicated work of the school's staff would shortly manifest itself.

Mr Bassa remarked on the excellent work being done by Mrs C. R. Fine, principal of the school, and her four teachers, whose only consideration was the pupils of the school. "No school could wish for a more loyal staff," he said.

The absence of hostel facilities had compelled the Society to run the school as a day school and it had become necessary for the Society to transport the pupils, most of whom lived or boarded at distances which made it impossible for them to walk to school. To date the Society had made do with its existing vehicles but it was clear that the school would shortly have to acquire a bus.

The number of children on the waiting list who were not able to be admitted at present indicated that there was still much work to be done



Miss V. Padayachee, a teacher at the school, does hearing training with Prejendra Gangadayaal, one of the youngest pupils in the school. The child is taught to drop one of his blocks into the box on the floor every time he hears the whistle.

if these children were to be given a chance to prove their worth.

"We cannot afford to delay our efforts and we ask for your continued interest and support in our work which is never-ending."

The day *Fiat Lux* visited the new school was a most important one for the little pupils — they had just received their uniforms. The girls looked delightfully fresh in their blue and white print dresses, still crisp and clean.

"Much thought was given to the choosing of the uniform", said Mrs C. Fine, principal of the school. "The dress has a special pocket on the left into which the child's hearing aid fits easily, attracting little attention, and the aid's cord blends with the general pattern." The boys wear grey shorts, white shirts and smart blue and white ties.

The arrival of Mr C. M. Bassa, president of the Natal Indian Blind Society, brought broad smiles and hand-greetings, the children rallied round him to show off their new outfits. His signs of greeting and admiration had many of the children laughing happily.



A class plays with educational toys designed to teach them number concept and colour. This work is used mainly to keep the children occupied while the teacher concentrates her attention on an individual. As children learn to work effectively in groups the use of these toys will gradually fall away.

Mr Bassa and his society are responsible for the establishment of this school for Indian deaf. Last year the society did a survey in Natal and found that there were about 60 Indian children, ranging in age from 3 to 17 years, who were certified deaf. The parents of all these children wanted to send them to a special school.

CO-OPERATION.

"I am amazed at the co-operation received from the parents," said Mr Bassa when questioned about parental response to the work of his society. "When we started a school for Indian blind 15 years ago parents were very reluctant to send their children to a special school. However, the good results achieved by the blind school in the last few years seem to have given parents greater confidence in the organization and its work."

The new school for deaf children is the first of its kind for Indians in this country. Previously Indian deaf children were sent to two schools in the Cape Province, the Dominican School for the Deaf in Witteboom and the Worcester School for the Deaf.

About 75 children from Natal are enrolled at these schools. They will continue their schooling there, but other children whose parents found it difficult for various reasons to send them so far afield, have been admitted to the new school in May Street, Durban.

The school is housed in premises used previously by the M.K. Gandhi Sentamil School. This is, however, a temporary arrangement as plans are afoot to build a much larger school with a hostel and workshops on a 20-acre site in the Newlands-Phoenix complex, just north of Durban. This larger school will accommodate about 150 children instead of the 40 being schooled at present.

The need for larger facilities is evident in the waiting list of 28 children who are seeking admission to the school. "We will shortly be adding another classroom to these premises", said Mr Bassa, "but this will only accommodate another ten pupils. In choosing them preference will probably have to be given to the older children".

The ages of the pupils range from

4 to 14 years. All the children have been deaf from birth and had never uttered an understandable word before attending the school.

GIANT TASK

Try to imagine the giant task that faces the teachers of these children; teaching a child to say a word such as "boy", which seems so simple to us, becomes a task that requires infinite patience and perseverance. For the child has never heard the word, nor any other word pronounced and certainly cannot understand any explanation that the teacher might offer. And so the hard work begins. The basic syllables are learned first and very gradually by means of charts, illustrations and endless repetition the child learns to make the required sound. This can, however, not be achieved without daily exercises for correct breath control and correct lip and tongue movements.

A chart drawn up in the following way may be used:

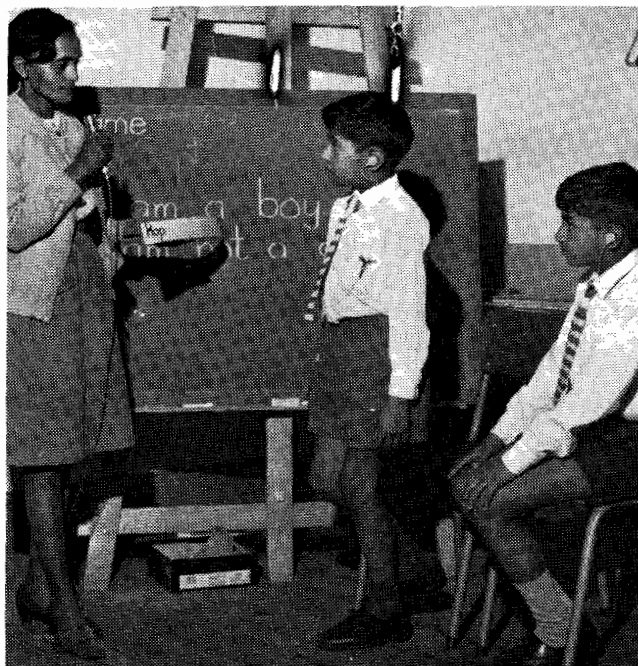
Breath	Voice	Nasal	Mixed
h	—	—	—
wh	w	—	—
p	b	m	r
t	d	n	l
k	g	ng	x
f	v	—	qu

The child learns, for example, that all the syllables in the first column down require breath control. He is taught to practise them with a feather, piece of paper or lighted candle in front of his mouth. If the object flutters he realizes that his breathing is correct. When working down the second column the child holds a hand to his throat so that he can feel the vibrations of his vocal chords.

The columns across the diagram consist of syllables which require the same or very similar tongue and lip positions to be pronounced correctly.



Deaf children can still be happy children! Here they thoroughly enjoy themselves playing "oranges and lemons" during their play-time.



Mrs G. Govender is teaching Igbal (right) and Sulaman Kooreyshe, brothers from the Western Transvaal, the meaning of certain verbs. She shows the boys the written form and pronounces the word clearly into her microphone. If the child understands he will obey the command, as Sulaman does here. Having read "hop" on the card, he prepares to do so.



Little Rehana Mohamed must learn to distinguish between consonants which require both voice and breath control and those which need breath control only. Here her teacher, Mrs S. Naidoo, shows her how to distinguish between the different vibrations in the vocal chords. A great deal of practice and concentration is required to master the technique.

If "p", "b" and "m" are taught in succession the child slowly becomes aware of the part played by the mouth parts, and pronunciation of the syllables becomes slightly simpler.

ACHIEVEMENT

By various means such as this the difficult task of learning to speak is facilitated. The children, of course, have no idea of the amount of learning that lies ahead. To help them assess their learning programme charts are printed in pencil. As a class learns each syllable it is inked in. The inked letters thus give pupils a sense of achievement while those in pencil warn them that there are more to come.

While in the early stages the child is not aware of the loudness of the sounds he is emitting, and as one approaches the classroom one hears an assortment of strange noises at varying pitches interrupted by occasional laughter or an excited shout as a child learns another word.

Says Mrs Fine: "These children are

very much children first and handicapped second. They get up to the same tricks as the hearing child and are certainly as mischievous."

TEACHER CONTACT

But how does the teacher make contact with her children? Each child has a hearing aid which is connected via a special amplifier to the teacher's microphone. This system is known as the loop system. The teacher makes a sound into her microphone and this is perfectly amplified to each child in the loop. Mrs Fine describes the first occasion on which the children had their hearing aids fitted:

"As the system was switched on the children could feel vibrations in their ears, a sensation completely new to them. Many of them immediately put their hands to their ears and moved their fingers up and down as if trying to show what they were experiencing. Now, if ever the system is switched off during a lesson they move their fingers in this way to show that the sensation has stopped."

LIP-READING

The loop-system is, however, only an educational aid and it is most important that the child learns to lip-read as accurately as possible. After only 5 weeks a number of the children can lip-read from their own teachers the words which they have been taught. The art is an extremely difficult one to acquire since each individual uses his or her lips differently and different angles give various impressions of the mouth. Through constant repetition the child becomes familiar with the mouth movements of his teacher and will then gradually learn to adapt to the lip-movements of others.

It is useful to remember that deaf people are never able to hear properly, even with a hearing aid. If you speak to such a person try to look directly at him and mouth your words slowly and carefully. In many cases the hearing aid simply enables the person to pick up a sound, a sign that he should look at you and lip-read.

To the casual onlooker the task which these teachers of deaf children have set themselves may seem very great but they are extremely confident of success. The aim of the school, Mrs Fine told us, was that the children should one day have understandable speech, should be able to read and write and to receive the optimum education according to their aptitudes and handicap. The older children have lost much school time and it is probable that they will be taught some craft or skill with which they can earn a living instead of following an academic education, but younger children, it is hoped, will ultimately be able to follow the normal school syllabus with some adaptations to meet the handicap of the deaf child.

In most cases the older children are progressing more quickly than the little ones but here and there is the child who is finding the work very difficult because his intellectual background is shallow. The parents of deaf children do not always realise the important role they are required to play in the education of their child. As soon as a mother becomes aware of her child's affliction she should start a special training programme. Infinite patience and self-discipline are needed for the child must not be spoilt. The mother who does everything for her deaf child is doing him more harm than good. It is all-important that the child be taught to be independent. Some of the pupils were completely lost without their parents to do the ordinary everyday things for them.

EDUCATIONAL TOYS

Toys which "show" the child something are important for the deaf child. Building blocks, sorting boxes, insert trays and such like teach the child object relations of all sorts. Looking is learning to the deaf and many things of different size, colour and shape should be given to them. In this way the parent can prepare the child and make him more responsive to school education.

The pupils are mostly from Durban though some come from other parts of Natal and two brothers come from as far afield as the Western Transvaal.

Parents can feel assured that their children are receiving the best treatment possible. Not only is the Natal

Indian Blind Society educating them but they also keep a close watch on the general health of the pupils. In the five weeks that the children have been at school each has been given a full medical check-up which included eye and ear tests and necessary treatment is being administered. An honorary panel of expert medical people provides service free of charge to the children.

JOINT EFFORT

"This," says Mr Bassa, "underlines the basic facet of special education in this country — it is a joint effort of the state and the community. This is one reason that special schools are able to continue their good work".

Also on this theme, it is interesting to note that the School for Indian Deaf is the first special school in South Africa not started by a religious group. The volunteers serving the Natal Indian Blind Society are of a variety of religious sects and their work can thus be regarded as coming from the community rather than a specific denomination.

The Society has also been responsible for the hearing aids and

uniforms which the children wear, and it provides early morning milk, mid-morning cocoa and biscuits and a hot lunch for them every day. Where the parents are able to afford the cost of these items they are asked to pay and this extra money enables the Society to do more for the children in other spheres.

This article may have given you some idea of the problems involved in the organizing and teaching of deaf children but Mrs Fine, who taught for several years at a normal school before starting to teach deaf children, maintains that the joys and rewards of teaching these children are far greater than when teaching the hearing child.

"The children are so proud of their achievements and show their appreciation in so many ways one feels that the effort is well worth it," she said.

The children get early morning milk, mid-morning cocoa, and sandwiches and a warm lunch each day. Here Riya-zunnisa Banoo tucks into her sandwich before going out to play.



INTER-COLLEGE SPORTS

A GREAT DEAL of energy was expended on the sportsfields of the Indian University College, Durban, recently at the inter-college sports day in which about 200 sportsmen and -women from the University College, Springfield College of Education and M.L. Sultan Technical College took part. This figure included such sports as soccer, netball, tennis, table tennis and athletics. Judging by the spirit in which the various events were played the players felt the effort worth while, whether they won or lost.

A crowd of about 500 enthusiastic spectators wandered about the sportsfields watching the different events, and it is hoped that on future occasions an even larger number will be there to support their teams.

This is the second year in succession that such an event has been organised by Dr S. F. du Toit, lecturer in physical education at the University College.

"Our aim in initiating this sports day is to improve the standard of sport and interest in it among Indian educational colleges," said Dr du Toit. "Although this is only the second inter-college the number of people willing to train and try for the teams has already increased. This increase applies particularly to the girls, who



L. M. Soni crosses the finishing line a split second before P. Hiranman (both from Springfield College) to establish a new record of 4 minutes 46.1 seconds for the 1,500 metres event. The previous record of 4 minutes 54.3 seconds was held by Hiranman.

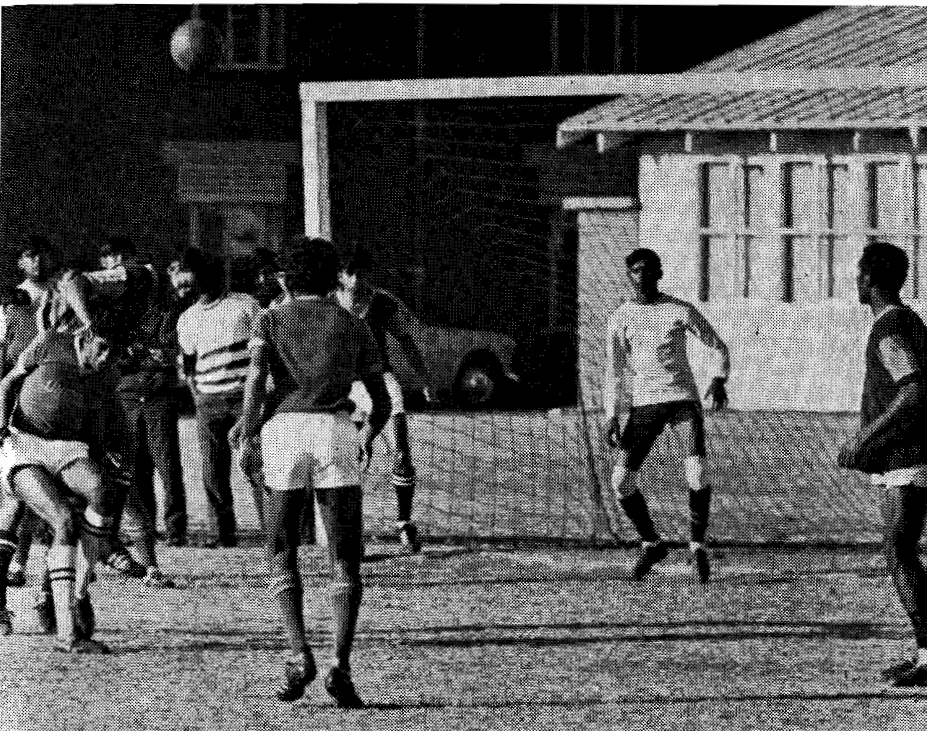
in past years were seldom seen on the sports-field. This year about a quarter of the participants were girls and many of them did very well. The game they like most is netball, the Springfield College team showing particular promise. Next year we hope to see even more girls taking part."

Last year the sports were also held at the University College and Dr du Toit is hoping that these major sporting events will teach the students to organise sport for themselves.

The University College has a Central Sports Committee consisting of the chairman and secretary of each sports club on the campus. This committee, under the guidance of Dr du Toit, who has been chairman of the club since its initiation, and with the help of Mr M. A. van Niekerk, one of the assistant registrars, and Mr. A. Maharaj, technical assistant in the Faculty of Education, organised the events of the day.



The old boys' event always holds the interest of the crowd. Here Mr K. Naidoo (Springbok Athletic Club) narrowly beats Mr J. Mahalingum (M.L. Sultan Track Club).

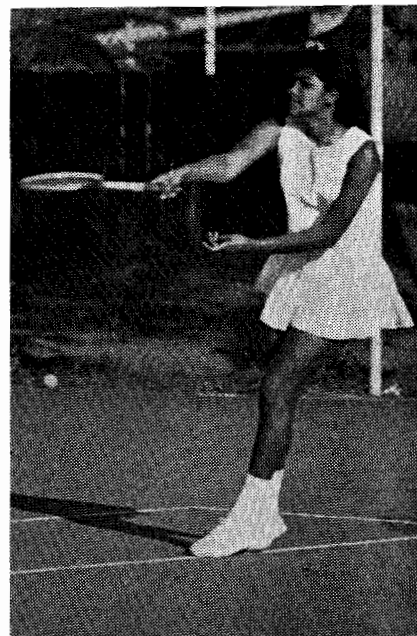
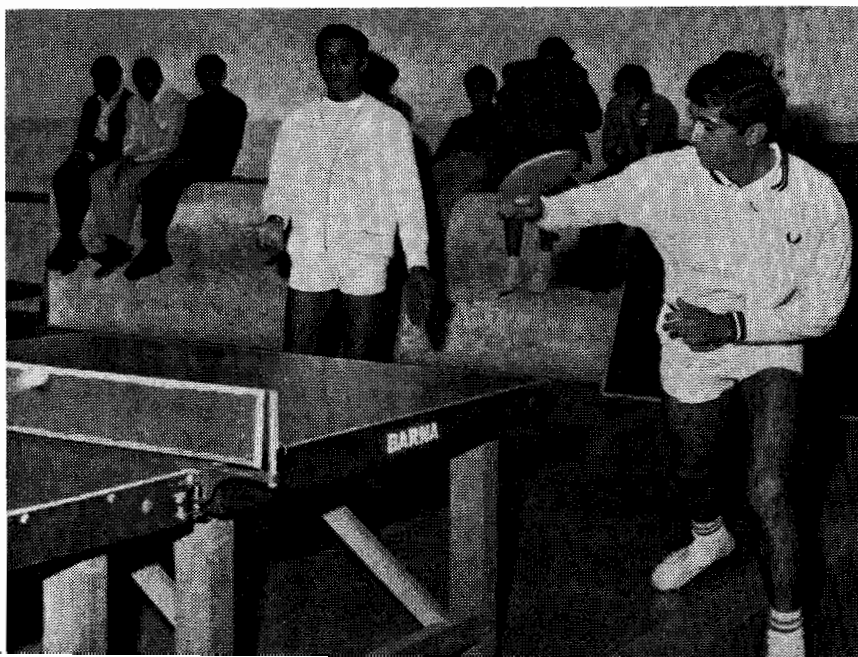


The M.L. Sultan goalkeeper looks not a little apprehensive as the University College players move onto his goal. The ball hangs high in the air, and seconds later University College scored. They went on to win the match 4-2.

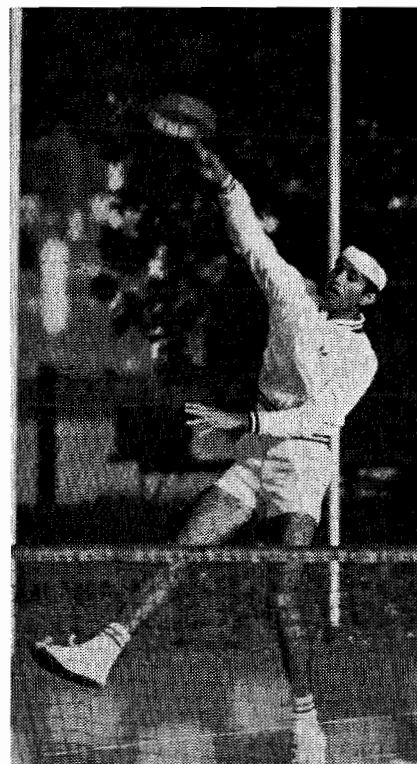
"We have encouraged the students to do as much of the organising as possible and taught them the tricks that help to make things a little easier," Dr du Toit remarked. "I am sure that next year one of the students will be ready to take over the chairmanship".

However, it is possible that the sports will not always be held at the University College. A meeting to be held shortly among the sporting bodies of the colleges will decide whether there is to be a change of venue from year to year. This meeting will also decide on a date for next

The University College No. 1 table tennis seeds, D. Govindjee (left) and A. R. Latib, in action against Springfield College.



Miss P. Naidu, Springfield College of Education, plays her way to victory against a member of the M.L. Sultan College team. Miss Naidu also won her match against the University College.



A. R. Latib, University College, stretches high for the smash which clinched this match against M.L. Sultan for him.

year's inter-college which will suit all the colleges, including the Fordsburg College of Education, Transvaal. This year Fordsburg College was unfortunately not able to attend.

In conclusion to a most successful and enjoyable day a short ceremony was held to present the trophies. The Rector of the University College, Prof. S. P. Olivier, said the authorities at the University College had introduced the sports day because they were aware of the value of sport and sport participation in the general educational process of students.

Winners of the various events received their trophies from Mrs H. Bodasingh. The trophies were all presented to the University College especially for the sports day by Mr Bodasingh, who is a member of the South African Indian Council and of the University Advisory Committee.

The following were the results of the various sporting activities :

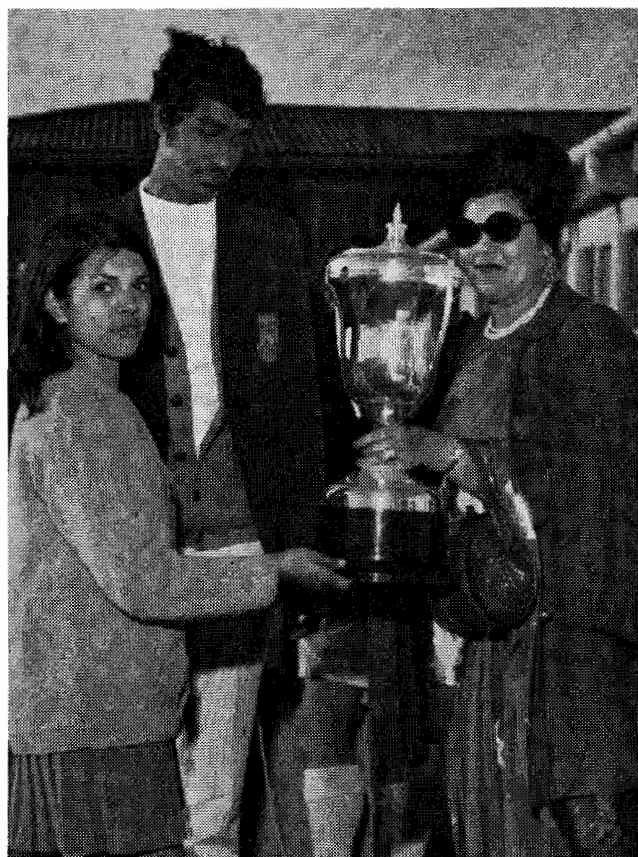


The Rector of the Indian University College, Prof. S. P. Olivier, speaking at the inter-college sports day.

Event	Winning College	Scores :		
		Men	Women	Overall
Soccer	University College.			
Netball	Springfield College.			
Tennis	University College.	Springfield 28	18	46
Table tennis ..	University College.	M.L. Sultan 20	14	34
Athletics	Springfield College.	University 30	3	33



The captain of the Springfield College netball team, Miss V. Gounden, receives the trophy from Mrs H. Bodasingh, whose husband donated the trophies.



Mrs H. Bodasingh presents the composite athletics trophy to the captains of the Springfield College of Education team, Miss T. Ramdhin and Mr P. G. Naiker.

CONFERENCE ON CARE OF THE AGED

THE EMERGING NEEDS and problems of the Indian aged, and how services to protect them and promote their welfare could be extended, came under the spotlight at the beginning of last month at the first provincial conference for Indians on this subject. The conference was held in Durban and was attended by delegates from all over Natal and the other provinces.

Several papers were delivered at the conference and at the close it was decided to accept in principle the establishment of an organisation to protect the interests of and to promote the welfare of Indian aged. This organisation would be representative of the whole Indian community.

In summing up the various aspects covered by speakers before the establishment of the organisation was discussed, Mr B. A. Naidoo, of the Department of Indian Affairs' Social Welfare section, said it was clear that there was support and guidance available from the Department of Indian Affairs and the National Council for the Welfare of the Aged, as well as from leaders of the Indian community.

After discussion, the principle was accepted and a seven-man committee was elected to study the draft constitution (circulated at the conference) in the light of the views and opinions expressed. The committee, which has powers to co-opt other members, is to convene a public meeting at which the proposed organisation can be formally established.

Councillor A. D. Adams, on behalf of the Durban City Council, welcomed the guests, representatives of welfare organisations and members of the public who attended the official opening of the Conference by Mr N. G. Oldfield, M.P.

In his address, Mr Oldfield congratulated the Aryan Benevolent Home for taking the initiative in organising the Conference and made special reference to the increasing interest shown in the special problems and needs of the aged. It was a subject on which there was still much to be learned and there was need for greater understanding and knowledge to be developed.

In referring to the services provided by the State in the interests of the aged of all racial groups in the country, he emphasised the importance and the value of community responsibility and participation. The effective provision of all forms of services on behalf of the aged could be best achieved as a joint endeavour by the State and voluntary welfare organisations working together in partnership. He stressed in particular the increasing emphasis placed on the movement away from institutionalisation of the aged and the significance of their continuation within the community for as long as possible.

He identified five aspects around which services for the aged may be cultivated: better social pensions and grants; provision of adequate and suitable housing and accommodation; a variety of domiciliary services; an effective home health service; and, clubs and service centres.

Mr Oldfield referred to rapid social change, increasing industrialisation and the effects of inflation on an expanding economy as being the main factors generating new problems which affected the aged. These factors, together with the increasing number of aged in all communities, pointed to the need for re-thinking about the aged. A contributory pension scheme was one possible means of ensuring a sense of security for all aged persons. In finally declaring the conference

officially open he said that providing services to the aged was not only a challenge but also a field of service which had much positive value.

Following this opening address a message to the Conference from the Secretary for Indian Affairs on behalf of the Department was read by the presiding chairman.

In this message Mr van der Merwe paid tribute to the Arya Yuvuk Sabha for its institutional services both to the aged and to destitute and neglected Indian children. He extended the Department's best wishes for a successful conference and to the organisation which was proposed to be established.

In his address as presiding chairman and speaking on behalf of the conveners of the conference, Mr H. S. Singh, the chairman of the Aryan Benevolent Home, quoted statistical information on the growing numbers of the aged and the increasing life span of people both in this country and overseas, to show how

At the opening of the conference, the chief professional welfare officer of the Department of Indian Affairs, Mr L. L. Millar, delivered an address on "The Aged in the Indian Community". Here he is seen (centre) with Mr G. N. Oldfield (M.P., who opened the conference) (left), and Mr S. R. B. Naidoo, a member of the South African Indian Council, from Pietermaritzburg.





Seen during an informal moment at the opening of the provincial conference on the care and welfare of the Indian aged were (from left): Mr G. N. Oldfield, Mr M. E. Sultan, who chaired one of the conference sessions, and Mr H. S. Singh, chairman of the Aryan Benevolent Home, which arranged the conference. Mr Singh was the chairman of the conference.

the size of the problem and the range of its relevance has resulted in increasing concern and interest that is being shown on the special problems and needs of the aged. He explained also, that at present services to the Indian aged have been confined to residential care and facilities, with little attention directed to the various forms of health, recreational, occupational, and the range of case work services which need to be developed to ensure the protection and well-being of the Indian aged.

He added that his organisation felt convinced that, notwithstanding recent growth and expansion both in Government departments and by voluntary welfare organisations in the field of Indian welfare, that further services to the Indian aged were necessary.

DEPARTMENT'S SUPPORT

Speaking on behalf of the Department of Indian Affairs, Mr M. W. van Eyssen, Deputy-Secretary and Regional Representative for Natal, congratulated the Aryan Benevolent Home for having taken the lead and the initiative in not only organising this conference but also in working towards the establishment of an organisation which could provide extended welfare services to the Indian aged. He said his Department was interested in the step that was contemplated and assured the organisation to be formed of the Department's co-operation and support. He wished the venture every success and felt confident that with the interest and

concern shown by the Indian people in their own welfare some positive results may be anticipated.

Mrs Z. Droskie, Secretary of the S.A. National Council for the Welfare of the Aged, brought to the conference the greetings and good wishes of her Council and assured the contemplated organisation of its support, assistance and guidance.

The other speakers at the official opening were Mr P. R. Pather, Mr A. M. Moolla and Mr Pat Poovalingam, all of whom supported the idea of the establishment of a representative, community-based welfare organisation which could work for the extension of welfare services to the aged. They appealed to all sections of the Indian community to support the body if it should be formed.

CONFERENCE SESSIONS

Three papers dealing with various aspects on the special problems and needs of the aged and the types of services and facilities that could be cultivated by agencies working in the interests of the aged were presented.

The first of these papers was read by Mr L. L. Millar, the Chief Professional Welfare Officer of the Department of Indian Affairs. This paper covered a wide range of aspects embracing clarification of the concepts of "Old age; the basic needs of the aged; the obligation of grown-up children and the family towards ageing parents as contained in religious injunctions, and the progressive change in the Indian family system and the

increasing need for the creation of community facilities and services."

Mr Millar also stressed the principle of joint endeavour by the State and citizens in ensuring the welfare and well-being of the aged in the community, and the extended legislative provisions designed to this end embodied in the Aged Persons Act, 1967. He also gave statistical details of the State's contribution to pensioners, and described the distribution of Indian pensioners according to the provinces and also the major centres of population concentrations of Indians. He mentioned that there were State subsidies available in this regard and for social workers who might be employed by voluntary welfare organisations that provide services for the Indian aged.

The second paper, by Mr S. Hervey, the Director of TAFTA, Durban, outlined some of the special problems and needs of the aged around three broad aspects — communication, occupation and recreation. In the elaboration of these aspects provided by Mr Hervey he emphasised the importance of individualising the aged in the provision of any services. He also urged the adoption of a positive rather than a negative approach to the needs and problems of the person concerned.

Although there were certain problems and needs which might be regarded as of general concern to the aged in all communities there were variations indicated by differences in cultural factors, family systems, geographical areas, etc. These had to be taken into consideration.

In the third paper, Mrs Z. Droskie, Secretary of the National Council for the Welfare of the Aged, outlined some of the types of services and facilities that welfare organisations working in the interests of the aged could undertake, with special emphasis on aspects relating to non-residential services. She said that attempts to keep the aged for as long as possible within the community should be the guiding principle in any work undertaken on their behalf. In addition to direct services for the aged there was much that could be done by way of education in the community, especially on the importance of preparation for old age.

Special Showing of Savings Film

EARLY IN September a special film show, presented by the Department of Indian Affairs in association with the RSA Savings Campaign, was held in Durban's Shiraz Cinema for the Indian community. The function was attended by the Minister of Indian Affairs, Mr Frank Waring, and other guests of honour. The main film, "Tomorrow Men," stills from which were featured in the September issue of *Fiat Lux*, emphasised the role savings can play in planning for the future.

Welcoming guests to the film show, Mr Waring said the title of the film, "Tomorrow Men," conveyed the idea that today's generation had a responsibility to its sons and daughters to see that they were not left in a wilderness of insecurity and economic stress.

The Minister said that the word "thrift" meant to him not just saving simply for the sake of becoming rich, but discipline in one's life to safeguard the future, both of the community and of the country.

"Just as thrift is one of the most important sources of influence and independence for the individual, so is the sum total of thriftiness on the part of the nation the source of influence and independence for the community and the country as a whole."

The Minister added that the Government realised its responsibilities towards the people and country to ensure maximum welfare and stability and to promote progress and development. Its participation in the Jubilee



Seen welcoming guests to the special showing of the savings film, "Tomorrow Men," for the Indian community, are (from left), Mr A. M. Rajab, Mr M. J. de W. van Eyssen; the Minister of Indian Affairs, Mr Frank Waring, and the Chairman of the South African Indian Council, Mr H. E. Joosub.

Savings Campaign was an indication of this.

"I appeal to you who are parents to inculcate in your children the virtues of saving and the need for the preservation of our assets, both personal and national, as well as the prevention of wastage," he said.

Mr P. R. Pather, on behalf of the executive committee of the South African Indian Council, called on "every Indian" to save, "for in savings lies the greatness of South Africa in finances, in the cultivation of the soil, in industries and labour and the export of the Republic's products".

Thriftiness, Mr Pather said, was characteristic of the Indian people.

He quoted two Tamil sayings to support this:

"Be thrifty and secure grain and cash," and

"Husband your resources and prosper."

"Far from being a borrowing people, we Indians have now reached the stage where we think of investing. This is evidenced by the increasing number of people investing in building societies each year. The other day we were pleased to hear that in one building society a little over R5-million was paid in by Indians during 1968."

Mr Pather added that he had no doubt that the Indian community would in a large measure contribute to the success of the campaign.

SAVE FOR YOUR COUNTRY'S FUTURE



SWITCH ON SAVINGS POWER



and build a better future!



Issued in the national interest
by the RSA Savings Service