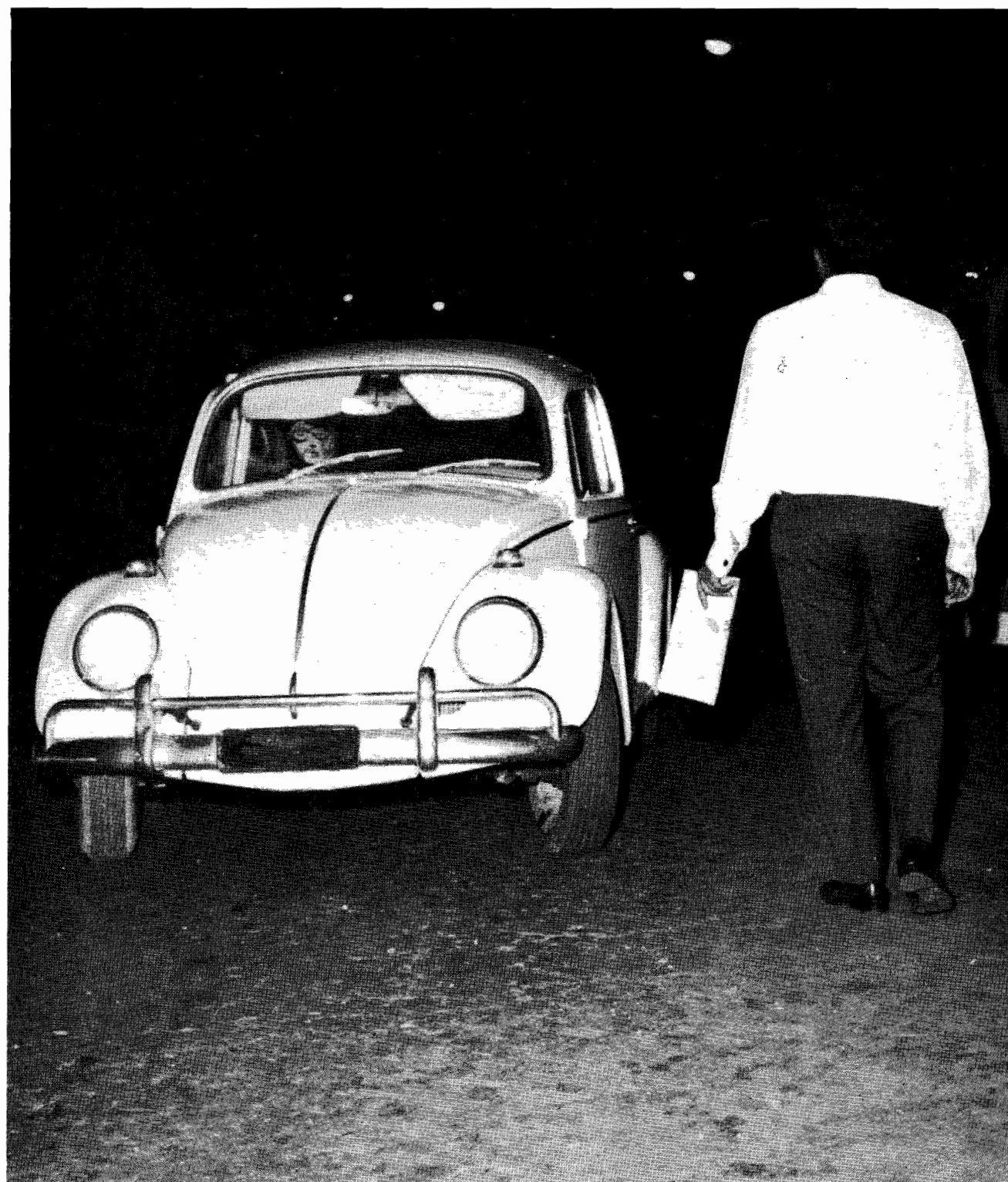


FIAT LUX



SEPTEMBER 1971

VOLUME 6 • No. 7



***Make yourself visible
to motor traffic when walking at night***

FIAT LUX

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FRONT COVER:

Precision Work requires concentration (see page 6).

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OF INDIAN AFFAIRS

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'N MAANDBLAD NAMENS
DIE DEPARTEMENT VAN
INDIËRSAKE DEUR DIE
DEPARTEMENT VAN INLIGTING
UITGEGEE

Artikels of gedeeltes van artikels wat in
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word mits die bron erken word.

In die uitgawe

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

THE EDITOR
FIAT LUX
PRIVATE BAG 4332
DURBAN

Alle briefwisseling en versoeke vir
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DIE REDAKTRISE
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PRIVAATSAK 4332
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education in the 70's

By F. C. W. HAWKINS,
Chief Planner of the Department of Indian Education



(An adaptation of a paper delivered by the author to the Conference of Indian Teachers in the Durban City Hall on 29th June, 1971.)

THE WORLD, particularly the world of education, was shaken by an explosion on the morning of the 4th October, 1957. This explosion launched the first Sputnik. How was it possible that the Russians could have done this? What was wrong with Western education? What was wrong with World Leader U.S.A.? Much was wrong.

Conferences were held and an alarming number of Study Groups and Syllabuses were drawn up. No sooner was a syllabus printed than it was out of date. A new impetus was given to education.

From 1961-63 the Robbins Committee studied Higher Education in Great Britain. This Committee begins its report by stating what it considers to be the aims of Higher Education. It lists four such aims:

1. There should be instruction in skills suitable to play a part in the general division of labour.

Confucius said that it is not easy to find a man who has studied for three years without aiming at pay.

It is this aim which motivates the Department to introduce a wide range of courses and which suggests that such subjects as Typewriting should be taught. It is also what prompts us to think in terms of a school or schools with a technical bias so that we can produce people skilled in trades. There is a place for teaching people how to make things and how to work with them.

But this should never be our only aim.

2. The second aim is that what is taught should be taught in such a way as to promote the general powers of the mind.

It is all too easy for the teacher to tell the child; to issue notes; to dominate the lesson. The child under these circumstances is like a sponge soaking up the material, provided so that at the time of an examination it can be squeezed out again.

There is little change in the sponge!

The task of the teacher is to challenge. The distinguishing characteristic of a healthy education is that it imparts techniques on a plane of generality that makes possible their application to many problems — to use the scientific method to solve a problem in history; to use the principles of set theory to solve a problem in criminology.

It is because of this aim that there is an insistence on the experimental approach, be it in English or General Science or History. It is for this reason that the Departmental High School of the Seventies will have a wide range of specialist rooms properly equipped for the teaching of various subjects. There will be Science Laboratories, Domestic Science Centres, Industrial Arts Centres, Typing Rooms, Music Rooms, Arts Rooms, History Rooms and Geography Rooms, Guidance Rooms in High Schools and rooms for adaptation classes.

3. A further aim is the advancement of learning.



Dr N. van der Walt, Education Planner of the Department (third from left) and Mr J. de Wet Brandt, Principal of Springfield College, listen to Mr B. Mahabir, Lecturer in the English Department of Springfield College, explaining the use of equipment in the language laboratory. Mr S. Pather, the Registrar at Springfield, appears on the left.

We may think that it is not possible for the ordinary teacher to do much to advance learning. He can, however, do much to stultify it — he can kill initiative — he can insist that children copy his set pattern of essay writing. If we, as teachers, make it our aim to improve our own knowledge and techniques so that we can inspire our pupils we will set in motion the mechanism by which learning as a whole is advanced.

I once read:

"Somewhere today is a boy with a dream of world peace hidden away that some future day may leap into full fact"

"Somewhere today is a teacher stirring imagination into the fire that lights up the dreams of youth . . . planting the seeds of character that bloom in great service to mankind."

To this end the Department has planned (and will continue to plan) orientation and refresher courses.

It is clear that teachers can influence pupils for or against teaching as a career.

Mr J. Naidoo, Education Planner, discusses future planning with the Principal of the Centenary High School, Mr N. B. Naidoo.



4. The final aim stated by the Committee is the fundamental one of **transmission of culture and standards of citizenship.**

This does not mean the forcing of all students into a common mould.

Bruner, in that excellent book "The Process of Education", supports the contention that the proper function of education is to provide that background of culture and social habit upon which a healthy society depends.

He says that one of the aims of education is to develop in the child an interest in what he is learning and with it an appropriate set of attitudes. If one can arouse curiosity and teach the children how to solve their own problems one has gone a long way.

When one considers this group of aims one realises that such subjects as Literature, History, Geography, Music, Art, Guidance, and Religious and Moral Education must play an important role.

The Department has already shown its concern as far as this direction is concerned by listing the wide group of courses already mentioned.

There is a move towards a different pattern of education which implies a wider spectrum of subjects to be taken by all pupils to the end of Standard 7 so that this aim of transmission of culture and standards of citizenship can be facilitated. The Educational Planning Section is busy studying the implications of this move and it can be anticipated that education in the seventies will be moulded with this aim in view.

DIVERSIFICATION

Coupled with a recognition of this aim is the recognition that children differ from each other and that it is, therefore, necessary to make provision for different courses leading to the Senior Certificate Examination.

The possible provision of different schools for different directions of study is being investigated. Some of these have already been mentioned.

The Joint Matriculation Board has recognised that its requirements for



Matriculation Exemption have been too narrow and the requirement that a child had to pass Mathematics or a third language has, for example, been dropped as from November / December, 1972. Further changes regarding **diversification** are being considered and will in all probability come into operation during the seventies. These changes will enable children to Matriculate according to their own specific abilities.

It has now been approved that the Department of Indian Education may institute its own Senior Certificate Examination in 1972. As is the case with all Examining Authorities, standards will be safeguarded.

These changes need much preparation. Syllabuses have to be changed, schools must be equipped and textbooks must be prepared.

If Indian Education is to benefit by the proposed changes it is necessary that students of the best quality come forward in order to become teachers.

Think of the traditional teachers in Indian society — a man of knowledge — mature in wisdom — respected by his fellow men.

In 1966 the Indian school population of Natal was as follows:

Primary	116 306
Secondary	17 039
Total	133 345

Five years later it is:

Primary	108 221
Secondary	36 847
Total	145 068

The decrease in primary numbers can be left out of consideration. It is due to the passing of the "platoon bulge" which is well known.

The increase of nearly 17 per cent per annum in the high school population is what is really interesting. That the Department has been able to cope adequately is due, in the first



Mr J. G. Nieuwoudt, Education Planner, demonstrating to teachers a speech lesson through the aid of a balloon. The pupil in the picture is Ian Christie and the teachers (from left to right) are: Mrs G. Govender and Miss B. M. Pillay, acting Principal of the Durban School for Indian Deaf. Mrs Govender is Ian's class teacher.

Mr R. Pienaar, Education Planner, on the site of the new St. Aiden's No. 2 Primary School in Durban, instructing the building foreman.

place, to the efforts of teachers who have been drawn from the ranks of primary staffs to undertake a difficult task.

Secondly, zoning measures adopted by the Department have helped because they were thus able to house this influx.

And thirdly, the Department's vigorous building programme contributed its share.

WHAT IS THE FUTURE?

It is estimated that the Indian school population in 1980 will be as follows:

	Natal	Transvaal	Cape
Primary	119 900	16 070	4 000
Secondary	70 500	9 430	2 300
Total ..	190 400	25 500	6 300

It will be clear that our future problems will be centred around high schools where the pupil population may double during the seventies.

- New high school buildings have been programmed in order to cope with the situation.
- Diversification of courses is planned for these schools.
- Financial provision is being made.
- The Springfield College of Education will be enlarged during the seventies. It will be a beautiful College with a hostel.
- A second College is on the programme.
- The University of Durban-Westville is being geared to supply teachers.
- The M.L. Sultan Technical College is prepared to supply specialist teachers.
- The Departmental Consultative Committee on Teacher Training, on which members of this Association serve, has planned well ahead.

- **Money** is available for financing students.

Whereas we have at the moment about 1 000 students training to be teachers, we will need to have about 2 000 in training in 1980. This means about 7½ per cent per annum increase. More than half of these will be needed for secondary classes.

SPECIAL SCHOOLS

When the Department of Indian Education assumed the responsibility for the education of Indian children one special school existed — the Arthur Blaxall School for the Blind.

The position now is the following:

1. The School for the Blind has moved to Pietermaritzburg and is now called the New Horizon School.
2. A School of Industries for boys has been established at Newcastle and it has been expanded.
3. A School for the Deaf has been established and it is now so well established that it needs new permanent premises.
4. Special classes have been established at many schools and the University has instituted courses in Remedial Education.

One of the Educational Planners is working practically full-time on advising teachers in these special schools and planning new approaches to the education of handicapped children.

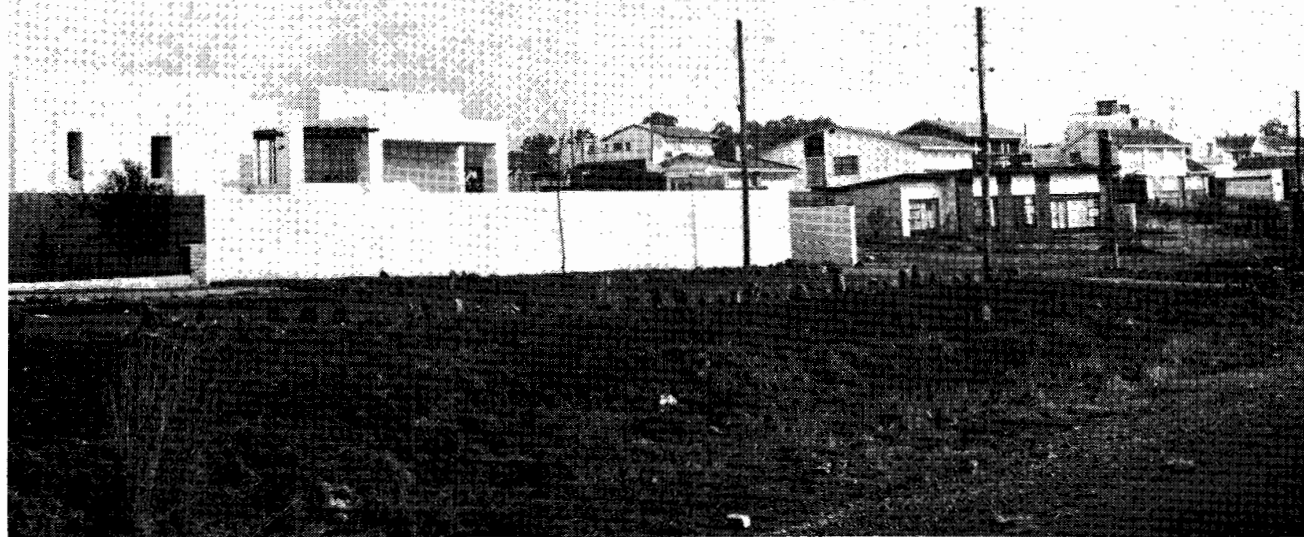
There is much to be done but new developments in this field can be expected in the seventies.

ADULT EDUCATION

The M.L. Sultan Technical College has done sterling work in many fields, including that of adult education. The Department is well on its way to assuming responsibility for this important aspect of education. Again there will be advances and widening of the scope of activities in regard to adult education in the seventies.

Audio-visual education will receive much attention in the seventies. The Educational Planning Section will do its best to keep abreast of the latest developments. A large number of aids have been made available to Indian schools and this must again be taken as a pointer to the future ●

THE INDIAN COMMUNITY IS SETTLING DOWN IN LENASIA



TREMENDOUS initiative has characterised the Indian people of South Africa for many years; their contribution to South Africa's economic growth has been significant, despite their comparatively small number — round about half-a-million — roughly three per cent of the total population of the Republic.

Indians came to South Africa in the first place mainly as labourers; today they are prominent in industry as well as in the wholesale and retail trade. Over the past ten years in particular, their enterprise has extended into the field of industry, the number employed in manufacturing increased more than 60 per cent between 1960 and 1964. In the past decade Indian involvement in industry has more than trebled; the number of Indian-owned clothing factories alone has increased tenfold

in the past generation. By 1978 South African Indians are expected to have 50 million rand invested in light industry.

Indian development in South Africa has taken a major step forward with the founding of a bank financed and staffed by Indian enterprise. The establishment of this bank reflects a pattern of diversification undertaken largely on the initiative of the Indian people themselves.

As in other centres of the Republic, the Indian community of Johannesburg, commercial Metropolis of the Republic, is contributing its share to the economic and social growth of the country. The greater part of the Johannesburg community reside in the township of Lenasia, in extent 3 000 hectares (3 500 morgen) some 29 Km from the centre of the city. With modern transport conveniences available, business men are able to travel to and from their homes while

their families live in restful urban living conditions.

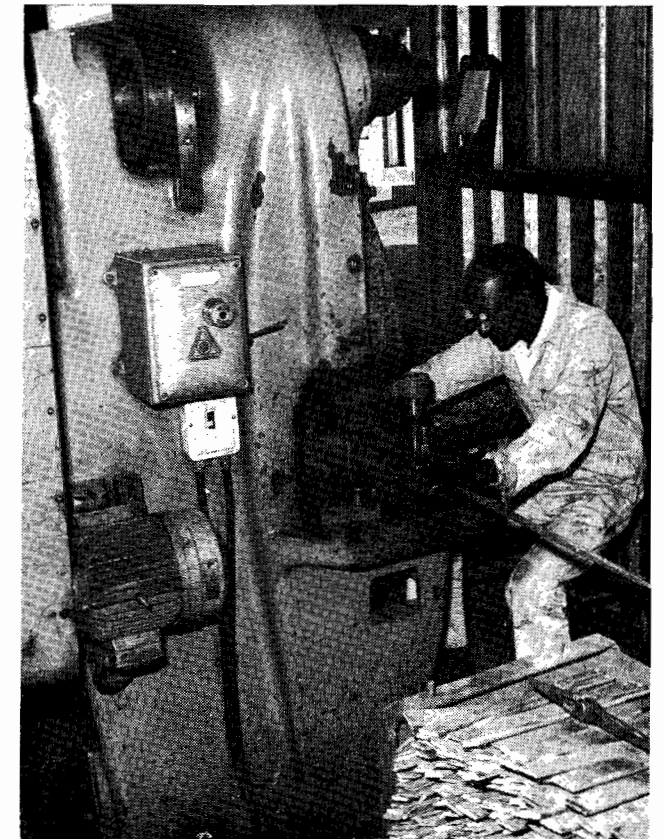
CONSULTATIVE COMMITTEE

The township of Lenasia is controlled and managed by the Johannesburg City Council which is guided and advised as to the needs of the residents of the area by an Indian Consultative Committee. This statutory Committee which held its first meeting on the 27th January, 1970, works in close co-operation with the Johannesburg City Council. The present composition of the Committee is as follows: Chairman, Mr V. Govender; Vice-Chairman, Mr O. Joosub, Messrs C. Pillay, S. M. Vania and S. Govender, members. The Committee is assisted in its deliberations by senior officials of the Johannesburg City Council who afford it all possible guidance in the various matters dealt with by it. The Committee is the forerunner of a fully-

Cutting the teeth of a file by means of a very sensitive machine is no problem for the weaker sex!



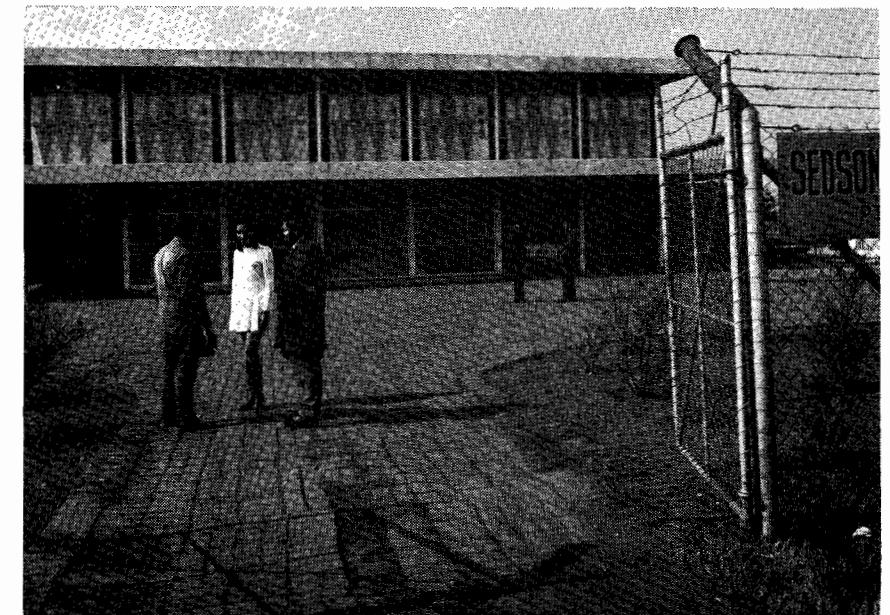
The birth of a file! A piece of steel is cut into measured lengths and is then processed through the different machines to emerge as the useful article which everyone knows as a file.



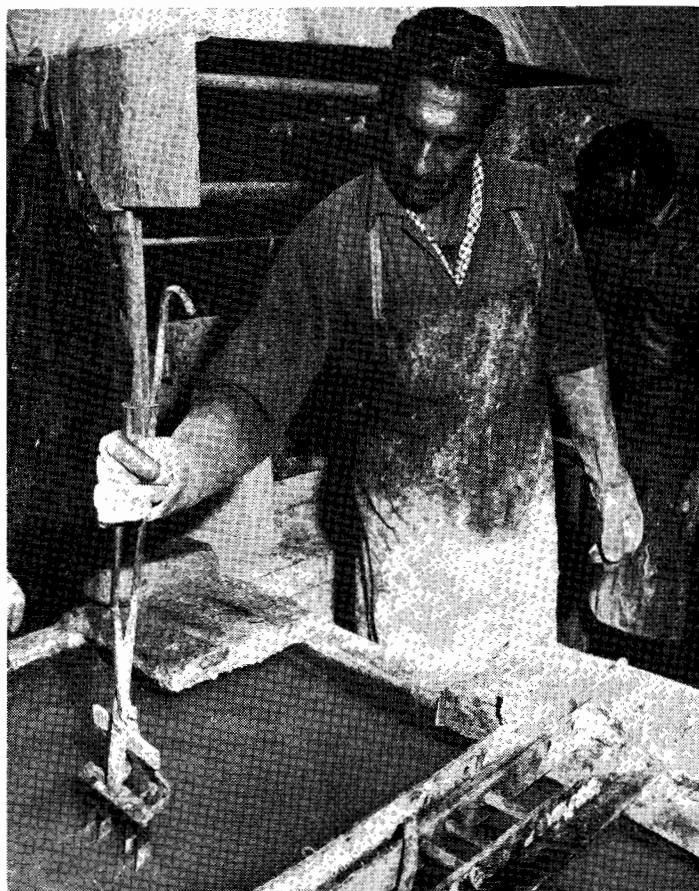
fledged Indian local authority which will eventually assume full control and management of the area.

Many plans have been laid for the future development of Lenasia with regard to construction of pavements, roads, stormwater drainage, cemeteries, sports stadia, community centres and for the increasing of recreation facilities.

The City Council found the existing roads, etc. in a still somewhat undeveloped condition upon incorporation within the municipal area of Johannesburg on the 1st of January, 1970, and every effort is being made in conjunction with the City Engineer to improve the situation. It must be borne in mind, however, that to merely construct a pavement on one side of each road throughout Lenasia and extensions will cost about R45 000. The City Council provides and pays for the services of street lighting and street cleaning.

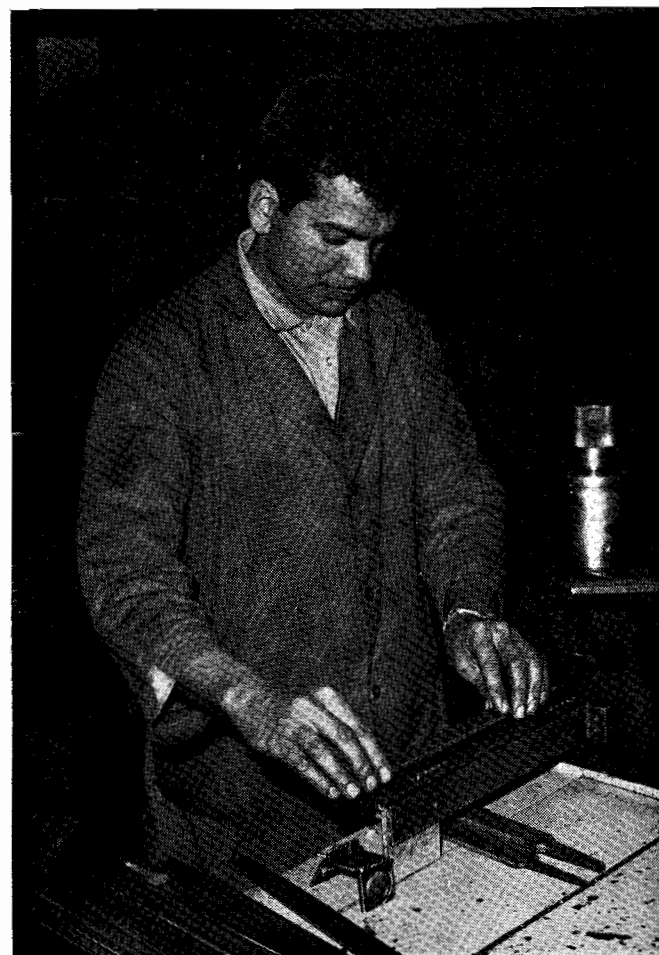


Sedson Industries, a factory operating in Lenasia, is the only South African engineering firm manufacturing pliers and files. A view of the factory and well kept grounds.

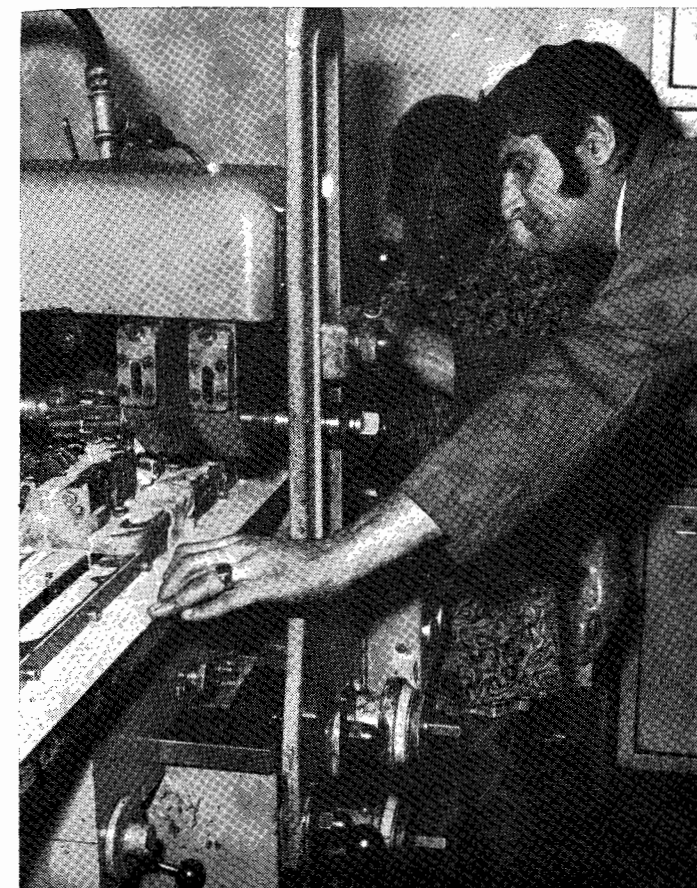


Mr K. M. G. Bagdadi, foreman and toolsetter in the cutting section of the file factory in Lenasia, makes a final inspection.

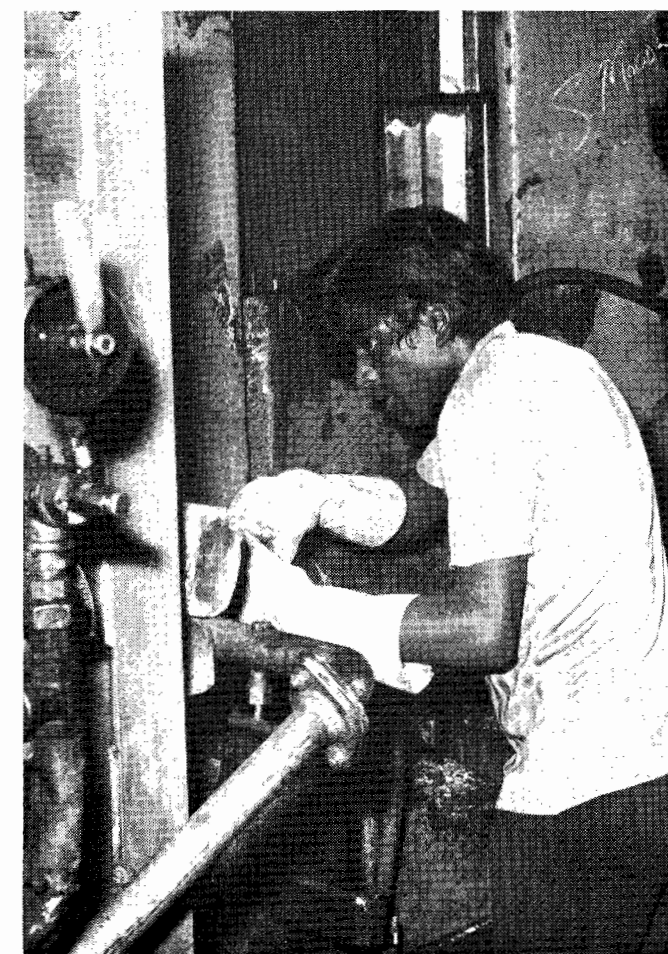
A combined process of straightening, hardening and tempering leads to a perfect product.



Mr M. Patel, foreman and toolsetter in the plier section of Sedson Industries, explaining technical procedure to one of his assistants.



Forging steel preparatory to turning it into pliers.



Electricity, besides being needed for lighting purposes, is also needed for cooking and water heating in Lenasia and this has led to the establishment of 5 brick transformer houses at a total cost of R7 500 to meet this demand. In addition the construction of these buildings has been of a specialised nature.

The estimated total cost of amenities that have been commenced, and cost to date, are the following :—

Civic Centre	± R291 000	R200 000
Avalon Cemetery	± R225 000	R20 000
Horticultural Development	± R60 000	R10 000

Recreational Facilities	± R142 000	R20 000
Plant and Machinery (Cemeteries)		R20 000

The cost of : The Cricket Oval ± R20 000 with an annual recurring expenditure of ± R3 500.

The five open sportsfields ± R8 000 with an annual recurring expenditure of ± R3 500.

Four tennis courts (2 double courts) ± R4 000 with an annual recurring expenditure of ± R1 800.

The Two Children's Playgrounds ± R8 000 with an annual recurring expenditure of ± R2 500 and

The Park Development ± R2 000 with an annual recurring expenditure of ± R800,

making it a tidy sum of money involved, when one takes into consideration that most of the funds must be obtained from the Council's Rate Fund, built up from taxes received from the old existing residential areas, while Lenasia ratepayers have not yet made any substantial contributions to this fund.

BURSARIES

The City Council of Johannesburg, Coloured and Asiatic Division annually provides the following bursaries for Asians :—

4 Secondary School bursaries of R60 a year for a maximum of

four years to approved Asian pupils.

1 Medical bursary of R600 a year for six years for Asians at an approved University.

1 Social Science bursary of R600 a year for four years for Asians at an approved University.

In addition various "Grants-in-Aid" are given annually by the City Council to various institutions, to assist in the Welfare of the Indian community. Approximately R10 000 was given last year. Persons in need of welfare or advice in legal matters, family planning or marriage guidance, are reminded that many institutions exist which receive "Grants-in-Aid" and on application will be directed

to the institution concerned.

The Lenasia Indian Library which was taken over when the Southern Areas were incorporated until then was open for very limited hours, and has now greatly increased its hours of usage.

Apart from Government and Council developments in Lenasia, private enterprise is flourishing.

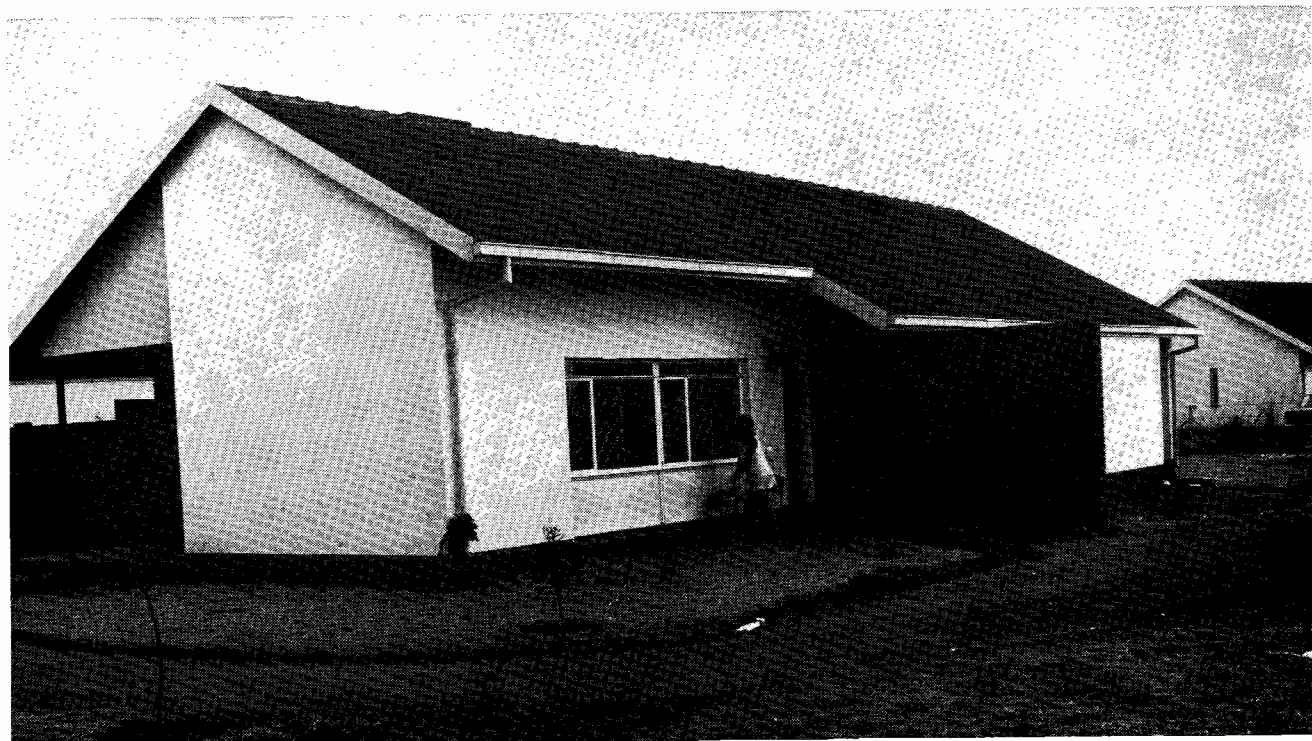
ENGINEERING FIRM

An Indian engineering firm situated in Lenasia, close to the Lenz station was started in 1965 and now in full production, is saving South Africa large amounts in foreign exchange by making her self-sufficient in the supply of essential tools such as files and pliers. At the moment this firm

is contemplating venturing into other industrial fields. It has been the aim of the management to make use of Indian brain and manpower in its future enterprises. At the moment two of the three senior positions in the technical management are in the hands of Indians. Mr M. Patel is Foreman and Toolsetter in the Plier section whilst Mr K. M. G. Bagdadi manages the Cutting section of the File Factory. The only European in the employ of the concern is Mr W. J. Reynecke who is Foreman and Overseer in the Forging section of the File Factory.

HOMES

The Department of Community Development which is responsible for the provision of housing in Lenasia,



has made great strides with the various projects aimed at providing low cost housing to all levels of the community.

One hundred and seventy-five of the better type houses for the middle and upper income groups selling at prices ranging from R9 500 – R11 100, according to the design and size of the house have thus far been built. Another 56 are under construction.

A less superior type of house in the price range R5 000 – R6 000 is also being provided. Forty of this type of house have already been sold, whilst another 175 are in the course of erection.

Two other very popular types of houses known as the “Rainbow” and “Eldorado” were also made available in the price ranges R4 000 – R6 000 respectively. These are three bedroomed houses, built according to one specific plan.

Two bedroomed houses known as the “Greyville Type” have been provided for the lower income economic group. These houses are not sold but are leased at between R8,00 and R18,00 per month.

Four hundred sub-economic units, varying from two to four rooms,

(Above): Typical of the less expensive houses with sufficient ground to make an attractive garden.

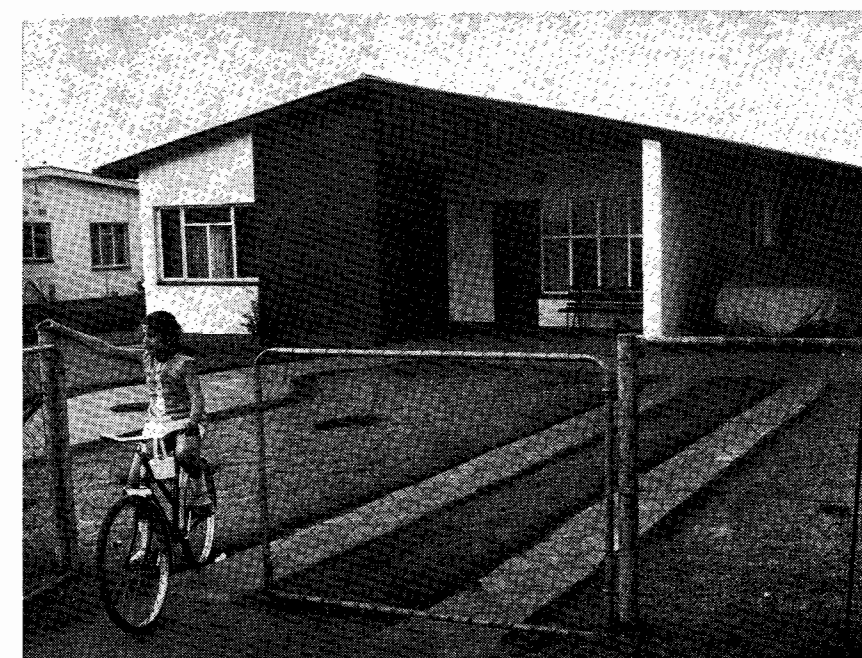
(Below): Mr Goolam Dadabhay, one of the directors of Sedson Industries, and his accountant, Mr S. Choonara, descending the staircase into the foyer of the factory.



with monthly rentals ranging from R1,80 to R11,00 have been provided for persons falling within the sub-economic group.

Apart from these houses built with funds provided by the State, private enterprise has been responsible for the erection of 900 very fine homes with prices ranging from R8 000 to R60 000. This progress is proceeding apace as is evidenced by the building inspectors' report for the month of June, 1970, which reveals that during that month building operations to the value of R181 310 were commenced in Lenasia, whilst work to the value of R55 000 was completed. Plans passed during the same period reflect an estimated expenditure of R101 400 on new dwellings and alterations to existing dwellings.

In the years that have passed since Lenasia was set aside for Indian occupation much has taken place and a vast deal more is planned for its future to make it a township of which the Indian people of Johannesburg can be justifiably proud ●



(Above): With a good bus service at his doorstep the head of this family can safely leave his car at home. The neatly constructed fence safeguards his children from road accidents.

(Below): Whilst father is at work mother and children take a stroll in their garden.



ONS SKOLE SING.... deur e.w. albertyn [inspekteur van skoolmusiek]



DAAR WORD GEDURIG gevra of die Indiërleerling enige musiekaanleg het en wat die Departement van Indiëronderwys op dié gebied doen.

Die kardinale fout wat buitestaanders en oningeligdes gewoonlik maak is om die Indiër se musiek en musiekmaak te beoordeel volgens die Indiërmusiek wat gewoonlik oor die radio gehoor word. Vir die hedendaagse Suid-Afrikaanse Indiër is hierdie Indiërmusiek, wat oor die radio gehoor word, iets wat hom heeltemal koud laat want dit is 'n kruising tussen Indiërmusiek en die musiek van die Westerling.

Die sogenaamde verwestering word in baie vertakings van die Suid-Afrikaanse Indiër se lewe aangetrof — veral onder die jonger geslag. Musiek is beslis een van

hierdie vertakings wat 'n verwestering ondergaan het! Onder die kultuurvaste en dikwels meer gelate Indiër word die tradisionele musiek en danse nog in ere gehou. Die tradisionele Indiërmusiek swig egter geleidelik voor die moderne, ritmiese musiek van die hedendaagse orkeste. Fatima Meer beskryf hierdie toedrag van sake in haar boek, "Portrait of Indian South Africans", soos volg: — "the western idiom as projected through the schools, the cinema and radio, have greater impact, particularly on the emergent generation. Children in State schools are brought up on English poetry and literature, cast in English plays, learn to sing English lyrics and ballads, march to English military music and dance English folk dances. Adults and semi-adults have acquired a taste for the easy rhythm of modern pop music . . ." Dit mag net genoem

word dat in die huidige bedeling daar nie so iets is soos die uitsluitlike Engelse beïnvloeding van die kind in ons skole nie.

Die invloed van hierdie moderne musiek is afbrekend. Dit is hierdie afbrekende uitwerking wat veroorsaak dat die dwelmmiddel-euwel hand aan hand gaan met dekadente musiek — met „popsessies” en met psigedeliese musiek. Sommige ouers beskou hierdie dinge as onskuldige vermaak met die gevolg dat daar oogluikend toegelaat word dat tienderjarige kinders „popsessies” en aanverwante byeenkomste bywoon. Ouers besef nie altyd dat hulle kinders aan 'n subtiële gevaar blootgestel word nie.

Hierdie faktore kan gelukkig teen-gewerk word. Die Departement van Indiëronderwys besef sy verantwoordelikheid en is gevolglik besig met 'n omvattende program om musiek — die soort wat opbou — te bevorder.



Die meeste Indiërouers in Suid-Afrika lewer al hoe meer bewys dat hulle dieselfde sekulêre, algemene onderwys vir hul kinders verkies as wat die Blanke kinders ontvang. Die normale onderrig in Indiërskole in die Republiek behels dus dieselfde vakke as wat in enige ander skool aangebied word. Skoolmusiek kry dus sy regmatige aandeel in die

algemene opvoeding van die kinders in ons Indiërskole.

MUSIEKONDERRIG IN LAERSKOLE

Musiek is 'n verpligte vak in alle laerskole. Vanaf die aanvangsklasse tot en met st. 5 word twee periodes per week aan musiekonderrig bestee. In die aanvangsklasse word musiekonderrig, sover moontlik, deur die



Blokfluit eksamens vir onderwysers is verlede jaar deur 178 kandidate suksesvol afgelê. Hier ontvang vier onderwyseresse voorligting van 'n instruksie, Mev S. Maharaj. Van links na regs op die foto: Mev N. Abrahams, Mev M. Thomas, Mev C. Chetty en langs haar Mev G. Joseph.

klasonderwyser behartig. Hierdie musiekonderrig behels die sing van liedere, ritme, slagmaat, toonhoogte verskille, gehoorontwikkeling, bespeling van instrumente, skeppende aktiwiteite en aktiewe musiekbetuistering. Gedurende die eerste en tweede skooljaar word dit van die leerkrag verwag om seker te maak dat die leerlinge 'n gebalanseerde verskeidenheid van liedjies aanleer. Daar word van die veronderstelling uitgegaan dat musiekonderrig nooit van die aanvangsonderrigprogram geskei mag word nie en dat die liederekeuse derhalwe steeds hierby aansluiting moet soek. Vir hierdie periode word 30 liedere voorgeskryf. Al die liedere word op band vasgelê en aan onderwysers as 'n hulpmiddel, vir die aanleer van die voorgeskrewe liedere, gestuur. Dit word van die onderwysers verwag om die liedere eers self baas te raak, met behulp van die bandopnames, en daarna word die liedere vir die kinders aangeleer. Dit

Liedere word op band vasgelê en dan deur die onderwyseres aan die kinders voorgespeel en gesing. Mev S. Maharaj, van die St. Anthony's Skool in Durban, en haar klas geniet hul musieklesse terdê.

mag net genoem word dat band-opnamemasjiene aan alle skole voorsien word. Hierdie metode het in die afgelope aantal jare besonder goeie vrugte afgewerp. As in ag geneem word dat hierdie onderwysers geen musiekopleiding gehad het nie en dat dit ook vir die oorgrote meerderheid van hulle 'n nuwigheid is, is dit absoluut verstommend om die resultate aan te hoor wat deur hulle behaal word. Aan deursettingsvermoë ontbreek dit nie by hierdie onderwysers nie.

Vanaf st. 1 tot en met st. 10 word musiekonderrig deur 'n spesialis-musiekonderwyser behartig. Hierdie musiekonderwysers het in skool-musiek, by een van ons opleidingskolleges, gespesialiseer. Ongelukkig het musiek in die verlede nie die nodige aandag in ons skole gekry nie met die gevolg dat ons musiekonderwysers nie op hoogte gebly het met die jongste ontwikkelinge op die gebied van skoolmusiekonderrig nie. Die werk van 'n musiekinspekteur by ons departement behels dus nie alleenlik inspeksie nie maar ook is hy verantwoordelik om die musiekonderwysers verder op te lei sodat hulle reg kan laat geskied aan die voorgeskrewe musieksyllabus.

In 1968 is daar 'n begin gemaak met die stigting van skoolkore omdat sang 'n integrale deel van die voorgeskrewe leerplan is. Jaarliks word daar vir elke klas sekere liederes voorgeskryf wat aan al die kinders geleer moet word. 'n Paar weke voor die jaarlikse koorinspeksie deur die musiekinspekteur word kore saamgestel wat uit die beste stemme in elke klas bestaan. Alleenlik die uitgesoekte stemme tree voor die musiekinspekteur op. By hierdie geleentheid word 'n baie afgeronde voordrag verwag. In die eerste jaar (1969) het ons 780 kore gehad terwyl daar verlede jaar (1970) 920 kore was. Die beste kore in Natal kry dan die geleentheid om by 'n spesiale konsert op te tree wat deur senior amptenare van die departement bygewoon word en ook kry hulle die geleentheid om voor die mikrofoon van die S.A.U.K. op te tree. Geweldige vordering is die afgelope twee jaar op hierdie gebied gemaak.



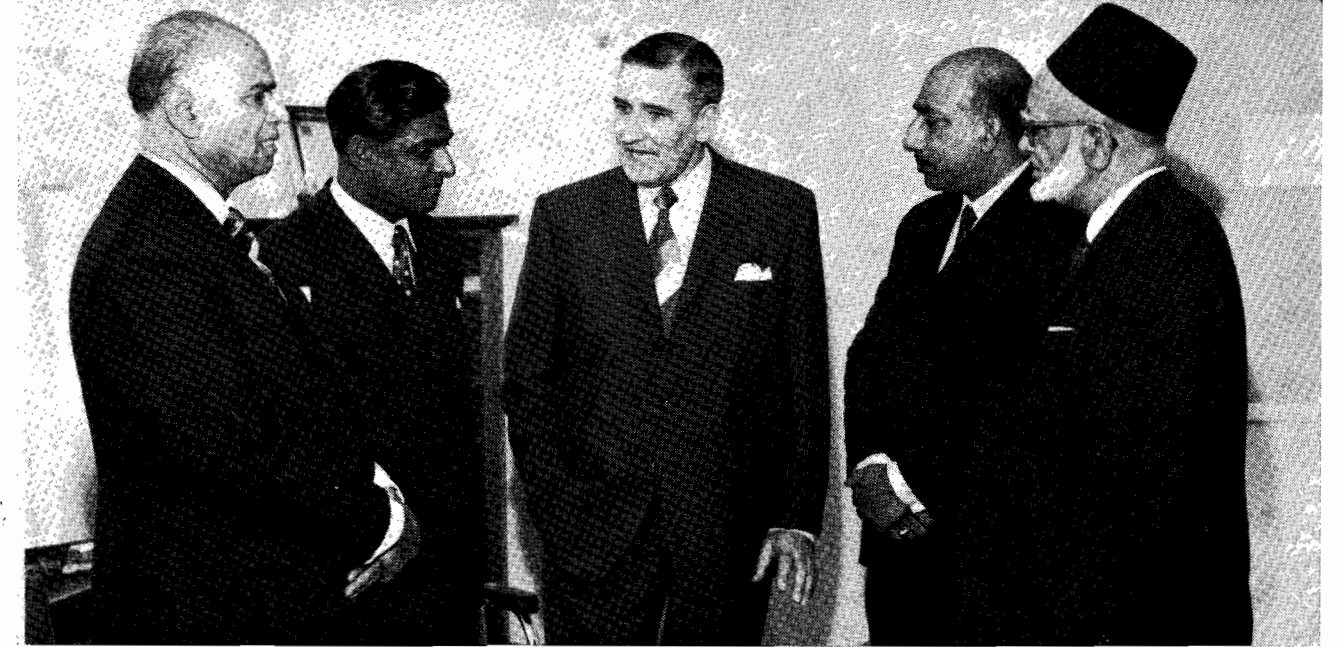
DIE BLOKFLUIT

Vanaf hierdie jaar is daar ook 'n begin gemaak met blokfluitonderrig aan kinders met spesiale musiek-aanleg. Vir hierdie doel is alle skole met blokfluite voorsien. Omdat die groot meerderheid van ons musiekonderwysers nie vir hierdie taak opgewasse was nie is daar, vanaf verlede jaar, blokfluiteksamens vir onderwysers ingestel. Die eerste eksamen was gebaseer op die werk wat die onderwysers in 1971 sou moes doen. Hierdie eksamen is verlede jaar deur 178 onderwysers afgelê. Om onderwysers vir hierdie eksamens voor te berei word daar elke Saterdagoggend klasse vir hulle in Durban en Pietermaritzburg gereël. Daar word gehoop om binne die afsienbare toekoms musiek as 'n eksamenvak in ons skole in te voer.

Die resultate wat tot dusver behaal is, is uiters bemoedigend en in sommige gevalle selfs fantasties. Gelukkig het sommige van ons Indiëronderwysers 'n deursettingsvermoë soos min, met die gevolg dat hulle van 'n skynbaar onmoontlike taak besig is om 'n groot sukses te maak. Dit blyk dat die Indiërkind 'n natuurlike aanleg vir musiek het wat tot dusver nog nie behoorlik ontwikkel is nie.

Ai, die konsentrasie wat nodig is om so 'n ingewikkelde instrument te hanteer!

Alles is maar nog in die beginstadium wat musiekonderrig betref. Oor 'n paar jaar behoort daar groot vordering op dié gebied te wees. Die uitdagings en probleme is geweldig in omvang, maar die opregte waardering en samewerking van die opgevoede Indiër maak die taak baie makliker. Ons is vol vertroue dat ons mettertyd van die Indiër 'n singende Suid-Afrikaner sal kan maak. Om reeds 'n groep Indiërkinders hul volkslied (Die Stem) uit volle bors in Afrikaans of Engels te hoor sing, is 'n ontvinding wat groot indruk maak.



EXECUTIVE COMMITTEE OF SOUTH AFRICAN INDIAN COUNCIL VISITS THE R.K. KHAN HOSPITAL

The Superintendent, Dr J. E. Cawthorne, in conversation with members of the Executive Committee of the South African Indian Council. From left to right: Messrs A. M. Rajab (Chairman), G. N. Reddy, M. E. Sultan and A. G. Khan.

THE CHAIRMAN and members of the Executive Committee of the South African Indian Council recently paid a visit to the R.K. Khan Provincial Hospital at Chatsworth and met the new Superintendent, Dr J. E. Cawthorne and senior members of the staff of the hospital.

The visit of the Executive Committee afforded Mr A. M. Rajab, the Chairman, an opportunity of wishing the first batch of trainee nurses, who were writing their final examinations on the following day, every success. Praising the nurses for the progress they had so far made in their careers, he pointed out that the success of a hospital depended largely on its nursing staff. The R.K. Khan Hospital was an institution of which the Indian community could be justifiably proud, and he called upon the nurses to be dedicated to the very honourable career of nursing which they had

chosen and so uphold and build on this proud tradition.

The Committee were thereafter taken on a tour of the hospital. Members exhibited a very keen interest in the excellently equipped Nurses' College, with all the latest training aids and the very modernly-equipped sterilisation section of the hospital.

The Committee were also shown the new X-ray and maternity block, now in course of construction, which it is hoped will be completed at the end of 1972.

BURSARIES FOR SOCIAL WORK STUDENTS

THE SOUTH AFRICAN National Council for Child Welfare announces that the South African

Sugar Association has again made a sum of money available to the Society for the award of bursaries to undergraduate and post-graduate social work students.

Application, on the prescribed form, should be submitted to the South African National Council for Child Welfare, P.O. Box 8539, Johannesburg, not later than 31st October, 1971.

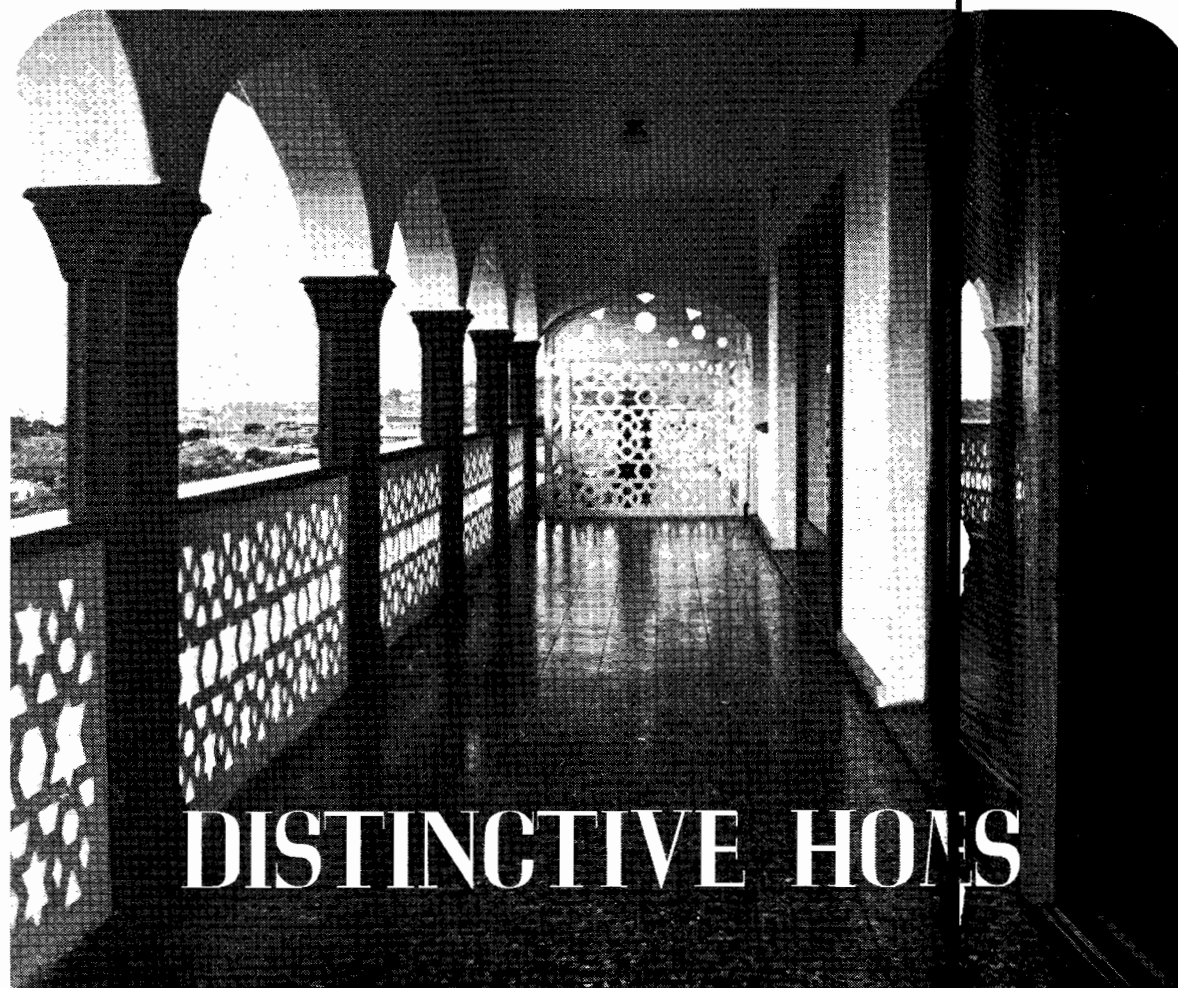
Particulars of the bursaries available and the prescribed application forms are obtainable from the above address.

Readers are requested to mention when applying that they read the bursary notice in *Fiat Lux*. Response to this announcement published in the June, 1970, issue of *Fiat Lux* revealed that the study of Social Sciences is gradually increasing. Bursaries have been awarded to four Indian students at Universities.

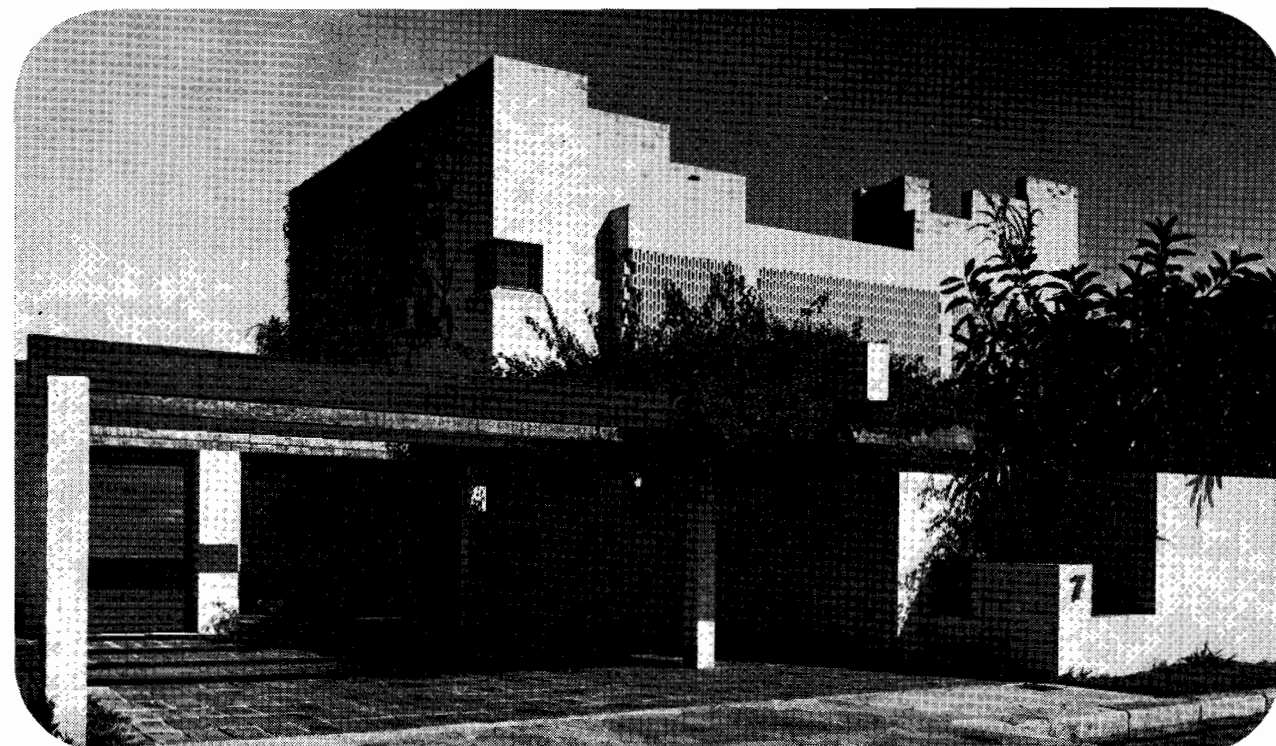
South African Indians are becoming increasingly proud home owners as they grow in prosperity. This can be revealed at a glance as one passes through some of the Indian residential areas.

Owners vary greatly in their tastes and styles as well as in their choice of suburb. Some enjoy the cooler air at Reservoir Hills and Westville with commanding views of the city, while others prefer to move farther away from the hustle and bustle of city life to the peace and quiet that can be found at Desainagar, Tongaat and La Mercy.

Photographs of Modern Houses by kind permission of the Building Design Group of Architects.



DISTINCTIVE HOMES



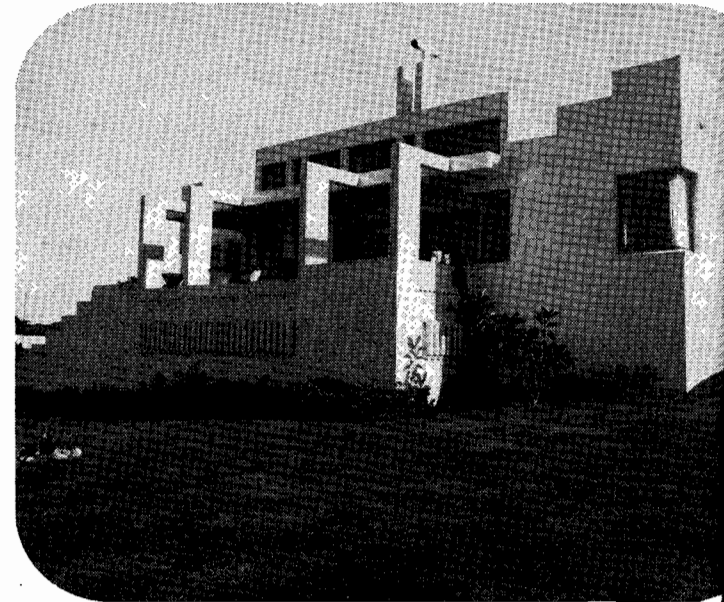
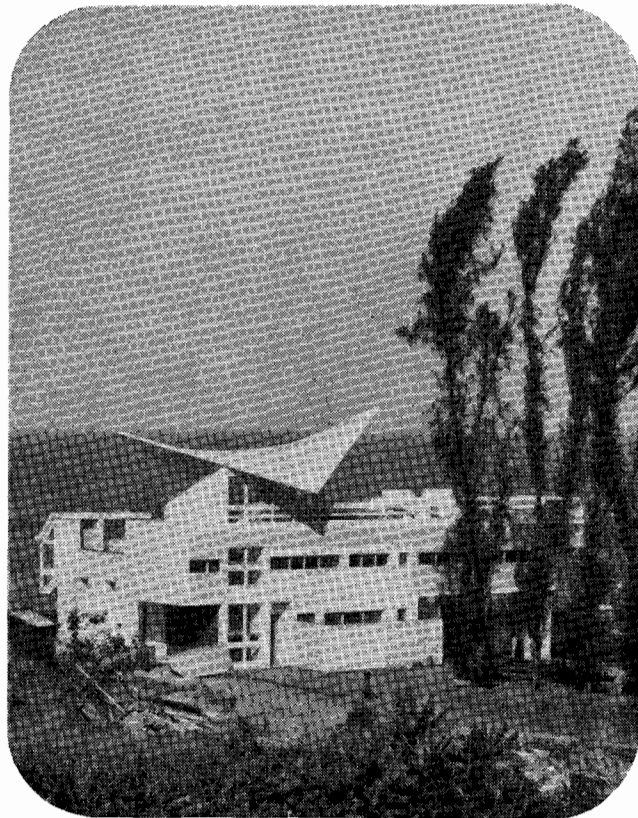
Top:
This house in Reservoir Hills reflects the Mogul architecture. Typical of this style are arched arches, ribbed and segmental and pierced half-screens of the outer walls.

Left:
This beautiful home in Pietermaritzburg reflects the gracious style of living of its inhabitants. Shrubs and wall creepers help to tie the outside of the building together. A stone courtyard in front leads to the gate.

Top right:
Modern Indian architecture is becoming increasingly popular among Indian home owners. This house built to Mr J. N. Reddy at Silver Glen is an ultra modern design.

Right:
An attractive three-storeyed house at Westville with a well-laid out garden. The large windows and gently sloping roof are prominent features. The front driveway leads to a low-level garage beneath the house.





Another modern house, at La Mercy with large picture windows facing the sea provides the owner and his family with an excellent view. The angular columns and white washed walls are typical of modern architecture.

This home at Tongaat with a perfect view of the sea is in the final stages of completion. It features a most interesting style with its square shapes, flat roof and angular protuberance above the roof.

A house with Spanish influence at Reservoir Hills. Here wrought iron balconies, French doors, white walls and tall arches combine to give an impression of spaciousness and luxury ●



A Children's Home at La Mercy

THE foundation stone-laying ceremony of the children's home of the Muslim Darul Yatama Wal Masakeen at La Mercy, North Coast, Natal, took place on Saturday, 12th June, 1971, before a large gathering.

The history of the children's home of this society goes back to 1934, when it was founded by the late M. A. M. Siddiqui. The first home was established at Inanda Road, Sea Cow Lake, in a rent-free cottage provided by the late E. M. Paruk.

A cottage was later purchased in 1937 and the home moved to Jan Smuts Highway, in Sherwood. With the re-zoning of this area, however, the society was obliged to look for a new site. Through the generosity of the township developers of La Mercy, the present site was acquired.

The proposed home will provide accommodation for sixty children, with ample provision for future expansion. The buildings, which are expected to be completed by November, 1971, will cost an estimated R100 000. A building loan for R60 000 at $\frac{3}{4}\%$, payable over 40 years, has been obtained through the Tongaat Town Board from the Department of Community Development.

In welcoming the guests, Mr E. M. Moosa, Chairman of the Muslim Darul Yatama Wal Masakeen, remarked on the fact that this society is one of the oldest in the Republic and that it has played a very significant part in assisting and rehabilitating members of the Indian community who have been placed in unfortunate circumstances.

Before laying the foundation stone, Mr A. M. Moolla paid tribute to the band of young people for rendering such a splendid service to humanity in running a home of this kind. Their care, dedication, love and the time they place at the service of the community's orphan children and destitute people do not go unnoticed.

He thanked the various institutions who donated land, money or time to make the fulfilment of a dream possible.

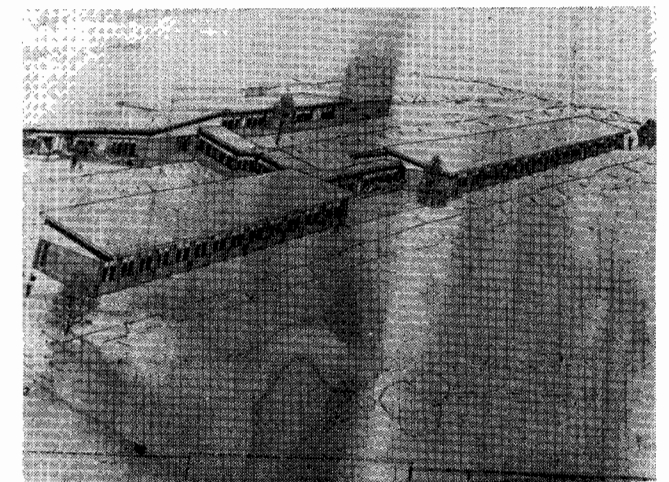
"I join with you all then on this prospect, on this happy day, as I lay the foundation stone of the building yet to be, offering a sincere prayer for all of you as I do so, a prayer for ourselves, a prayer of hope for all the children who pass through the doors and go out into the world as good and law abiding citizens, and a prayer of thanksgiving to Allah for His kindness to us.

"Join me, then, on this occasion as I lay the foundation stone, that it may be strong and firm, laid in faith and trust to the glory of Allah, to His service, now and forever lasting" ●



Mr A. M. Moolla is being assisted in the laying of the foundation stone by Mr Greening, the architect (right).

The architect's drawing of the Children's Home at La Mercy.



NATIONAL ROAD SAFETY CAMPAIGN FOR PEDESTRIANS

..◀1971

STATISTICS recently released by the South African Road Safety Council indicate that there has been a decrease in the number of pedestrians who have been killed as the result of road accidents. During the fortnight commencing 3rd June and ending on 17th June, there were 94 pedestrian deaths in South Africa as compared with 120 during the previous fortnight. In this period

535 people were injured — 90 less than during the previous fortnight. A breakdown of the figures of those pedestrians who met their deaths as a result of road accidents reveals that 70 of the victims were Bantu, 17 Coloureds, 5 Whites, and 2 Indians.

The fact that there has been a decrease in both the number of accidents in which pedestrians lost

their lives and in which pedestrians were injured should not let us be lulled into a sense of false security or complacency. For that reason the South African Indian Council has welcomed the decision of the National Road Safety Council to launch its current Road Safety Campaign.

The Executive Committee of the South African Indian Council has recently held discussions with the Director of Indian Education with a view to gaining the fullest co-operation of teachers and scholars in the implementation of the campaign. The Director has indicated that in addition to the road safety measures at present in operation at Indian schools, he is investigating ways and means of giving a greater impact to the campaign. The South African Indian Council, too, is giving consideration to various suggestions aimed at the full involvement of the Indian Community in the campaign.

Fiat Lux hopes to be in a position to furnish details of these plans in later issues of the journal.

When it is considered that in Durban alone 127 people have been killed in road accidents, 93 of whom were pedestrians, one has sound reasons to be alarmed at the situation. With the ever-increasing volume of traffic on the roads, the situation is likely to worsen unless everybody can be made fully conscious of the urgent need to practise road safety measures.

What are the main causes of road accidents on our roads involving pedestrians? According to information furnished by the South African Police 55 per cent of the accidents were caused by:



If there is a pedestrian crossing always use it . . . don't abuse it.



- People running across streets.
- Stepping from the pavement without first looking to the right and left.
- Not facing oncoming traffic when walking on roads where there are no sidewalks.

Most of the accidents occur between four and seven in the evenings, when traffic is at its peak and when dusk is setting in. The majority of the victims were struck from the left which seems to indicate that they were already half-way across the road and only looking in one direction.

What can we as pedestrians do to avoid being involved in road accidents? The pedestrian accident rate can be markedly reduced by everyone becoming "road safety" conscious and by observing the five golden rules of Road Safety, namely:

- Walk facing oncoming traffic where there is no sidewalk.
- When alighting from a bus, step on to the pavement and wait until the bus has moved on before crossing the street.
- Cross streets preferably at intersections where robots have been installed. When waiting for the traffic light to change, wait on the pavement — *not* in the roadway.
- Make yourself visible at night by carrying a white handkerchief or folded newspaper in your hand.
- Remember the kerb drill — and do it every time you cross a road.

Look right and listen!
Look left and listen!
Look right again!
Walk straight across if all clear!

Remember — Road Safety measures are aimed at saving lives — Practise and observe these measures and save yours and so **KEEP DEATH OFF THE ROADS** ●

The children have arrived at their destination and step off the bus on to the pavement.

Wait on the side of the road and look to see if the coast is clear before crossing to the other side.



SCIENCE AND MATHEMATICS CONGRESS

THE Foundation for Education, Science and Technology held its Second National Convention for Indian Teachers of Science and Mathematics from the 5th to 9th of July at the University of Durban-Westville.



A group of teachers discuss their problems with the lecturers. (From left to right): Mr L. E. Peters, a lecturer from Springfield Training College; Mr Manert Kennedy, from the University of Colorado; Mrs B. Kader, from Southlands High School; Mr V. A. Rama, from Merebank High School; Mr R. Ramdass, Vice-Principal of Klerksdorp High School; Professor George Pimentel, and Mr J. L. Somasundram, a lecturer at Springfield Training College.

Attending the convention were several visiting lecturers from Britain and America. They included Professor George C. Pimentel, Professor of Chemistry at the University of California, Berkeley; Professor Jack Miller, Professor of Physics at Pomona College, Claremont, California; Mr Ian D. Watt, Adviser in Mathematics to the Glasgow Education Department; Mr Manert H. Kennedy, Director of Biological Sciences Curriculum Study (B.S.C.S.) at the University of Colorado.

The Convention involved a series of general lectures, group discussions, film shows and demonstrations. During the discussions the Mathematics, Physical Science and Biology teachers were divided into their respective groups.

The general lectures included the Harvard Physics Project by Professor Jack Miller; Issues in Human Population and Pollution by Mr Manert Kennedy, and Chemistry Education at High School level by Professor George Pimentel.

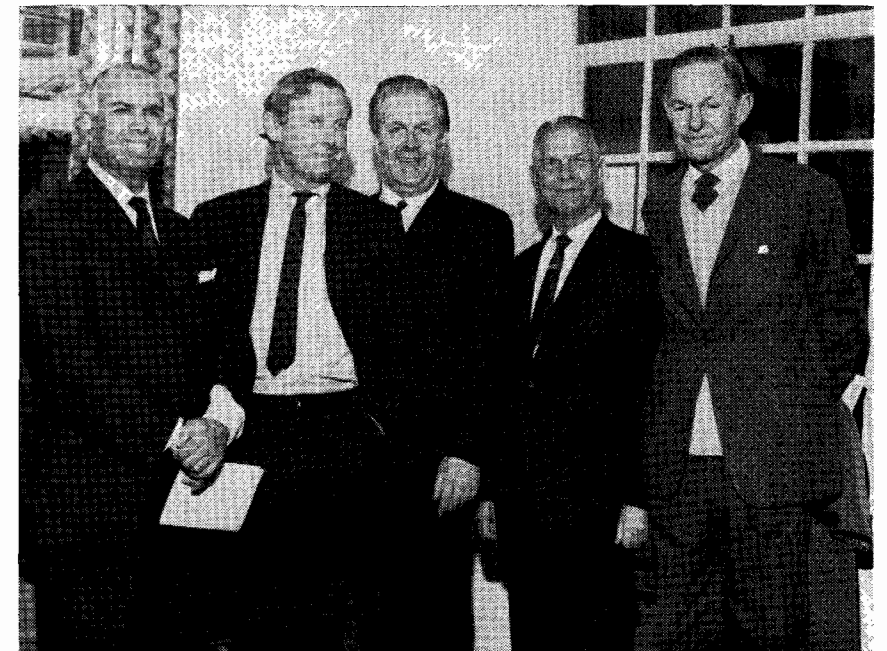
In his opening address, Mr Rajab said that a convention such as the one that was being held provided an opportunity not otherwise available to Indians for dialogue and communication and for an exchange of ideas at a high level, to enable teachers to compare methods, techniques, developments and objectives so that practical means could be found for the clarification of educational problems, in the teaching of Science and Mathematics in schools.

Professor Jack Miller lectured on the Harvard Physics Project produced by the Physical Science Study Committee (P.S.S.C.).

He described the main aims of the course as follows:

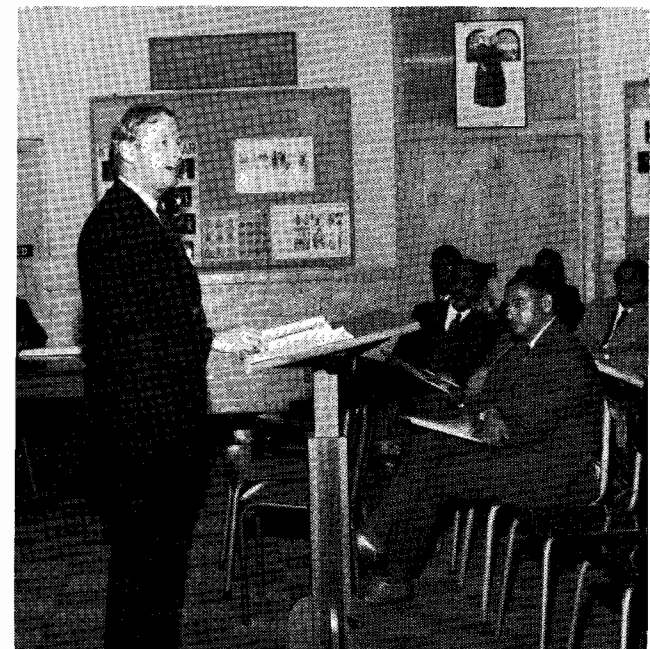
- To design a humanistically oriented Physics course.
- To introduce students to Physics and encourage them to take it as a course.
- To contribute to the knowledge of factors that influence science learning.

The course consisted of a text to be used as an aid but which the students should not be wholly reliant on, a teacher resource book, a laboratory book and six basic readers.



Present on the Opening Day of the Convention were (from left to right): Mr A. M. Rajab, Chairman of the Executive Committee of the South African Indian Council; Professor Jack Miller, Professor of Physics at Pomona College, Claremont, California; Mr I. D. Watt, Adviser in Mathematics to the Glasgow Education Department; Professor S. P. Olivier, Rector of the University of Durban-Westville, and Dr A. J. van Zyl, Vice-Chairman of the Foundation for Education, Science and Technology.

Professor Jack Miller delivers a lecture on the Harvard Physics Project.





Professor George Pimentel (left) discusses certain aspects of his lecture with a group (from left to right): Mr O. E. R. Beyer, Mrs Pimentel and Mr R. L. Charles.

In subsequent lectures, Professor Miller discussed the teaching aids used in the course and gave a demonstration of experiments.

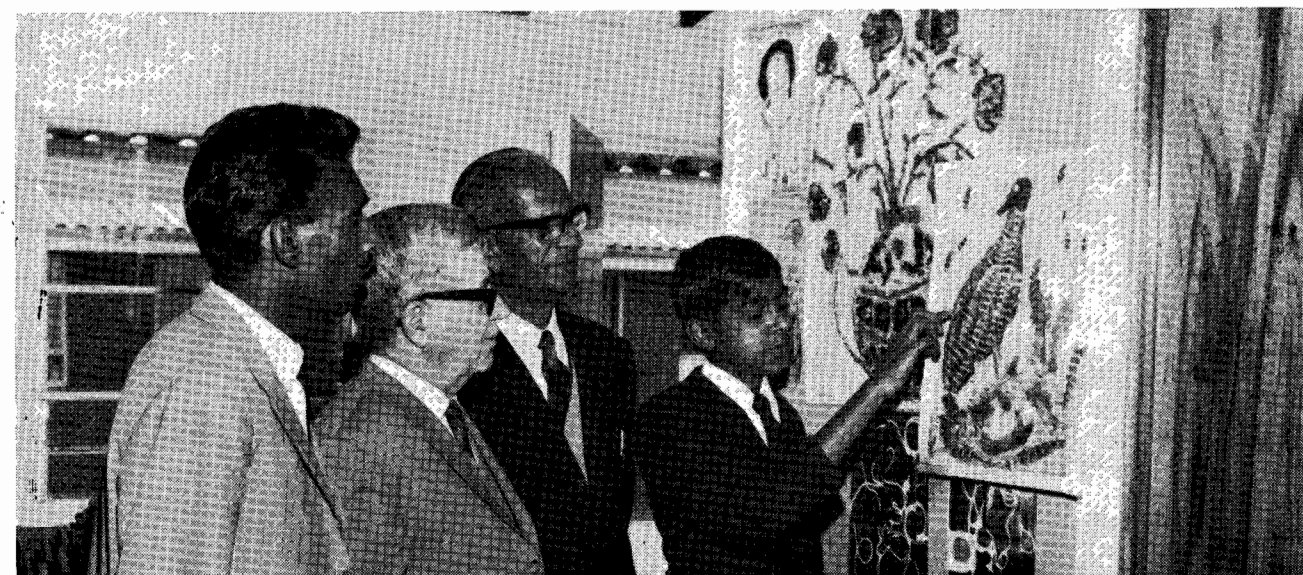
Mr Manert Kennedy then discussed issues in Human Population and Pollution, saying that people were shifting from the point where they were merely aware of the problems to the point where they were doing something about them. A film called "Tragedy of the Commons" was shown by him, demonstrating the increasingly popular belief that the problems of over population and pollution do not have technical solutions but are a question of morality and that changes in our attitudes are required if we are to arrive at any solutions.

This second National Convention for Indian Teachers of Science and Mathematics was well attended by teachers from various parts of the country ●



Mr Manert Kennedy lecturing on Human Population and Pollution.

Presentation of ART PRIZES

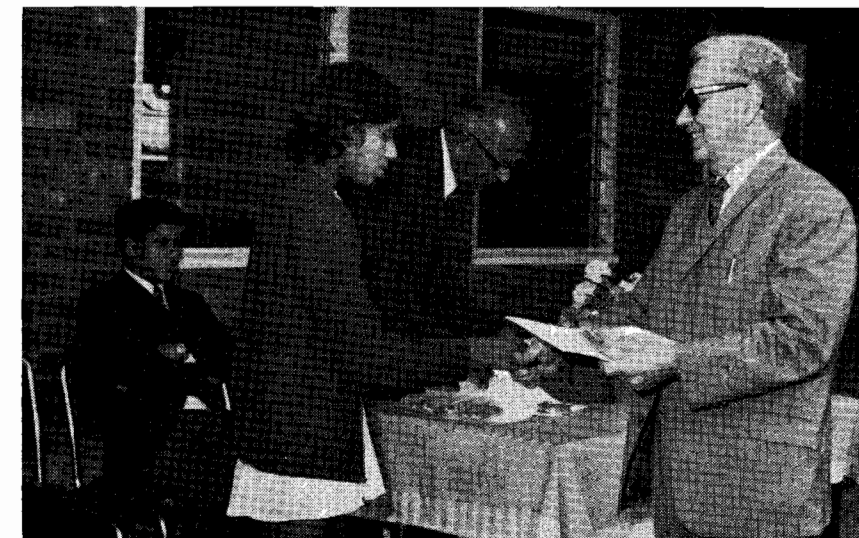


Wulaganthan Naicker, of the special class, points out some of the work that he has done. Looking on admiringly are (from left to right): Mr T. Harikaran, Primary Assistant, in charge of the special class; Dr P. R. Joubert, Inspector of Education, Psychological Services, and Mr E. V. Naidoo, Principal of Cavindish State Indian Primary School.

Constance Alexander is presented with her certificate and prize by Dr P. R. Joubert. In the background are Mr P. B. Singh, a Senior Assistant at Cavindish School, and Mr E. V. Naidoo, Principal of the School.

At an International Art Exhibition in London in December, 1970, the drawings of some pupils from the special classes in Indian schools were exhibited and certificates were awarded to Constance Alexander, Wulaganthan Naicker, Gengan Saminthan, from Cavindish School, Durban; to Govender Patchappen, from Silverglen School, Durban; to Pramathaven Moodley, from Merebank School, and to Moosa Sheik, from the M.L. Sultan School in Ladysmith.

Prizes consisting of drawing pencils were also awarded to Constance, Pramathaven, Wulaganthan and Gengan ●





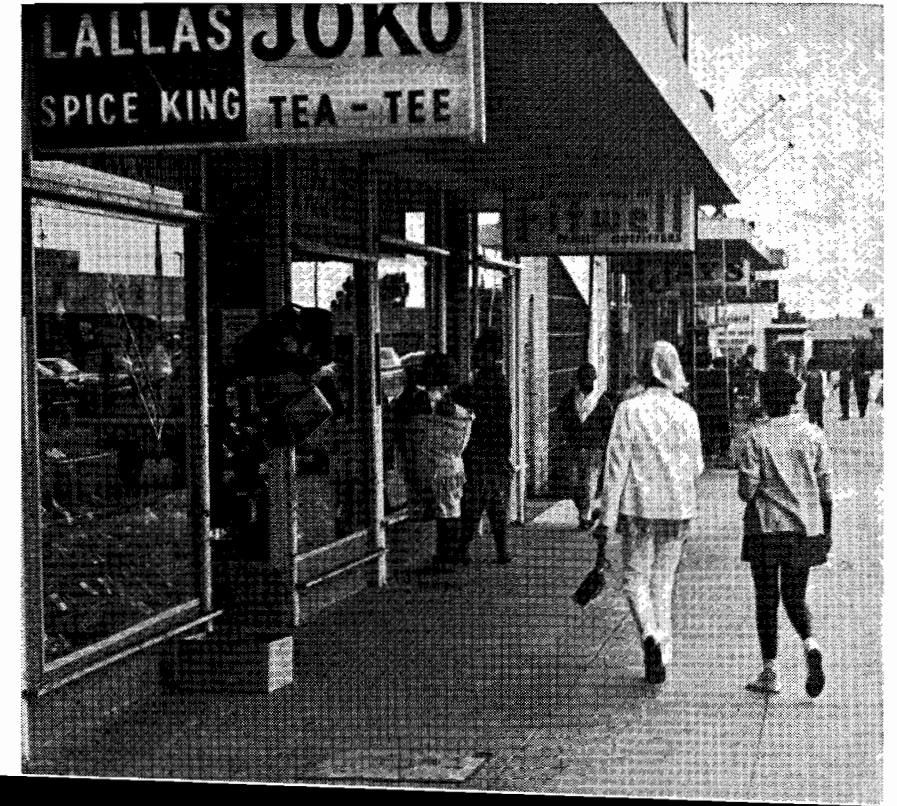
Far left: The brothers, Messrs R. Ranclod and M. Ranclod, previously hailed from Cradock. In their outfitting business they do a good trade.

Right: Brisk trading attracts many customers to the Lotus building.

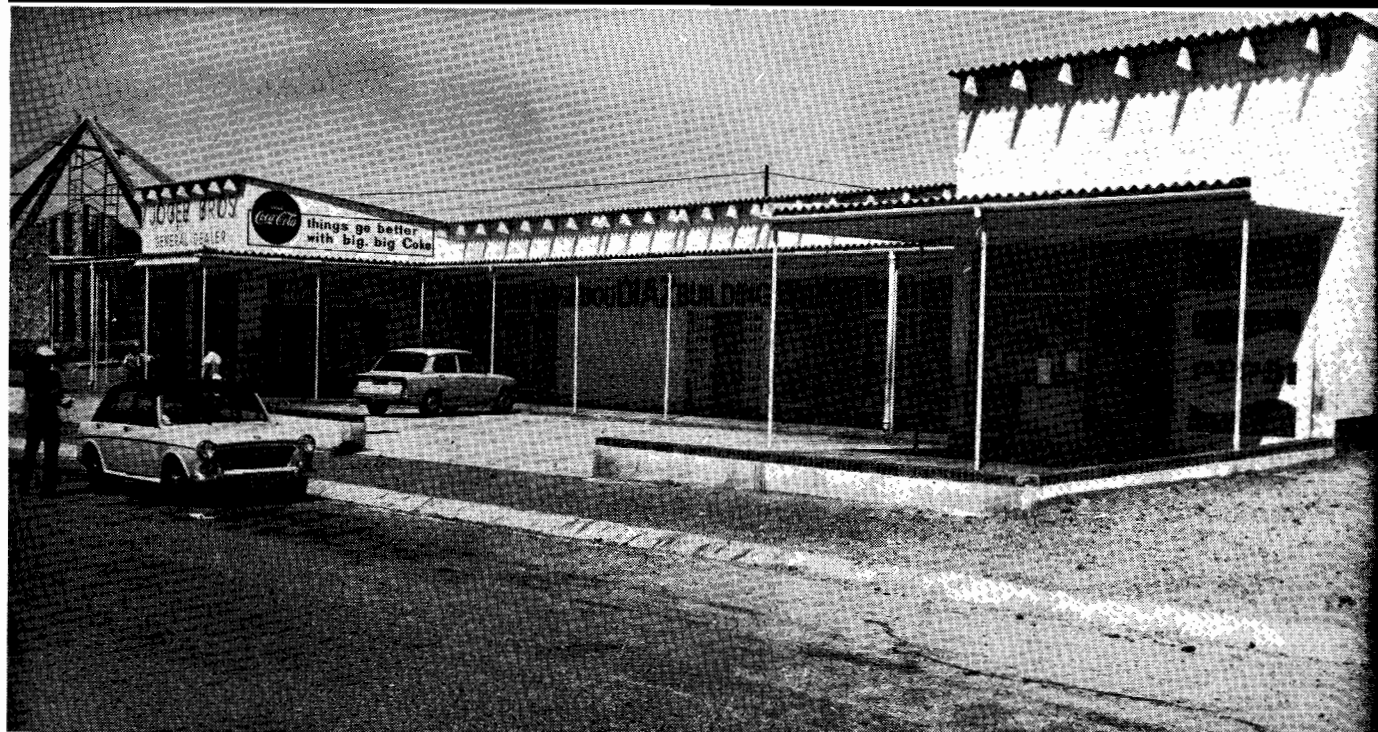
Left: Mr V. R. Varma is a specialist when it comes to the repairing of shoes.

Below, left: Diaz Building is the venue for shopping out at Malabar, the Indian township 11-km. from Port Elizabeth. This small complex caters for the immediate needs of the community. Other items needed can all be obtained at the Lotus Building or in town.

Below: Mr N. P. Umley and his wife, Mrs T. Umley, look at a beautiful brocade scarf in their shop which excels in ladies' fashions.



shopping down lotus way



THE LOTUS shopping centre, in Port Elizabeth, was opened on the 7th September, 1968, by the Minister of Community Development, Mr Blaar Coetzee. The modern double-storeyed building, built by the Department of Community Development at a cost of R186 000, originally accommodated Indian traders affected by re-development and urban renewal in other parts of the city.

The Lotus Centre, which comprises a ground-floor commercial complex of 23 business premises with 11 luxury offices on the floor above, is presently a busy business venue. The office accommodation is at present occupied by a family outfitter, The Motor Industry Combined Workers' Union, a tailor, Amalgamated Union of Building Trade Workers and the National Association of Motor Assembly Workers, as well as a prominent gynaecologist.

The business concerns occupying premises in the Centre include furniture, jewellery and clothing shops, a dry cleaner and shoe repairs, antique dealer's fair, café and general dealer, hairdressing salons, two chemists, a record bar, a butcher, and restaurant.

After being in existence for the last four years, the centre now seems to be a well established institution in the area where it is situated. When *Fiat Lux* paid a visit to Port Elizabeth earlier this year, the Lotus shopping centre was one of the highlights.

The arcade running through the building seemed a bit forlorn and Mr R. Bhana, a member of the South African Indian Council, who accompanied the party, remarked that business in the arcade itself seems a bit slow. One wonders whether shopping in an arcade is still a novelty in Port Elizabeth, because in the rest of South Africa it is becoming very fashionable to run a business in an arcade ●

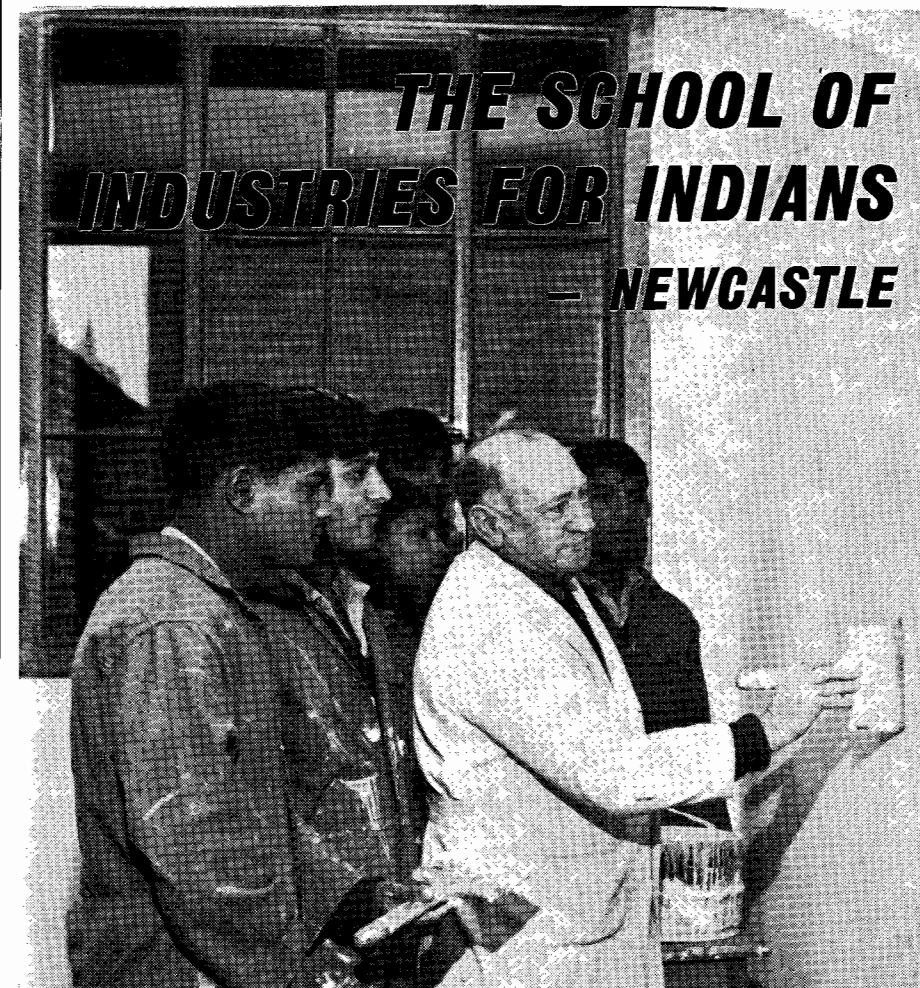
shopping down lotus way



The Misses I. Daya and N. Lalla enjoy working in the well-appointed chemist shop on the southern corner of the Lotus building.



Selecting a pair of stockings in a shop where the range is so big can pose a problem . . . as our lady in the picture seems to have.



WHAT is a School of Industries? It is important to note that the commonly held view that an industrial school is a reform school is not justified. In an industrial school trade subjects receive high priority, yet it also differs from the conventional technical school in that only pupils in need of care in terms of the Children's Act of 1960 are committed there by the Children's Court.

Children in need of care do not differ from other children in so far as their innate abilities are concerned, but most of them come from impoverished homes and have suffered parental neglect and cruelty since infancy and have thus not had a fair chance in life. Their home-life was lacking in normal, moral, ethical and religious values. Children who have grown up in such environments are not necessarily problem children, but rather children with problems. They get involved in stealing, drug abuse and other bad habits and are committed to a school of industries, where the main aim is rehabilitation.

These children need sympathy and understanding as well as discipline. It is the task of the school of industries to educate and train them whilst the welfare officers attempt to reconstruct their homes. The school becomes for them a home where they are cared for. They are well fed and clothed and enjoy spiritual and physical care. Of vital importance is the psychological attention which they receive consisting of diagnosis, analysis and counselling therapy, which helps to straighten out personalities that have become warped. Bad habits, undesirable attitudes and inclinations, deviate conceptions of right and wrong and negative views of life are eliminated and new values inculcated and cultivated.

Mr W. McClean demonstrates the correct use of a paint brush.

Mr D. Naidoo, teacher in the tailoring section, seen delivering a lesson on how to make a cardigan.

THE ESTABLISHMENT

The School of Industries for Indians at Newcastle, is the first of its kind. It came into existence in April, 1969, when a suitable building complex, the ex St Bruno Convent on 50 acres of land in an attractive rural area was set aside for this purpose.

Some alterations to the existing buildings had to be done to convert the complex into a proper school of industries, with all the required facilities, e.g. hostels, classrooms, workshops, a laboratory, a library and an administrative block.

Eighty boys can be accommodated in the existing buildings, although the present enrolment is only seventy. In view of the anticipated growth, provision will be made to accommodate about 150 boys.

As the pupils are committed in terms of the Children's Act, the State accepts full responsibility for their well-being in the entire rehabilitation programme. It is a State residential school which is entirely run and maintained by the State.

The Department of Indian Affairs, through its Educational and Welfare Services keeps abreast of the need for rehabilitation of Indian children in need of care and is at present not only planning the necessary extensions to the School of Industries for Boys but is also planning for the establishment of a school for Indian girls.

BOARD OF MANAGEMENT

The School is managed by a Board appointed by the Minister of Indian Affairs. The local Chief Magistrate is the Chairman.

AGE OF ADMISSION, RETENTION AND RELEASE

The age of admission to the school of industries is between 12 and 18 years. The retention period of a child committed to the school whilst under the age of 16 years expires on his 18th birthday, but if he is not fit to be released by then, the Minister of Indian Affairs may grant an extension, not to exceed the child's 21st birthday. The Board of Management can release a pupil before his expiry time is up, if he has made good



These pupils enjoy a game of volley ball while Mr D. Manikkan, the physical training teacher, looks on.

Miss R. C. Dawjee helps the students to choose books in the library.



progress and has become rehabilitated, but this normally does not take place before the completion of a period of two years.

If a pupil is to be released, the Professional Officer of Welfare Services investigates its case and sends in a confidential report to the Board of Management. If the home conditions are not favourable, the probation officer tries to find a suitable

home and people into whose custody the pupil may be released. It is also important that the community as a whole should accept a child after his release. In this regard, the Indian community has already shown great interest.

TUITION

The Newcastle School of Industries offers tuition both on primary and secondary level, the emphasis

being on trade instruction. The classes at present range from class one to standard eight. The normal primary school syllabuses are followed up to standard five while instruction is given in the following subjects on secondary level: English, Afrikaans, Mathematics, History, Physical Science, Tailoring and Carpentry. These are the examination subjects which lead to the National Junior Certificate. The non-examination subjects are: Music, Art, Rightliving and Physical Education. A course is also offered in painting to enable the pupils to obtain the basic knowledge and practical experience of painting buildings.

After school hours all the boys do gardening. Apart from the rehabilitation value, this may also be regarded as a practical training to prepare them for a possible livelihood after they leave school.

PUPIL PARTICIPATION

Most of the work in the school, in the hostels, the school buildings, the gardens and on the grounds is being done by the pupils. They must keep their hostels, classrooms, grounds and gardens neat and tidy, for their surroundings contribute to their rehabilitation and they must always have the feeling that it is their responsibility to make and keep the environment attractive. By doing this they also become appreciative of the dignity of honest labour.

The pupils are also given the opportunity of participating in the running of the school. The prefects form a committee and under the supervision of the staff are able to discuss and organise the hostel system and assign duties to the other boys. Regular reports are submitted to the principal. Thus a feeling of responsibility is created and leadership potential developed.

A "guardian system" whereby all pupils are divided amongst the members of staff has also been introduced. The pupils assigned to their guardians are free to discuss all their problems with them as if they were their parents. Through this system the school is able to assist many a pupil with problems and conflicts ●



The boys are in charge of the gardens. Here they can be seen planting rows of potatoes.

Mr J. Somers, master in charge of woodwork, giving advice to some of the pupils during the woodwork class.

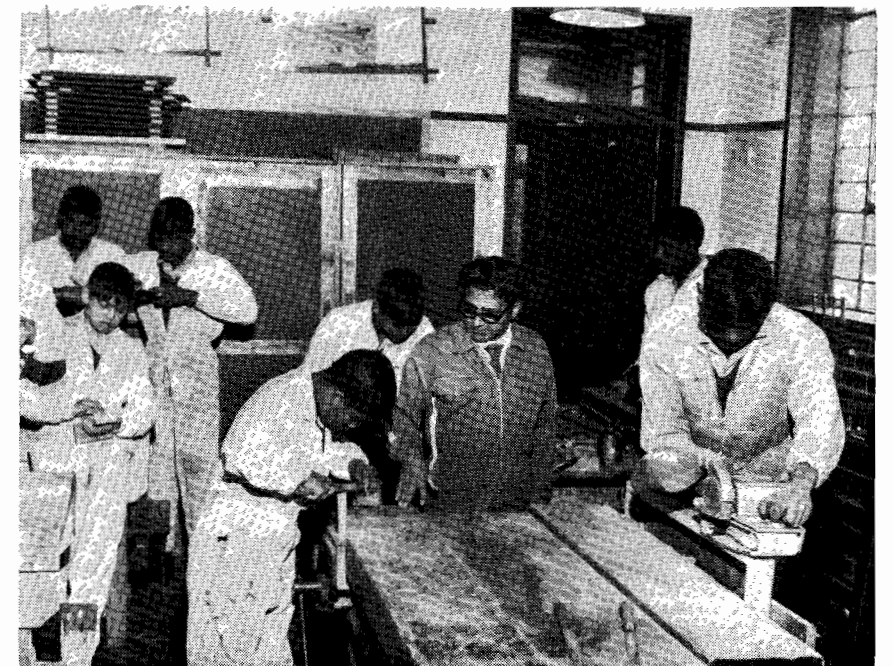


PHOTO FLASHES



MR L. M. MOODLEY

Mr L. M. Moodley, a former teacher of the Isipingo Beach State Primary School and presently Principal Designate of the Harding State-Aided Indian Primary School, has been seconded to the Department of Information in the Durban office as public relations and liaison officer.

He was born on the North Coast of Natal, educated at Stanger Indian High School and Sastri College and taught at many schools on the North Coast.

Mr Moodley is a very keen social welfare worker and sports administrator. He is at present a member of the Isipingo Beach Local Affairs Committee.



The Rev. Edward J. Manikkam, the first Indian Minister of the Dutch Reformed Church in South Africa, who was ordained into the Church early this year at the Rylands (Cape) Dutch Reformed Indian Church by the Rev. D. J. Peypers in the presence of a number of dignitaries.

In his inaugural sermon the Rev. Manikkam said: "Our destiny offers not the cup of despair but the chalice of opportunity. Let us seize it, not in fear but in gladness, and as brothers on the earth together, irrespective of race, let us go forward."

THE ENSEMBLE VOCAL DE LAUSANNE, known as one of the finest vocal ensembles in Europe, recently visited South Africa on the invitation of the four Performing Arts Councils of the Republic.

Whilst in Durban, the Choir visited Springfield Training College where they performed for the students. Our picture shows three members of the choir chatting to a group of students.



PHOTO FLASHES

THE Natal Midlands Indian Republic Festival Committee paid a tribute to Pietermaritzburg's Magnus Bugle Band for having rendered more than twenty years of service to the Indian community by presenting it with colours.

Our picture shows the colours being handed over by Lieut. S. Pillai, of the South African Police, to Drum Major G. Naidoo.



MALABAR INDIAN GIRL GUIDE COMPANY

THE COMPANY was formed on the 31st October, 1970, during the Jubilee Year when 30 girls were enrolled at the Moslem Institute.

The vice-captain is Miss S. Naiken, who is assisted by the acting lieutenant, Miss R. Vassen. Miss Naiken has been in the Guide Movement for 16 years, for which she has received a Long Service Award by the provincial commissioner, Mrs P. Bramley.

The meetings are held on Saturday afternoons in the basement of the home of Dr and Mrs Moodley.

The company had a joint cele-

bration on the 19th February, 1971, at the Guide Hall, to celebrate Lady Baden-Powell's birthday.

One of the company's activities was a jumble sale, which was held at the shopping centre in Malabar during February, 1971.

On the 21st March, 1971, a blessing ceremony was performed by Mr P. Athiemoolam, when the company, their flag and the long service award was blessed.

A Brownie pack is being formed with the help of Mrs L. Padayachee and Miss S. Ramasamy.

Our picture shows the four office-bearers. Left to right: Miss S. Ramasamy, Mrs L. Padayachee, Miss R. Vassen, Miss S. Naiken.



AMERICAN CAMPUS SHIP VISITS DURBAN

THE American Campus Ship "s.s. Ryndam" recently called at Durban. The visiting students who were shown round the M.L. Sultan Technical College, after meeting all the heads of departments, were very impressed with the facilities available to Indian students. Other places of interest visited by the students were the Merebank Indian housing area and the Indian Market.

Our picture shows a group of students listening intently to Mr L. Moodley, a student at the M.L. Sultan Technical College, as he explains the method he is using to make this table. Looking on is Mr W. Pen, trade teacher in welding.



don't be a litterbug!