WINTER FALLING: (By C. Radali, Agricultural Demonstrator, Mjiaclele)

It is now winter, and just the time to suit what the above heading means. You then wish to know what it means, and it is my duty to bring it home for you. By "winter falling" it is meant the ploughing of a land in winter, not for the purpose of growing a crop but for leaving it ploughed throughout the winter with nothing growing in it. Somebody already asks me "Why?" and I am glad to answer same to the Public as it will not do much to answer individual Friends since I know that there are many other Friends of mine who would ask the same question. No fallow in winter for the following reasons:

1. For distributing labour because when the ploughing season comes half the work is done.
2. For combating the troublesome insect pests such as the stalk-borer which remain in the stubble the whole season and then become active again when new plants grow. These will not be allowed to get a chance to attack the new growth when winter ploughing is done.
3. For improving the texture of the soil, as frost will break down all the piles and make the soil more crumbly and available to the plant as it grows.
4. For allowing the green manure and manure-marks to rot properly as to be readily available for the summer crop and other crops.
5. For increasing the water holding capacity of the soil because the early spring rains will leave moisture held well by the cultivated soil.
6. In cases where a stalk-borer is a menace, winter falling allows the farmer to put in a trap-crop. This is just a strip or strips of mealies planted long before the actual planting time, and cut off and fed to stock or burnt as soon as the stalks have been attacked by stalk-borers. It has been proved and approved by many farmers that the practice of winter falling is beneficial. But the practice is not much done in South Africa in comparison with America and a couple of countries like Egypt. Those experienced farmers in South Africa have benefited out of this practice. We'll will the practice till do us a lot of good too! I dare say it will become "real success can only be achieved with real work!"

The Valdezia Mothers' Courses.... (By Miss E. Renger)

If I come back to the Mothers' Course it is because I felt it my duty to thank all the Valdezia people for their help in every respect. Everyone helped, big and small. They all did not much with their work did it with their beautiful atmosphere that one felt through the whole time. In many a home they were crowds of children, babies and others, which meant a lot of more work for the mothers and aunts, because the mothers gave up their whole time to the Course. Some of the fathers who had to look after the children had a hard time. I heard happy tales about some of them, where the father did not know how to week "work" and could not quitar the children, it became nearly desperate until luckily a granny came to the rescue. To those fathers also many thanks. Although (this is only to be read by women) it does the fathers a lot of good to get acquainted with the work that the women have with the children at home and daily the small ones.

I wish to thank the Harrisons and Sibiscous who also have helped by getting ready to do the dirty; they had a lot of work not only for a few days, but for months because they had to help first for the Pathfinder Rally, then for the reception of Rev. Ripmann, and then for this Course which took place after the beginning of the holidays. I also thank the parents who gave them the time for it.

And last but not least the Pathfinders who did a lot of work. Like Jerry good Pathfinders, they helped to get the house ready and they cut all the wood. Also our gratefulness to the two Pathfinder Masters, who helped in every way, by lending the furniture for the model house, getting the church ready for the display and in many other ways.

You everybody was here before and at the Course but it was not in vain, for all enjoyed it so much that I am without fear say in the name of all the ladies who gave lectures that it was a Pleasure to them. Even the outlanders were struck by the sincerity, the eagerness, the friendliness of all the mothers, not only in listening but also in asking questions, that was also a good time to get to know each other better and if we have learned some very useful things on hygiene, domestic science, child welfare etc., etc., we have also grown again spiritually.
Mr. Abel Marule and Principal teacher ya le ka Shikwani.
Mr. H. Makena: Principal teacher ya le ka Shikwani.
Rev. Calvin Maphepo ya Rev. Simolele ya Vatsonga ya angulaa ya vatsonga naga ralale ya le Langa THIRD YEAR ya Ccse Education Department ya dzemudzwa mukutse ka Shikwani.
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At the Bloemfontein European-Bantu Conference held in July, the delegates were handed three tables concerning "Native Education" which gave a very interesting reading. They give us in a few lines a clear view of the development of Bantu Education since 1905 and allow us to compare the four Provinces as to number of pupils, standards reached and Government support.

We learn from these that in our Transvaal Province, from 1905-15 the enrolment in schools was almost stationary. It was then below 25% of children of school going age, which means that not even one child out of 25 was attending school. Since then, there has been a great progress, and in 1921 the proportion was 16.5% that is for one child out of school five remained at home, 15.5% represents 73545 pupils against 15428 only in 1915. This is a remarkable increase; indeed the highest of the Union and many, may be well pleased with it. Nevertheless the number is much too low still. In the Cape Province, nearly one third of the Bantu children do not attend school. We must try to reach that point soon, then go further.

In the Province, we must remember that the proportion of European children not attending school is negligible, and our aim must not be lower than that.

If we have rejoiced when seeing the rapid increase in the number of children attending school since 1915, Table 2 is going to cool down what might be exaggerated in our satisfaction. Table 2 shows the number of pupils in the various standards. We learn that our Transvaal has the highest proportion of pupils in the Sub-standards of the whole Union. As a matter of fact, out of every 100 in the Sub-standards, whereas 16 only are above Std III, 15 only above Std IV, and not quite 1 for every 100 goes on studying after passing Std VI. We have to conclude that the ratio of our pupils never reach even Std II, and therefore can hardly be expected to read and write correctly when they leave school. In all the other Provinces children remain at school longer than in the Transvaal Province but the difference is not very great, the Cape, with the most children enrolling in schools, is still by far the smallest. The proportion having still 55 out of 100 in the Sub-standards.

As we reach more, the need is vastly surpassing the sums allocated, let us not lose sight of improvements that can be made before they have reached the highest standards and even then wish to learn more.

In Table 3, we are shown the grants allocated by the Government for Bantu Education, and how much these grants represent per pupil enrolled and per head of population. We learn that whereas in 1906 the grant for Bantu Education was £7942, in 1921 it had been increased to £10 57 16, a tremendous difference indeed.

When we are tempted to speak - as we often do, and not without cause - of "Higgardly grants" it is well to remember that the grant of 1931 is considerably higher than that of 1915, and 6 times bigger than that of 1921. Although times higher than that of 1915, and 6 times bigger than that of 1921, we must not lose sight of the improvements that can be made when we see it as clearly as that.

Unfortunately this improvement has not kept pace with the increase in the number of pupils.

In Table 4 we see the number of pupils still behind the other Provinces, their figures being, for 1931: 1/6 for the O.C. still behind the other Provinces, their figures being, for 1931: 1/6 for the O.C. still behind the other Provinces, their figures being, for 1931: 1/6 for the O.C.

Compared with the grant per pupil for 1931 in the various Provinces, we see again that the Transvaal is behind the others, they are granted £2 8/9 in 1925, but in 1931, only £2 0/9. The Cape is £2 10/10 per pupil. Their advance dates from 1930 already, and it need not be repeated that the time has come for the two less favoured Provinces to be given some advantage.

A rapid perusal of these three Tables we can form a few conclusions.

First, in Bantu Education, the Cape is definitely at the head of the Union. This is due to the fact that the Cape is behind the others, they are granted £2 8/9 in 1925, but in 1931, only £2 0/9. The Cape is £2 10/10 per pupil. Their advance dates from 1930 already, and it need not be repeated that the time has come for the two less favoured Provinces to be given some advantage.

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Secondly, Bantu Education is still in its infancy - only a small minority of children attend school, not even a quarter of them. Of these pupils, hardly more than one third of the children attain std III, a very unsatisfactory state of affairs indeed.

Thirdly, the Government's grants are very inadequate to meet the requirements of the existing schools.

And last, and most important conclusion indeed: A tremendous progress has been realised since 1905. The ever increasing number of pupils shows how real and deeply desirous of education the Bantu youth has become, and the Government great.
not only have kept pace with the increase but have been more and more gener-
ous.
If we may look at the present day position only, and it seems to us that
very little is being done, and we see more needs staring us in the face from old
places. But if we look at the situation from a higher standpoint, and consider
what has been achieved during the last 30 years, we have every reason to be the
warily encouraged, and we can go on in our task, everyone of us doing his best,
with the assurance that the impetus gained will continue until it is completed
the education of the whole Bantu race in our Union of South Africa.

1933 Success Candidates (Lemba College only)

FIRST CLASS:
[Names of candidates not legible]

SECOND CLASS:
[Names of candidates not legible]

YEAR:
[Names of candidates not legible]

Miss R. Mapele, teacher at the Valdezia School, and Mrs. J. Nhelo of Mabaka
had gone to Lemba to sit for their THIRD YEAR examination and they have passed.
Also Mrs. Ntaba of Louis Trichardt School sat for her THIRD YEAR exam. and she
has passed through. It is worthy of note here that, Mrs. Ntaba is one of the best
Handwork teacher there. WE ARE GREATLY PLEASED to know that the Louis Trichardt
School were the winners at the Pretoria Show this year because of her excellent
teaching. Mrs. Ntaba qualified for her Handwork at Natal, "A yi vuye AFRICA!"

We are proud of such women as the above and we need some more; we are tired of
despering and of eating "Vugdalwa". Unless we have a large number of such women
our social standard will always remain low, there we need some more of these
women's standing.

Little by little we are getting what we want and we must keep what we have.

The nurses Training College has those days opened Domestic Science for girls.
and the Ellis Hospital has opened Nyaying School, now this is the little that we
have and we must make the best use of it until we get what we want. (Editor)

LEWANA OUR AIMA HATER IS GROWING. THE BLACK MAN HAS NOT REALISED THE VALUE OF

In spite of all this depression, unemployment, salary cuts, the least pay that
is given to foreigners and not to pass on their Third year, replacement of free
housekeeping by paid labour and great starvation, black parents are magnanimous
for the sake of catching their sons and daughters with the wagon of education and
for the first time in its history LEMANA has attained the enrolment of 10000 wome-
ners. Of these over 800 are in the Normal Department, and the rest are in the Indu-
strial and Practical Departments. Let us overlook these tiny demerits until they
build hostels for us. We want our College to grow. (S.C. Editor)

We are anticipating another LEWANA DAY this year and if possible we shall try
to get all the OLD BOYS to come to this AIMA HATER... Set ready you may be called.
By the way last year it was decided that two Old Fellows should represent
the Blacks at the LEWANA GOVERNING COUNCIL and this was agreed to by the 
Authorities and people were elected to represent us, but unfortunately the year
in going without any representation. Can it be that the Board never read?

WOI'IKERS' COURSE ......... (By Miss F. Rauger) Continued from page 1.

We have all been thinking many important questions under the guidance of God.
And we have come out stronger, more able to understand the earnestness of the
responsibilities and power that lies in our hands to make a better and better
world with the help of God.

Where can I get a good oil-painting of my. The answer is:

The Bantu of Louis Trichardt.

[Names of candidates not legible]