

THE VALDEZIA BULLETIN

EDITORS: D. C. MARIVATE, TLAKULA and MPAPELA.

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A Milestone Reached

To our Readers,

Greetings,

February 1931, will remain a memorable month in the history of the Bulletin for it was on that month that our paper first saw the light of day. Its beginnings, like most beginnings, were very humble, and its history is thus most fascinating.

While the usual practice of founding a paper is, first, to call for shares and to ask for donations from the general public, with the Bulletin, the only support the founders relied on, was mere subscriptions. It was fit that a paper that would cater for the needs of the people in this area, and one which would bring us in close touch with our friends in different parts of the Country, was a necessary thing. The aim therefore was to initiate a people's paper which would be nursed and brought up by the people. No sooner was the paper started than our friends from far and near began to give us their support in every way they could. Not only did this support enable us to increase our circulation but it made it possible for us to pay our way while leaving a little aside for emergencies. In this way the paper forged its way, in spite of very little funds it had, for the last 4 years and 9 months. The Bulletin therefore, wishes to place on record its gratitude to its readers, each and all, for their wholehearted support, without which its existence and growth would not have been possible.

But, although, as stated, our paper has grown, it has not grown to any appreciable extent, the responsibility thrown on it as a result of the widening of its scope is far beyond its means of carrying. This pressure was felt for some months past, but, owing to lack of funds, very little could be done on the matter. Readers who have loyally supported us ever since, complained of our print, and it is a matter of gratification to us that they did not withdraw their support up till now.

Happily, as its new and better print will speak for itself, we wish to place on record, another milestone reached in the history of the Bulletin. As a four-page paper, it is now possible to enter in more articles than it was under the old system of typing, besides, reading will not cause strain owing to the clear print. Contributions of interest, on various subjects-educational, farming, social etc, are now invited from all who can write. As you stand behind the wall of your neighbour's house, what do you overhear said by the occupants? In your daily walks about places, what do you notice about the country and about animal life? And in your dreams while asleep or working; in your thinking, in the meditation room, what can you tell us of our future? Have you nothing to sell which you will ask us to advertise for you? Are you satisfied with everything about life? Surely not-no man is-and why let inferiority complex hold you back? - You have a lot of room for all these facts, but- and this should be clear-do not ask us to write something that will hurt others for we are out to promote peace and goodwill amongst men. Bring out the best that is in you and others will be inspired by your example to further efforts, and this will be to our common good.

The Bulletin enters this new era in its development with a clear sense of its responsibility towards its duty in the furtherance of a cause before it, which, as stated, has out-grown its resources. Illiteracy, narrowmindedness and lack of current information, keep our people closer in from the rest of the world-and, to what consequence? Better imagine than describe! Does it not pain one think that there are many thousands of people in this country whose stock of information is no wider than that of men who lived four centuries ago! Yet we live in the age of science and literature! What is the cause of this? How shall we, the enlightened section help the lot of our countrymen? By reading and by writing what to read-books and newspapers. It was with the full realisation of this fact that the Bulletin was founded, and, with its growth, its sphere of service will widen proportionately. How much is there for everybody to do! All hands can surely find something to do in

this wide field of service, and it behoves each and everyone of us to concentrate our ability, time and money in helping one of those institutions whose aims and object is to improve the lot of the section of the population that deserves help. Our readers and the general public are thus invited to support our paper through their subscriptions and donations—these shall be gratefully acknowledged—and our paper will not only maintain its present position, but it will also grow bigger and bigger. This clarion call is directed especially to our countrymen and to all our well-wishing Europeans to back the cause placed before them. May this appeal be not in vain!

Stepping Stone Success

The education of a people is as good as its teachers. That is, if the teachers are drunkards, morally depraved, mentally deficient,—say what you may—the people will, in no manner of way, differ from them.

A teacher has to teach the subjects specified in the school code; but this does not of necessity mean that he should confine himself to the only, for this is just a mere means to an end. Over-concentration in one direction blinds one to numerous other possibilities and tends to narrowness of outlook, to achievement that falls short of what might have been accomplished by earlier attention to one's potentialities.

The aim of a teacher should be nothing else other than to "interpret LIFE." He must, himself, first of all, know what LIFE is; then, and not until then, can he be able to interpret it.—This is the greatest function of any teacher worthy of the name. The children should be prepared for their future life and happiness.

Education, as one professor has defined it, is "an activity leading to further activity." One's education is never complete; nay, not even if he lives to see his grandchildren's hair grow grey—an utter impossibility!

One instance. A tree has to keep on growing all through its life-time; once it ceases to grow, it dies. Another instance. If a man were to get hold of a burning candle and started lighting other candles with its flame, would the flame of this candle become smaller or fainter than what it has been before?

Nay, it remains the same. This is the case with a teacher who uses his "flame" to give "light" to his pupils; his flame remains the same,—nay, even brighter: he improves his own education at the same time.

Education, as designated in the fourth paragraph of this essay, has no end. It must continue on—not only at school, but it must extend to the home as well.

The Bantu teacher should not only manifest or interpret the LIFE of the white man to the young, craving, curious folk of his nation, but he has also to interpret Bantu life; that is, he should encourage the pupils to love and to have pride in Bantu games, music, folk-lore, crafts, customs, literature and a hundred and one other "gifts" possessed by the Bantu.

Do not think only of "Book—education", but of the physical and economical situation of the people round about you as well. One might ask "How"?—"When"? etc. Suffice it to say that: "To be or not to be—that's the question".

D. P. Marolen,
Lemana.

Education and the Native

Experts on education feel that giving a European and a Native the same kind of education is a gross mistake. They are of opinion that a system of education be devised to cope with the needs of their black neighbours.

Naturally, one knows beforehand that if such a system was devised, it should be inferior to that of the white men as the mental capacity of a black man is still considered by many Europeans to be poor.

White and black are destined to live side by side in this country. One is dependent on the other. Then why should they be educated differently? How can they be educated on different lines, live in harmony? Such a system shall only increase the ill feelings between the two races.

A certain missionary recently declared that natives should be educated as far as standard IV. He complains that they are progressing too rapidly. Why should they cover up in a few years what took Europeans centuries?

He has grudge on them like the prophet Jonas. Pious as he may be, this man has no love. If you have reached your destination by a circuitous route, why should you not show the short cut to those that are coming after you?

The black man needs education and a higher education too. An educated man is a great asset in a

country and if all or nearly all the natives had a higher education, S. Africa should be a richer and a happier country than it is today.

The natives, the most numerous people, form part and parcel of S. Africa's population. Therefore, the motto of those in power should be, "Let us raise the standard of the masses."

S. C. Marivate.

Lemana News

(By Bertie Alby)

AFRICA VS INDIA. On the 14th September the Indians from Louis Trichardt played a match against the students of Lemana College, on the Lemana sports ground. The match was a splendid one. At first both teams were unanimous but after 30 minutes, Lemana took the lead by the power and skill of Logic, Slaughterer, Savage and Phosoko. These Lemana popular footballers helped a great deal that day. The results were as follows: India 1 Africa 5.

Inter house sports and matches are still popular. On the 18th September the four houses competed for sports. Aggrey came first Khama, second Washington, third and Livingstone fourth.

We had a visit of the Commission of Native Education (appointed by the Minister of Education to take evidence in the policy of Native Education in South Africa) on the 25th September.

We had a short lecture on the 24th September by Dr E. G. Malherbe. "The work of a teacher is to interpret life to the people" said Dr Malherbe. He went on explaining that education is activity which leads to more activity. The lecture was short and to the point.

Lemana College is growing. This year we have a dormitory and an educational block constructed.

The normal College is composed of 77 boys and 36 girls (mzanas)

(To be continued)

Basutoland

Mhaka ya mina hi ku mi sheweta hikwenu.

Ndi sukile e Transvaal hi nkari wa 9.30. p.m. le Johannesburg kutani ndi ta fika e Burchersdord hi siku le'ri tlandlamaka ra Saturday hi nkari wa 2.52 p.m; kona ndi fikile ndi shika. Na vusiku hi nkari wa 5-12 ku fika Maxosa. Swa vavisananyana ku vula leswaku va ndi yi vele swakudya na masilapere na jessie.

Loko ndi ringeta ku va landa vo nghena shitimeleni. Mhaka leyi yi ndi nyikile mi-anakanyo ku ringeta ku ri kuma loko kumbe ndi ri na nandu e mahlwen ka Šikwembu. Ndi kumile leswaku anđi elelange kereke loko ndi suka e kaya. Ni mišo ndi humile mongola nkari-wo leha. Swaleswo swi engetile ku vaviseka ka mbilu ya nga, ndi va na miehleketo yo tlhela, kambe ndi tiboha ripfalo ndi ku a hi ntšumu.

Hi Monday hi nkari wa 4 a.m. ndi sukile Burchersdord kuya e Basutoland. Ndi fikile e Aliwal North hi nkari wa 8 a.m. laha ndi ntšintšile kona shitimela. Ndi fikile a Lady Grey hi nkari wa ndhenga, kutani la ndi kumile lorry yi ndi yimerile kona, kutani ndi fikile le Leloaleng School hi nkari wa 5 clock na ndhenga. Swi takisa ngopfu ku twa leswaku vanhu va kona va na tintsalo le'tinene va tile hikwašo kuta ndi seweta. Lesi si ndi sindisa lesaku ndi vula kuri vāsuto i risaka ra tintsalo ku suka e ka lončougo ku fika ka lonkulu. Hikwaswo swa mina va swi hlaysile sinene. A ndi kumanga ku swaniseka hambu leswi a ndi ri mushangaan ndeswe. Va-Pathfinders na kona va kona. Mintiro ya vona hi le'vinene va pfuna.

Ni twa leswaku hi lembe ra 1922 vanhu a va fa swinene hi ndlala, kutani Inspector Bull hi yena la'va pfuneke na vona va Pathfinders a va famba va va phakela swakudya. A va nyika na tiparrafin na miri. Inspector Bull a hi enderile hi 25 ra September. Sweswi hi yena la nga ta va Inceptor ya Basutoland.

Tiko ra Basutoland i tiko ra tintha va ngopfu. Ku ha va miri le'yikulu ko va na swigungwagungwano le'swi tanana. A milambyeni hi kona laha yi nga kona sitsanana; yo va miningini dzi ntsena leyi vona va nge muloana. Tiko ra Basutoland ri fuyile ngopfu timangwa ni timbhogolo, tihomu a ti talange.

Tiko ra Basutoland ri'e'e vāsuto na maxosa, kambe ku suka ka lonkulu ku fika ka lončougo va funengela minkumba hambu vavisananyana. Ku na mpfula yo tala hikuva tiko ra kona ri le henhla. Timbuti leti va ti fuyike ti va vuyisela ngopfu. Yena Principal wa hina u fuyile timbuti le'ti tlulaka 150, kambe tiri le'to basa ntsena. Hi to ta haleno Basutoland.

Nwana wa n'wina,

Ephraim Marhanele.

Course ya Vavuri na Matishara a Kuruleni.

Course ya Vavuri na Matishara ya Swiss Mission a yi ri kona a Kuruleni, vu sungula hi siku ra 7 October ku ya fika siku ra 10. A ku yile Matishara ya 14 na Vavuri va 6. Tidyondo ta Course a ti fambisiwa hi vaFundisi lava: Revds. F. A. Cuendet, Ch. Bourquin, S. Malale na N. Mphelo.

Tidyondo ta kona ti vile le'ti pfunaku a vutomini bya munhu, hi tlhelo ra vu Krete na hi tlhelo ra mahauyelo. Hi siku ro sungula a ku vangi na tidyondo to tala, kamle hi masiku lawa manwana tidyondo ti ve kona ku fika 9 o'clock na vusiku.

Hi siku ra 8, mufambisi. Rev. Cuendet a pfulurile hlengeletano hi ku dyondisa hi ta: Ku nyikiwa ntse-na hi Yesu na ku ponisiwa ka hina. Yi vile dyondo le'yi pfunaka swinene. Dyondo le'yi nga landa yi vile ya Rev. Bourquin hi ta vu Roma. U hlamuserile hi laha Kereke ya Roma yi lambanaka na ya hina. Rev. Mphelo yena u dyondisile hi ta dyondo ya mhaka yo noncha yi nga ya KUTITSONGAHATA, Namadyambu yena Malale u hi hlamuserile ta Calvin, nhenha le'yi kulu ya Hosi Yesu, a nga yena loyi a nga sungule Kereke va hina. Hi siku le'ri tlhandlamaka Rev. Mphelo u hi dyondisile hi ta dyondo ya "Kurivale'a milandu,"—yi nga dyondo yinwana yo noncha. Muf. Bourquin u yisile a mahlwen timhaka ta kuhambana ka Kereke ya hina na ya Roma; u dyondisile hi mhaka leyi kukonda hlengeletano yi hela. Namadyambu, Muf. Mphelo u dyondisile hi ta Wesley, a nga yena mu sunguri wa Kereke ya Wesley le'yi nga kona hikwaku-kwaku.

Hi siku ro hetelela, Muf. Malale u dyondisile hi ta SHIKHONGELO. Yi vile dyondo yo tsakisa swinene. Rev. Cuendet u dyondisile hi ta Kushaniseka ka Yesu. Na yona a yi ri dyondo le'yi nga khumba timbilu. A ku heteleleni ka hlengeletano ku dyiwile shilalelo.

Hinkweru hina a hi ri ka yona, hi khensa vaFundisi hinkwa vo la'va nga hi dyondisa. Ha tsemba leswaku moya lo'wu hi nga wu ti va a nkarini wa hlengeletano wu ta tsama na hina hi masiku na leswaku Tikereke na miti ya hina yi ta pfuniwa hi wona.

E. A. T.

TA KU PFALURIWA KA SHILOLO SHI NTSWHA LE TLANGELANI

6th October, 1934

Nda tsemba leswaku hikwenu vahlayi va Bulletin mi ta va mi hlayile ta ku ramba ka va Tlangelani ku ta tlangela nkhuvu wa shikolo le'shintswaha.

Loko hi pfarile shikole hi Friday na mina ndi nave-rile ku ya vona nkhuvo lowu. Ndi sukile la "Upper End" a mutini wa mina hi mugivela. Hi ku tsha va ku šika, a ndi ti karata hi ku ringeta ku ya fika ko Tlangelani. Swi ndi hlamarisile ku vona hi laha Rev Mphelo a ndi amukeleke ha kona hikuva a hi swona leswi a ndi swi lavelele hikokwalaho ka papia ra vona le'ro ramba va nga te a va nga swi koti ku phamela vaendi.

(Timhaka ta—ha—ta).

(Continued from page 3)

Students are real'y friend'y to each other, tantalising (newring) was not there this year. Freshmen, Gooms or newcomers felt at home. Students now realise that it does not pay to trouble other people for no reason only because they are newcomers. It is a long lane that has no turning" nick names as Sunrise, Bokwin, Gulube, Torch, Hugo, Mumps, O'Half and others, which we enjoy calling each other when we are in our dormitories and at work. "The more the merrier."

During the quarter ending 30th September, "Spring" was the word hated by boy students. It was because we had to work hard at the spring. Now pipes are being put in and we are going to have an abundance of water. We really made short work of it. We had funny spellings during our quarterly tests some students wrote: permanganate like permonkey-nuts. Clinical like cleanical. Thermometer like thermometer. Scruplouse instead of scrupulous. During the first quarter newcomers found it difficult to express themselves in English. They used to say: What is the use of keeping quieting. I did not knew They comed last night. Why you laugh me.

I realise now what I once read from a certain author that "The best part of your years are those spent at a College if you have spent them wisely".

Let us not leave no stone unturned. We have to make use of the opportunities. "It is better to wear out than to rust.