

## Supplementary Material

### Annexure 1:

UMTETELI WA BANTU, JOHANNESBURG, 6TH AUGUST, 1927.

# Mapleton Railway Disaster.

## List of the Killed.

No. 1. Not identified.  
 No. 2. Cabins No. 8. Pass No. 263514 issued at Umzimkulu.  
 No. 3. Not identified.  
 No. 4. John Mhanyana, Tax Receipt No. 4444-356 Issued Mount Fletcher.  
 No. 5. Moses Thomas, Pass 283/48, Mount Frere.  
 No. 6. James Nopendo, Mt Ayiff.  
 No. 7. Rbin—Nankasha, Mount Frere.  
 No. 8. Koloni Ngckama, Matetie.  
 No. 9. Jack Manbowe, Pass No. 421042 Issued Masoga.  
 No. 10. Tili Sodit, Tax Receipt No. 129591.  
 No. 11. Bekunyana Charlie, care Longs Hotel, Johannesburg, P.P. No. 401632.  
 No. 12. LamaneMbeane—Pass No. 205091, Mount Fletcher.  
 No. 13. Tweshe C bane—Pass No. 361718, Issued Umzimkulu.  
 No. 14. Mbedil Jim. Pass No. 444122 c/o A. C. Malles, Midland Grit and Dabris Johannesburg.  
 No. 15. Bonakaliso Nengoni Tabankulu Pass No. 42426.  
 No. 16. Mdedi Pass No. 285592 Mount Frere.  
 No. 17. S-twishe—Pass No. 2855332.  
 No. 18. John Hlanga, Standerton Convict No. 227.  
 No. 19. Fatampesi—Pass No. 285512, Mount Frere.  
 No. 20. Ndani—Lusikiski, Pass No. 401965.  
 No. 21. Lindani—Pass No. 285529, Mount Frere.  
 No. 22. George Sakele, No. 6955, General Hospital, Johannesburg.

9 Johannes  
9 Jan

Foot and Shoulder injured  
Deceased

Slight

### MODDER BEE HOSPITAL.

NAME	NATURE OF INJURIES
Ganchelewa (Baka)	Lacerated leg
Faliko (Baka)	Fract. Clavicle
Sawa (Baka)	Lacerated leg
John (Baka)	Lacerated foot
Pauus (Zulu)	Face and arm
Mwewe (Pondo)	Both knees
Alpad (Baka)	Fractured Malar, in; ash's
Rethambane (Zulu)	Contused Face and foot
Joeb (Baka)	Knee
Ranke (Zulu)	Fractured Distal Ulna
Fred (Zulu)	Fractured Lacerated leg
Komatwane (Pondo)	Abrasion: back and leg

### "Native Education."

Dear Sir,—I crave for space in the columns of your journal to say a few words in connection with Native Education. This is a matter of great concern, although the Department of Education and its authorities do not seem to fully realise that fact. The progress of the Native people, financially, industrially, economically and socially is solely dependent upon sound education. Mr. Thurbich in his letter which appeared in "Umteteli", June, 4 is right when he says that "there is ignorance among the Native people of the courses of training open for Native teachers. That must be, because the question of Native Education is more or less a private matter between the Department of Education and its authorities. Opportunities for Native Councils to participate in the discussions of this most important subject are very limited, although the matter is the primary concern of the Native. Truly speaking, the people at training schools know better what is offering in the way of education than their parents, because there the Courses are explained to them. Not only are the parents ignorant about educational facilities, but the people in general are also; they know nothing whatever of the Native Primary Lower Course.

I do not agree with Mr. Thurbich when he says "these engaged and interested, in Native Education, considered the Junior Course as being "unsuited" to the needs of the Bantu People," as matter of fact, I would say "insufficient." I say this because students of the old Course have had the recognised education of the old Course and the new Course, also and these have been used admirably well. I have no hesitation in saying the Natives fully appreciate the value of the new course only they do not understand how it functions. Here I mention a few things they do not understand about the new course: (1) Why should the Department not take the students in examination in the 2nd year of their course? (2) Why should the students be not allowed to possess certificates immediately they pass the first year? (3) Why should the Junior Cert. be made an entrance standard for N.P.H. whereas there is more to be in for Junior Cert. than for N.P.H.? (4) Why should the Department allow only 1st Grade Passes in the Third Year exam. to study for N.P.H. and threaten to deprive the promising teachers who show by their wit and teaching experience that they are eligible for higher education? Secondary Course is leading to University Course. Where is N.P.H. leading to? It is the completion of the teaching profession to which N.P.L. or T.H. Junior should end, readied one of ardent.

In the last paragraph of Mr. Thurbich's letter he says that the teachers who will have qualified themselves with N.P.H. will be able to help their people along the path of progress. I wonder, how this may come to be as the Department is warning the local authorities not to allow teachers to become hopeful of the people generally; they are not allowed to participate in the deliberations relating to Native affairs, not to become members of the Native Councils. Pass, how can they help in the progress of the Native people when these opportunities, are denied them?

I would humbly request to be enlightened on these points.

A. B. MANTYKELWA.

Qembu.

(Continued from page 2.)

### UNIVERSITY OF CAPETOWN

#### School of African Life and Languages

#### Vacation Course in Bantu Studies

January, 9th—27th, 1928.

The University is providing at the beginning of 1928 a vacation course in Bantu Studies for missionaries, public officials and others whose work brings them into contact with the Natives. The course will extend over three weeks from 9th to 27th, and a fee of two pounds will be charged for attendance.

The course is open to Natives as well as Europeans. A syllabus of the lectures will be issued later. The following courses have already been arranged:

Bantu Social Systems.	Problems of Anthropology.
Problems of Social Administration.	Bantu Problems.
The Archaeology of South Africa.	Native Tribes of the Transvaal.

Further particulars may be obtained from the Registrar of the University of Cape Town, P.O. Box 549, Capetown.