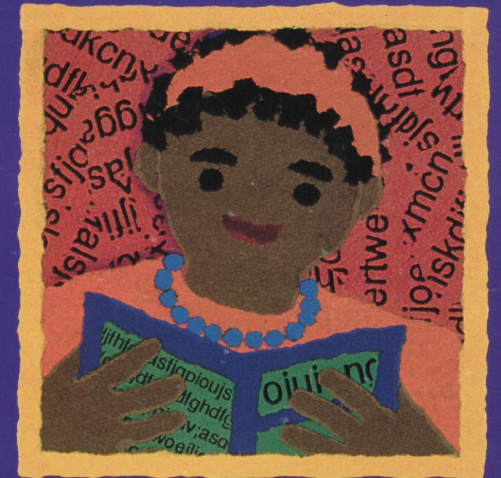
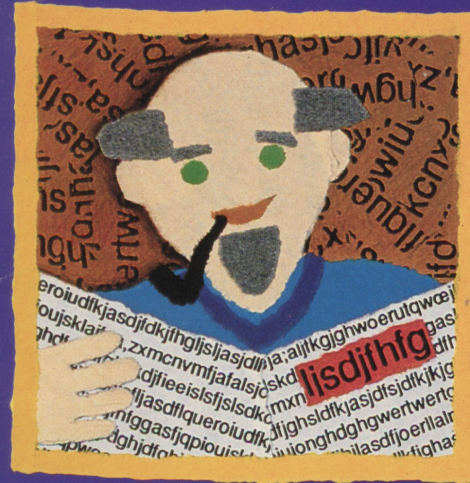


# The Cape Librarian

DIE KAAPSE BIBLIOTEKARIS

VOL.34 NO.1 JANUARY 1990

## Literacy





## EDITORIAL

### YEAR OF THE READER

1990 promises to be an exceptionally full year for public libraries in the Cape. The Cape Provincial Library Service, in co-operation with affiliated public libraries, is undertaking one of the most ambitious projects ever, which will concentrate exclusively on reading activities. We will strive to promote reading amongst all members of the community by encouraging the teaching of literacy and by making people aware of the value of reading, emphasizing throughout the use and ownership of reading matter, and, of course, the use of the public library.

The **Year of the Reader** campaign will be launched officially at a national symposium in Bellville on 4 and 5 April. A very interesting and topical programme is planned and will include a special guest speaker from abroad. For your convenience the seminar programme, together with a registration form, is included in this issue of **The Cape Librarian**.

As you will see from the programme for the **Year of the Reader**, which appears in full on page 45, from June to November we propose to reach different groups within the community by means of specially selected books, booklists, bookmarks and other material, as well as a variety of striking and colourful posters.

UNESCO has declared 1990 the international year for the promotion of literacy, and our first issue of the new year is devoted to this topical and very important subject. We trust that public libraries and library authorities in the Cape will give the campaign their whole-hearted support. A campaign on this scale can only succeed if all those involved give their full co-operation. Regional librarians must ensure that all relevant material reaches the public libraries in time and that public library staff and their library authorities are given the necessary information and guidance, while public librarians have the vital task of carrying out the project.

We hope that the programme for the **Year of the Reader** will be a success and that we will achieve our goal of entrenching the habit of reading in the community, encouraging the possession of reading matter and helping to combat the very real problem of illiteracy.

N.F. van der Merwe  
(Afrikaanse weergawe verskyn op p. 34)

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## INHOUD/CONTENTS

1990 INTERNATIONAL LITERACY YEAR	2
The aim of the International Literacy Year campaign is to eliminate illiteracy by the year 2000 Graine Clarke	
DIE MONTAGU ASHTON-GELETTERDHEIDSPROJEK	6
Die doel van die projek is om ongeletterde volwassenes te leer lees en skryf en so hulle menswaardigheid te verhoog. Elizabeth Mepomi	
BOOKS AND AUTHORS:	8
HOW CAN WE OBTAIN READING MATERIAL FOR NEW LITERATES?	
One of the problems of illiteracy is the lack of suitable reading matter for new literates. Four participants in the field discuss the issue. Compiled by Bon Gertz	
REVIEWS / RESENSIÏS	10
Books	10
Art prints	16
ACCESSIONS / AANWINSTE	17
UITSTALMATERIAAL:	21
VERTEL U GEMEENSKAP DAT 1990 GELETTERDHEIDSJAAAR IS	
TIPS ON LIBRARY MANAGEMENT	22
LITERACY IN THE YEAR 2000: A PRACTICAL APPROACH FOR PUBLIC LIBRARIANS	
Johnny Jacobs	
THE GROOTE SCHUUR HOSPITAL EXPERIENCE	23
Bev May	
INFORMATION FILE: LITERACY BIBLIOGRAPHIES	25
Compiled by Cecily van Gend	
LIBRARY IN FOCUS: HOUT BAY	28
Ruth Lund	
MY TIEN BESTE BOEKE	31
Prof. Piet Cillié	
NUUS	34
Forum	34
Awards	34
Calendar	35
Libraries	37
This and that	41

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# 1990 INTERNATIONAL LITERACY YEAR

Graine Clarke, Book Selector

**Literacy is a big problem - and getting bigger all the time. A Unesco survey states "the absolute number of illiterates is increasing and is now probably close to one billion aged 15 and over" (1). Alarming, we would all agree, and in response to this situation, Unesco has declared 1990 International Literacy Year. The aim is to eliminate illiteracy by the year 2000, so that all people can "write and compute those things necessary for everyday functioning in their own community."**

Studies for Unesco have shown that "illiteracy and poverty not only go hand in hand, but shoulder to shoulder ... those who live in want today and in fear of tomorrow, are unlikely to be strongly motivated to become literate" (2). No country needs poverty, and so the fight against illiteracy is essential.

How are we to achieve this aim? Unesco sees International Literacy Year as a "Summons to Action" - action against illiteracy, and an opportunity to do something about this problem. Essential points are seen as:

- \* primary education for all - to try and stop the problem before it begins;
- \* post literacy measures must be taken, or all the time spent learning will be wasted as the pupils' skills atrophy;
- \* focus public attention on illiteracy - this will hopefully encourage people to support literacy work in their country;
- \* finance;
- \* motivation of students.

However well-meaning, Unesco

alone cannot change the world, and they stress that "the struggle against illiteracy is a task which primarily involves the national responsibility" (3), and as has been proven, the starting point for effective results must be the local community.

## SOUTH AFRICA

This said, what is the situation in South Africa? Definitions of literacy vary considerably, so statistics are equally inconsistent:

\* Between 1970 and 1980, the number of illiterates in South Africa increased from nearly 5 million to 6 million (University of Bophuthatswana, Inst of Education) (4);

\* At a symposium held in Welkom in August 1989, a Department of Population Development spokesman said 56% of South Africa's population was illiterate (5).

Either way, a salutary picture is not painted, and the situation demands urgent attention. As official policy voiced by the Department of Population Development spokesman points out:

"Elke inwoner in Suid-Afrika is verantwoordelik vir die bevordering van effektiewe ontwikkeling en vooruitgang in Suid-Afrika. Deur geleterdheid te bevorder, word 'n basis gelê vir verdere onderwys en opleiding ... baie groter pogings sal egter in die toekoms aangewend moet word ten einde ongeleterdheid doeltreffend teë te werk." (6)

## WHO IS INVOLVED?

At the moment, public awareness of the problem is abysmal, and 'elke inwoner' is far from involved. A lot of

good work is being done, but more is needed: "Daar word bereken dat minder as 50 000 volwassenes jaarliks geleterdheidskursusse deurloop...van hierdie 50 000 deurloop ongeveer 23 000 persone sodanige kursusse by staatsubsidieerde sentra; 22 000 by myn- en industriële sentra en 5 000 word opgelei tydens programme wat deur vrywillige organisasies aangebied word. Die totale getal is minder as 1% van alle ongeleterde volwassenes in Suid-Afrika." (7)

More people need to become involved - but who? In 1988, Bekker and Lategan found that "libraries should seek to play a part in (1) the development and delivery of literacy programmes; (2) providing additional back-up to literacy programmes provided elsewhere (e.g. in the workplace)". (8) There has long been a realization among librarians that they ought to become involved in literacy programmes, but few seem to have acted on this realization. More concrete encouragement has come from the Zaaiman report, the whole basis of which is that public libraries can and must be used for the development of South Africa.

However, to be successful, any programme must be learner-centred, and the shift is away from teaching to everyday learning. There is general consensus that help from libraries, or indeed anyone, must not be imposed on those involved - paternalistic, top-down 'aid' will not work. Suggestions and recommendations from the agencies/communities themselves must be followed if any progress is to be made. According-

ly, we spoke to representatives of organizations involved in literacy programmes around Cape Town, to find out how they functioned, and to learn of their perceptions of how public libraries could be of assistance to them.

## LITERACY ORGANIZATIONS - WHAT ARE THEY DOING?

Literacy organizations are for the most part involved in two kinds of activities:

- \* training literacy teachers.
- \* teaching literacy itself.

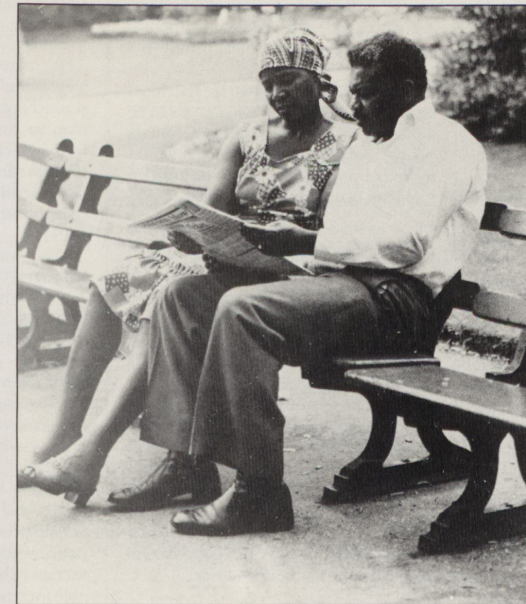
Training courses for teachers take varying lengths of time - some have a two or three day course over a weekend, some a week's intensive training, some give classes twice a week for six months, with simultaneous teaching to give feedback. These courses are often difficult to arrange, as potential teachers are frequently volunteers, and must come out of working hours. The importance of support from other teachers, follow-up classes and backup was stressed.

Literacy classes tended to take two forms: basic mother tongue literacy and, once this is mastered, second language literacy. Reasons given by students as to why they wished to become literate were apparently quite varied and very personal, but two recurring themes were to be able to read the Bible, and to either get a job, or be able to do better at work.

## PROBLEMS EXPERIENCED BY LITERACY ORGANIZATIONS

The course of education never does run smooth, and literacy is no exception.

Before anything else can happen, the student must be motivated to attend classes; this motivation (particularly in view of Unesco's comments) cannot be easy. Even being motivated is not enough to get a student to class - other difficulties still exist: many people can only come in the evenings after a hard day's work, travel and transport is often awkward or impossible to arrange; there is a great deal of fear about being out in the evenings. Added to this is the fear of failure and exposure of ignorance. The



mented that 'normal' teachers made less than perfect literacy teachers unless they learn to re-think their approach.

## Lack of suitable material

One of the biggest problems mentioned by all the organizations was a lack of suitable material for newly literates, particularly in the vernacular and Afrikaans. It is difficult enough learning to read and write, especially in a second or third language.

As Linda Wedepohl says, "If someone is just beginning to read, s/he needs books which have large print, short sentences, everyday language and no big words. Most of the books which satisfy these requirements are written for children. But adult learners want books about topics which interest them, and won't be inter-

ested in childish stories and topics. So there is not much in the shops that is suitable for adult beginner-readers." (9)

Some organizations have found that using children's books is acceptable. The books that are available often focus on problems that could be experienced by underdeveloped communities - health, filling in forms and other coping material. This is well and good, and not to be scorned, but some people expressed a desire for something a little more light-hearted to be made available - there has been some enthusiasm for comics and photo-stories. Nothing yet, but hopefully there will be soon, as awareness and confidence in the economic viability increases with more institutional support. Recently, a workshop for publishers was hosted by Ed French at Wits University to encourage action. All these problems of suitable material are exacerbated by the fact that not everyone in the class will be reading at the same level. The great need for material in the mother tongue cannot be stressed enough.

Suitable teachers with adequate training are needed; as has been said, these are mostly volunteers, and so fitting in training programmes can also be a problem as they need to be held over weekends, or in the evening. It is difficult for people to have to take time off work. Once the initial training has been given, backup and support is essential, but this too can present difficulties. The teacher needs to be the right kind of person - committed and dedicated. Should the teacher fail to arrive for class, that is, for the student, only a reinforcement of failure. Students often have a low sense of self-esteem and self-reliance, and depend on their teachers being there. The teachers also need to be aware that teaching adults is very different to teaching children; many organizations com-

## Bridging the gap

The other often mentioned dilemma was what to do with students who had completed the initial literacy course -

where to send them next? It was found that there was quite a gap between initial literacy and night school, although some organizations did have post-literacy classes, covering subjects such as calculation and environment study. Left alone in the literate world, however, it is very easy for the students' skills to atrophy and die: "a gap of even six months after initial training will return the learner to the status of the functional illiterate." (10) The library, a possible source of reading material for these people, is a terrifying place, fraught with codes, strange orders and opportunities to reveal one's ignorance of how it all works. For those who do go on to night school, this is often a depressing experience - the primary school curriculum has little relevance to adults. Material for post-literate students is also sadly lacking.

### Other problems

Lack of public awareness, both among the general public and the business world, has not helped the cause of literacy. It is possible to organize literacy classes within businesses, yet few companies appear to have shown much interest. This is an ideal opportunity to upgrade workers, surely to the companies' ultimate benefit, and yet little appears to be happening.

Greater organization among literacy organizations would seem to be desirable. So much good work is being done, yet with so much duplication of effort and energy. In a field where resources are limited, it must surely be to everyone's advantage to at least temporarily overlook political and methodological differences of opinion to work together for their common aim.

### HOW CAN LIBRARIES HELP?

#### Creating public awareness

"We need to raise the level of awareness of all reading adults about the vastness of the illiteracy problem in this country, and about the basic needs of the new adult learner. As librarians, adult educators, publishers, writers and people concerned about the future, these are grave issues to be wrestled with and solved," (11) said Edna Fitzgerald, in her article in the April 1989 edition of *The Cape Librarian*. She went on to raise a valuable point that was echoed by all the organizations: far greater support of literacy programmes, and increased public awareness of the situation is

necessary. Libraries could help by creating displays using posters and books, and exhibiting these in a prominent position.

Letters could be sent to the local newspaper, describing what needs to be done, and giving the names of contact people. Advertising the problem would increase awareness, and hopefully motivate people to start projects.

### Facilities

The most immediate way in which libraries could help would be the provision of facilities for literacy classes. Most libraries have a community hall which could be made available, this would help in two ways. Firstly, a venue would be provided; secondly, having lessons actually in the library building would hopefully be a start in breaking down the mysterious, institutional image of the library. This familiarization could be encouraged by the literacy teacher, who could then much more easily take students on visits into the actual library. Going in as part of a group will also make the learner feel safer.

### Referral

The library could act as a referral point: people seeking to become either literate, or potential literacy teachers, could approach the librarian to find out who the nearest literacy organization was. To this end, the Cape Provincial Library Service has provided affiliated libraries with a literacy awareness poster and a list of organizations and addresses, from which the relevant contact can be chosen.

### Reading assistance

The York Woods Library in Canada have an interesting programme in their 'Leading to Reading' Club: Children who are reading below their grade level are paired with volunteers, who meet for an hour once a week to improve reading skills. "Reading per se is not taught; the focus is on reading for pleasure." (12) Self-confidence is increased, and improvement in reading skills follow. Volunteers attend the same training course as those involved in the Adult Literacy programme, as they have much in common. Libraries here could initiate similar 'Clubs', which would help newly literates in 'bridging the gap'. Neville Alexander talking to a SAILIS Public Library Interest Group in Athlone

recently also advocated the organizing of reading classes in libraries.

### Material

Material for use in literacy classes could be provided on block loan. We plan to develop a sample collection, from which literacy organizations can select what they feel is relevant and useful. Once this had been bought, libraries could request block loans of this material.

Assuming that literacy classes were in progress in the area, libraries could assist by holding writing workshops similar to those of the Montagu-Ashton project. The 'books' don't have to be beautiful - stapled photocopies are adequate, and help to de-mystify the book. Newspaper reading sessions could also be useful, even if this only starts quietly, with one listener, outside the library. Reading aloud could develop into recording storytelling, which could in turn be the basis of books.

The provision of bridging material - libraries could have a shelf of material for newly literates, which could be available for students. This should be easy to find - it has been pointed out that the way in which libraries are arranged is extremely confusing and senseless to these students; the concept of alphabetical order, for example, is extremely sophisticated.

Libraries could also provide audio-visual material for use by literacy classes - if classes were held in the library hall, it would be very easy to show films or videos right there. The Zaaïman report has emphasized the usefulness of audio-visual material, and a number of organizations were quite enthusiastic about this idea.

### Changing the image of the public library

Perhaps the most important of all, the institutional image of the public library has got to change: At the Welkom symposium on Literacy, Arnold Lubbe said "Librarians face a major challenge in moulding the atmosphere of the library to welcome the individual and groups who have no library tradition", (13) or, as the Zaaïman report expressed it, "librarians will have to rid themselves of the notion that library philosophies and practices applicable to a developed community are equally applicable to the rendering of library services to a developing community". (14)

This, too, was the message given to us by all the literacy organizations we visited. It is probably the most difficult thing that libraries will have to do, but if any real help is to come from public libraries, it will have to happen. It should be borne in mind that service of this kind "cannot be successful when imposed on a community", (13) or all efforts, however well-meaning, will be in vain.

### CONCLUSION

Unesco hopes to eliminate illiteracy by the year 2000. It will be interesting, then, to see how far they have succeeded - and how far we will have succeeded in our own country.

Public libraries cannot possibly hope to be a panacea, or wave a magic wand, but this is no reason to sit and do nothing. In the centre of the community, with facilities and material available, the library is in the ideal position to make a major contribution. **What is your library going to do about it?** As a starting point, you could not do better than

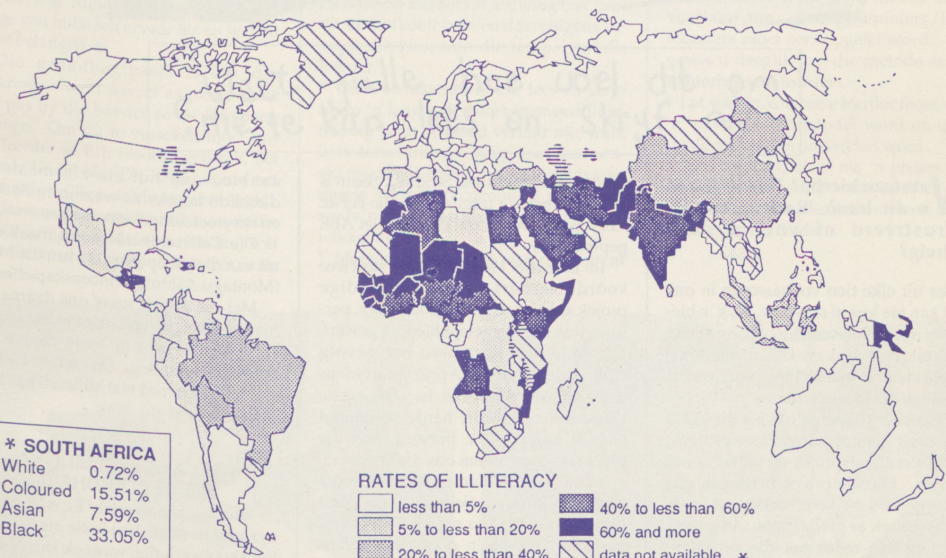
to sit down and read Linda Wedepohl's excellent manual, *Learning from a literacy project*.

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## ILLITERACY - THE ALARMING STATISTICS



Illiteracy rates around the world in 1985. Source: Unesco Office of Statistics.

# DIE MONTAGU ASHTON - GELETTERDHEIDSPROJEK

Elizabeth Mepomie, Koördineerder



Weg is 'n leersel wat  
? nie te kan lees en skryf nie?

**W**at staan hierbo? Hoe voel u as u dit lees? Raak u kwaad, gefrustreerd of voel u dalk bedreig?

Ses uit elke tien volwassenes in ons land kan nie lees of skryf nie. Kyk 'n bietjie om u rond hoeveel dinge hang af van die geskrewe taal en stel u voor hoe wêreldvreemd mense moet voel wat al die dinge nie kan lees nie.

Ongeveer 10 jaar gelede het die MAG (Montagu Ashton Gemeenskapsdiens) 'n Geletterdheidsprojek vir volwassenes geloods. Hierdie projek het begin met groot getalle en veral onderwysers is hierby betrek as groepleiers. As gevolg van verskeie redes het die projek se getalle vinnig gedaal en later het dit heeltemal doodgeloop.

In 1983 is daar kontak gemaak met ABE (Adult Basic Education Unit at the

Centre for Extra Mural Studies). Saam is 'n nuwe metode uitgewerk. Die eerste lees- en skryfmateriaal is saam met ABE geproduseer.

In Januarie 1985 is die eerste twee koördineerders in hierdie huidige projek aangestel. Talle groepleiers, persone wat die klasse aanbied, is gewerk. Die opleidingskursusse het gevolg (Februarie, Maart en April) waartydens die groepleiers opgelei is. Die eerste klasse het net na die harde seisoentyd (April) begin. Die persone wat die klasse bywoon, noem ons die leerders.

In 1988 is die huidige koördineerder aangestel in die projek wat tans sedert November 1988 die projek koördineer. In Junie 1989 is 'n opleidingskursus gehou waartydens twee gevorderde leerders, mense wat nooit kon lees en skryf nie, opgelei is as groepleiers. Hierdie twee volwassenes kan nou self klasse

aanbied aan hul eie klasmaats op dieselfde manier as waarop hulle lees- en skryfoefeninge ontvang het.

Die Geletterdheidsprojek maak deel uit van die groep projekte van die MAG (Montagu Ashton Gemeenskapsdiens).

Met dié projek streef ons daarna om nie net alleen volwassenes te leer lees en skryf nie, maar om hulle menswaardigheid te verhoog. Ons wil hulle help om mense te word wat hulself kan help en in hulself glo.

## BELANGSTELLING IN GELETTERDHEID

Wos Saayman vertel: "Ek is 'n ma van vyf kinders en ek kon hulle nie help met hul skoolwerk nie, want ek kan ook nie lees en skryf nie. Ek voel soos 'n ma sonder geleerdheid.

"Ek wou so graag die Bybel lees, my

kinders help, self 'shopping' doen, die Sondagskoolkinders leer, ensovoorts. Ek het na die lees- en skryfklasse toe gekom om my geleerdheid te kry.

"Vandag kan ek weer ander mense help om te kan lees en skryf."

Johanna McKlein vertel: "In ons dae kon ons nie skoolgaan nie. Ek moet ook maar sê dit was swaar om by 'n skool te kom. Ek wou ook graag leer lees en skryf soos ander kinders. Daarom probeer ek vandag en is ek nog steeds besig om te leer lees en skryf."

Margaret Henry sê: "Ek kan nou skryf. Nou is ek bly van die skool. Waar ek gestaan het staan ek nie meer, met die genade van die Here."

Dit is enkele leerders se ervaringe en begeertes en ook redes waarom hulle betrokke geraak het in die Geletterdheidsprojek. Ongeletterde mense is skaam hiervoor. Hulle voel bang, teruggetrokke, onseker en vreemd. Wanneer hulle leer lees en skryf word hulle beeld van hulself sterker en is hulle nie meer so afhanklik van andere nie.

## PRAKTIESE STAPPE

Volwassenes behoort die taal te leer wat hulle ken en elke dag gebruik. Die stories wat hulle lees moet gaan oor dinge wat hulle self ervaar het en wat vir hulle belangrik is.

Die grondbeginsels is om die geskrewe woord soveel as moontlik te laat pas by die leerder se eie lewenservaringe. Om dit te verseker, moet ons die leerder se EIE woorde gebruik, net soos hulle dit sê. Dit help nie om net naastenby hulle woorde te gebruik nie.

Daarom noem ons hierdie metode die Taalervaringsmetode, want die taal wat gebruik word om mense te leer lees, kom

uit hul eie lewenservaringe en word in hulle eie woorde weergegee.

## HOE SAL HIERDIE METODE LEERDERS HELP MET LEES EN SKRYF?

Die groepleier maak 'n nota van sommige van die dinge wat leerders gesê het. Hierdie sinne word dan sorgvuldig op die bord geskryf. Die groepleier lees dit aan die leerders voor en daarna leer hulle om dit terug te lees aan die groepleier.

Lateraan leer die leerders los woorde te herken en nog later leer hulle om letters en klanke te herken en te gebruik.

Hierdie is net 'n opsomming van die leermetode.

## OPSOMMING

\* Ondervinding het geleer dat onderwysers nie as groepleiers/leermeesters gebruik word nie, aangesien hulle dieselfde metode gebruik as wat in normale dagskole gebruik word. 'n Volwasse leerder word anders behandel as 'n kind in die gewone skool.

\* Dit is belangrik om die werk of materiaal nie op leerders af te dwing nie. Laat dit uit hulself kom en daarvolgens beweeg die klas; teen die tempo van die leerder.

\* Om volwassenes te leer lees en skryf neem 'n lang tyd. Moenie ongeduldig, haastig wees of moed verloor nie, want u is terselfdertyd besig met gemeenskapontwikkeling. Om swygsame mense weer selfvertroue te gee, is alreeds 'n groot stap in die rigting van ontwikkeling.

\* Moenie vir mense sê wat in die prent

is of wat hulle moet dink nie. Beskou elke antwoord as ewe belangrik; moenie iemand uitlag nie.

\* Skryf presies neer wat die leerder sê. Moenie probeer om die taal te 'verbeter' nie.

\* Nadat u die leerders vir ongeveer 'n uur besig gehou het met leeswerk, laat hulle toe om 'n bietjie te rus. Laat volwassenes toe om klas te verlaat en te doen wat hul gewoonlik doen. Hulle kan selfs iets anders doen, byvoorbeeld sing, en dan aangaan met skryfoefeninge vir die res van die aand.

\* Volwassenes wat van soggens vroeg tot saans laat harde arbeid doen op plase, moet gestimuleer word, want hulle kom baie uitgeput na die klas. Neem dit alles in ag.

\* Hersien die vorige aand se werk met die leerders voordat u later weer daarmee begin. Dit sal nodig wees om hulle geheue te verfris.

**Let wel:** Dit is heeltemal normaal en beteken nie dat leerders lui of dom is nie.

\* Hanteer leerders op verskillende vlakke aangesien die een persoon vinniger beweeg as die ander persoon. (Vlakke: Beginner, Gemiddeld gevorderd, Gevorderde leerders).

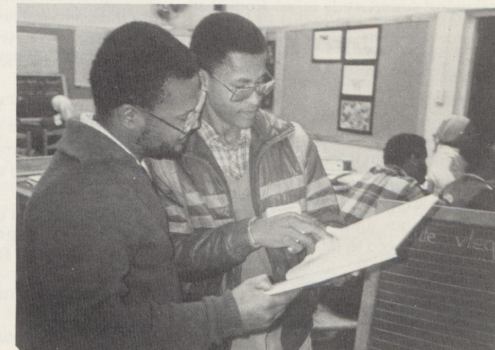
\* Die metode is nie altyd maklik om te verstaan nie. Die groepleiers/leermeesters moet eers opgelei word. Vergewis u deeglik van die metode en die hantering van leerders.

\* Let wel: 'n Volwasse leerder moet soos 'n volwassene behandel word en in sy totale menswees ontwikkel word.

\* Ons herhaal, dit is nie 'n proses wat oornag soos paddastoelie opskiet nie. Dit is baie gekompliseerd en vereis deernis, begrip en liefde.



'n Opleidingskursus vir groepleiers by die MAG-sentrum



'n Groepleier ontvang leiding tydens 'n opleidingskursus

# HOW CAN WE OBTAIN READING MATERIAL FOR NEW LITERATES?

Compiled by Bon Gertz, Assistant Director

One of the most pressing problems in tackling illiteracy is the dearth of suitable reading matter for new literates. As reported elsewhere in this issue, the fall out rate is depressingly high, and this can in part be ascribed to the lack of material that is so relevant to the struggling new reader that he will persist and battle on to gain the reward from the content. We have invited opinions from four active participants in the field, two involved in literacy work, and two established publishers, to show the size of the problem and how libraries and their authorities could be of assistance.

## READING MATERIAL FOR LITERACY CLASSES: THE MAG EXPERIENCE

Based on the Montagu-Ashton literacy project, Linda Wedepohl gives practical advice on obtaining and creating material in Chapter 7 and 8 of 'Learning from a literacy project'. The following summary is taken from that text:

How does one find suitable reading and learning material for learners? Start with the learners' own life situation and their needs: What do they say they need literacy for? What do they want to be able to do? What interests them? What is causing difficulties in their lives where reading and writing can help? What important issues and events within the community need to be written about so that people can think about them and understand them better?

Once you know what will be useful to learners, try to find some reading matter that deals with these topics. Here are

some suggestions: look around to see what is already available, that can be used as it is; take existing material and adapt or translate it; if nothing is available, produce your own; get the learners themselves, or members of the community, to produce their own stories, and use these stories as reading material.

### Letting People speak for themselves

A lot of reading material for literacy classes can be produced in the community itself, and not only the learners, but many other people in the community will be interested in these stories and enjoy reading them.

These stories have many uses: they provide enjoyment to readers, they give people who are usually silent and ignored a voice in society, they give people a sense of their own value by putting their words in print, they help to build pride in working-class history and culture by recording people's experiences in books. Through all of these, communities can strengthen their unity, confidence and value themselves.

People who can write well should be encouraged to write down their own stories. But many people who have important stories to contribute haven't had enough school learning to do the writing for themselves. They can tell the story to someone else who acts as their 'secretary' (or 'scribe') and writes down what they say.

It is important to show respect for people's language by using their own words when writing their story. A tape recorder helps the scribe to do this.

### Writing down a community's history, language and culture so that it won't be forgotten.

Every community has its own history, which will be lost unless we preserve it by writing it down.

The best way to do this is to talk to people who lived long ago - the oldest people in the community. If we ask them to remember what happened when they were young, and write down what they say, we have a written record of past times in that community. We call this 'Oral History'.

Collecting a community's oral history is something school students or youth groups can do. In that way they also become more aware of where they come from and where they belong.

### Learners' writing

In literacy work, this is one of the most important ways of "giving learners a voice" and building their confidence.

Right from the very first class, the Language Experience Method tells learners that their thoughts can be expressed on paper: the sentences they say are written on the board for them to read.

As early as possible learners should be encouraged to take this further by starting to write something themselves. Even before they can actually write well enough to do it alone, they can 'write' by telling their story to the group leader, who writes it down as they speak and then reads it back to them.

It is important not to change people's words. Let them be heard exactly as they are.

Ideally, these stories should then be typed or printed out, so that the learner (and other learners) can read them.

### Organizing a student writing workshop

Student writing has an important place in literacy work in England. They have developed the idea of holding writing workshops - bringing a lot of learners together for a day or a weekend to write. Everybody writes something (or dictates it to a scribe), and all the stories are then made into a newspaper

or book which goes to all literacy groups in England.

Since the book or newspaper is prepared for printing during the same weekend, learners do more than just write. They also learn a lot of other skills: developing photographs; deciding what goes into the book; learning about different kinds of lettering; how to arrange the space on a printed page (this is called 'layout': where does the story go? where do you put the picture? how much white space do you leave around it? how do you make the title?) It is very exciting for people to see how their piece of writing is taken together with all the others, and to watch the process by which this collection of writings grows, step by step, into a publication.

Since they meet for a whole weekend, it also has social benefits: if people all stay over in the same place, they eat, talk and go for walks together and have a lot of time to get to know one another. On the Saturday evening, groups can perform plays, games can be played or films shown.

Many attractive and readable booklets have come out of these writing workshops.

## UCT'S ADULT BASIC EDUCATION PROGRAMME AND THE PRODUCTION OF MATERIAL

### B. Hutton in discussion with Graine Clarke

\* The aim of the Research and development programme is to produce books and resources of two main types:

Books drawing on basic research and directed at planners and organizers of ABE / literacy provision, and,

Books and booklets designed to act as immediate back-up resources for teachers and trainers.

\* They are now focussing on material resources for teachers such as a manual for people producing material for English second language students.

\* They also hope to produce activity books, from literacy to post-literacy; but plan to 'workshop' them to check that they work before actually producing them.

\* She sees just new writers' own words

as extremely limiting, and feels they need more. Newsletters and magazines are a good idea, but these need to be produced by teachers who know what is going on in the learner situation.

\* Ideally, literacy organizations would have sufficient funds to employ a writer who has worked with literacy students at all levels and who, therefore, knows the issues and is in touch.

\* She was uncertain of the commitment of established publishers. Price is a problem, and they don't really know the field. Although involvement would not be very financially rewarding for them, it would be good for their image. She stressed however that all literacy material production needs to be done with a lot of respect for literacy organizations; they have put a lot into it, and don't want to see it all taken away from them.

## HAUM-DE JAGER VERBREED SY SPEKTRUM ... DIE PASGELETERDES

### Sas Kloppers, Snr Bestuurder: Spesiale & Tersiere Projekte, HAUM-De Jager

Weens HAUM-De Jager se wye betrokkenheid in die opvoedkundige wêreld, is dit noodsaaklik dat daar wyer gekyk word as die formele onderrig.

As gevolg van hierdie ingesteldheid het HAUM-De Jager reeds geruime tyd gelede begin met 'n navorsingsprojek oor die ongeletterde en die pasgeletterde. Uit genoemde ondersoek het dit geblyk dat daar by die pasgeletterde 'n behoefte aan lees- en oudio-visuele materiaal bestaan. Hierdie behoefte is ook geïdentifiseer by almal wat op verskillende terreine by geletterheidsprojekte betrokke is.

HAUM-De Jager se projekte sluit die volgende in: leesstof en oudio-visuele materiaal en kan in twee kategorieë geklassifiseer word, naamlik produkte vir selfverryking en vir ontspanning.

Ten opsigte van publikasies word tans aan 'n reeks gewerk in bogenoemde twee kategorieë en is titels soos ondergenoemde, binnekort beskikbaar:

\* Starting your own business

\* Money matters

\* Owning your own Taxi

In soverre dit oudio's en video's betref, word gekonsentreer op materiaal vir die ongeletterde / pasgeletterde, die studieleier en ter gemeenskapsverryking en is die eerste produkte reeds beskikbaar.

Weens Suid-Afrika se besondere situasie en die kennis van sy mense, van die probleme rondom geletterdheid, kan ons 'n besondere diens lewer - ook aan die res van Afrika, as sanksies en vooroordele dit net sou toelaat.

## LITERACY: THE ECONOMIC CHALLENGE

### Mike Kantey of David Philip

As it is the International Year of Literacy, it seems worthwhile reflecting on the economic challenge of producing abundant readers for newly literate (but inevitably underwaged) readers. Clearly the problem of redistribution of wealth per se will have to be addressed in any new South Africa, but it is unlikely to happen in 1990.

It seems necessary, therefore, to embark immediately on a remedial programme which is addressed elsewhere in this issue. My problem is precisely this: how is such a programme going to be funded? Small publishers such as David Philip, Ravan Press and Buchu Books cannot fund such readers out of their existing turnover, since the cost of overheads and production are too large to allow for a necessarily low selling price.

In the case of Ravan and Buchu, external funding helps to subsidise their books. No such support has been offered to David Philip, however, so we need to seek an alternative system. One idea that comes to mind is a two-tier pricing system: an institutional or state price which reflects the true value of a book, and a discount price for the underwaged.

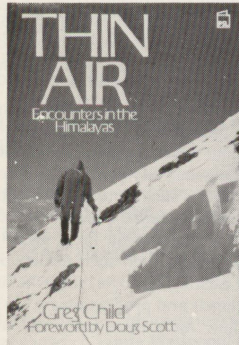
In order to reassure us, then, we would need to know that libraries will buy sufficient quantities of a book for newly literate adults to justify the investment in time and money. This would still leave us, however, with the problem of content and selection.

# BOOKS / BOEKE

## ADULT NON-FICTION VOLWASSE VAKLEKTUUR

**CHILD, Greg**  
**Thin air: encounters in the Himalayas.** -  
**Patrick Stephens, 1988.**

The author is acclaimed as a leading writer on mountaineering. This is an account of his experiences in India and Pakistan, and of ascents of Himalayan peaks. His description of the achievement, and his analysis of the dramatic and tragic events which claimed the lives of his companions, makes riveting reading. At times the suspense is nail-biting.



Climbers will devour this, but it reads so easily that it is bound to be enjoyed by non-climbers as well. CvG

**CHORLTON, Penny**  
**Cover up: taking the lid off the cosmetics industry.** -  
**Grapevine, 1988.**

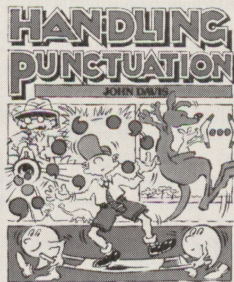
Cover up is about the cosmetics and beauty industry - what is contained in the products sold and whether they actually do what they say they will. This is an area of industry which is shrouded in secrecy and the only information the consumer receives is in the 'hype' of advertising. It is also an area in which there are few controls, unlike, for example, the food and pharmaceutical industries.



The author's approach is objective, sensible and moderate; and her style, although informative, is light and easy to read with touches of humour. Subjects covered are: make-up and other toiletries; hair, nails and skin; perfumes, suntanning, hygiene, cosmetic surgery, the use of animals in testing and animal products, etc. She also gives a brief history of cosmetics and discusses the psychology of beauty. This illuminating and informative exposé of the cosmetic industry is, unfortunately, unlikely to receive attention in women's magazines because of their heavy reliance on the industry's advertising. A similar title recently bought is T. Hunt's *Growing older, living longer*. SG

**DAVIS, John**  
**Handling punctuation.** -  
**Hutchinson, 1985 (1989 printing).**

A book guaranteed to remove the misery from learning how to punctuate



correctly. This explains how the various punctuation signs are used, giving examples and exercises - almost entirely in the form of jokes (which are actually funny). Although there are unfortunately no correct answers given for the exercises, there is sure to be enough help in here to be worth working through. This could be very useful to teachers, and could be used with many age groups. GC

**DRESCHER, John**  
**Wat kan ek van my kind verwag?** -  
**Tafelberg, 1989.**

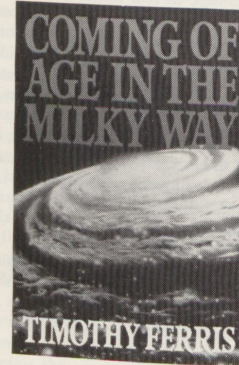
As gevolg van die waarde wat aan



prestasie gehê word deur die hedendaagse samelewing, laat hedendaagse ouers nie hul kinders toe om kinders te wees nie. Daar word vroeg al te veel druk op die kind uitgeoefen om te presteer en hulle word gedwing om verantwoordelike te aanvaar waarvoor hulle nog nie emosioneel gereed is nie. Bogenoemde probleme asook ander wat algemeen in die verskillende stadia van kinderontwikkeling opduik, word bespreek en daar word raad gegee oor die benadering tot en die oplossing van hierdie probleme. Die aanbieding is toeganklik en prakties en die raad verstandig. Die boek bevat ook 'n uitgebreide bibliografie en 'n lys verwysings. EdeR

**FERRIS, Timothy**  
**Coming of age in the Milky Way.** -  
**Bodley Head, 1989.**

This popular science book tells the story of how, through the workings of



science, we have arrived at our current estimation of the dimensions of cosmic space and time. Because it is intended for the general reader, it is brief and thus obviously not exhaustive, and the author has simplified the information keeping maths and scientific jargon to a minimum, while, at the same time, trying not to oversimplify. It is illustrated and there is a glossary of technical terms, an index, an extensive bibliography and an appended brief history of the universe. Both readable and comprehensible, this is a welcome title on an interesting subject for the layman. SG

**FOURIE, Pieter**  
**Die groot wit roos.** -  
**HAUM, 1989.**

Die hoofkarakter, Louis, se lewensverhaal word verfilm en aan die hand van sy verhoudings met vyf vroue word sy persoonlikheid en dryfvere aan die gehoor of leser blootgelê. Deur die gelyktydige aanwending van toneel- en filmtegnieke laat die dramaturg werklikheid en illusie teen mekaar afspeel. Terwyl Louis na die produksie van die rolprent kyk, herleef hy sy seksuele verlede en dit loop uit op 'n afgryse-lyke klimaks.

Die toneelstuk is baie leesbaar en die spanning word deurgaans goed behou. Nie vir die sensitiewe leser nie, maar Leeskringe mag belangstel. EdeR

**HENNING, Annatjie**  
**Popklere: 'n patroonboek.** -  
**Human, 1989.**

Vir die moeders wat vir tienerpoppe byderwetse uitrustings moet optower -

hier is 'n patroonboek wat meer as vyf en sewentig waregrootte-patrone vir hierdie soort pop bevat. Die patrone is geskik vir damespoppe van 29 cm en manspoppe van 30 cm en elke patroon is toegelig met stap-vir-stap instruksies wat ook die benodigdhede aangee.

Al die patrone is ekonomies en prakties en so ontwerp dat die poppe maklik aan- en uitgetrek kan word. Die boek bevat ook instruksies vir die maak van 'n volledig toegeruste pophuis met huisraad wat uit karton en hout gemaak word.



Die boek bevat mooi kleurfoto's van voltooid uitrustings. Diegene wat basaar-artikels maak sal ook hierdie boek nuttig vind. EdeR

**MCWILLIAMS, Peter**  
**Personal electronics book.** -  
**Prentice Hall P., 1987.**

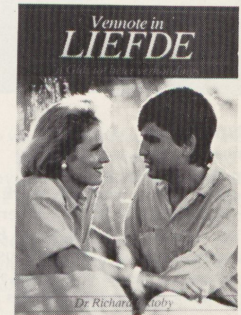
This American publication discusses various recent technological advances in machines such as television sets, compact disc players, DAT players, burglar



alarm systems, answering machines and so on. The author offers well-informed advice to consumers, taking different needs into account and presenting the information in an accessible and often entertaining manner. Numerous humorous (and largely irrelevant) illustrations liven up an already cheerful production. HT

**OXTOBY, Richard**  
**Vennote in liefde.** -  
**Human, 1989.**

Die skrywer, 'n bekende Kaapstadse sielkundige, beklemtoon die feit dat kommunikasie tussen getroudes van kardinale belang is vir 'n suksesvolle verhouding. Hy kyk na die struikelblokke wat 'n suksesvolle verhouding kan laat verongeluk en hoe om te werk te gaan om hierdie probleme die hoof te bied. Deur jouself te verstaan, jou verhouding te verstaan en dan daarna te streef om jou verhouding te verbeter, kan jy 'n sukses maak van jou huwelik. Die teorieë wat hy propageer



word deur werklike gevallestudies toegelig. Die aanbieding is toeganklik en populêr en die raad prakties en vol gesonde verstand. EdeR

**WESSELS, Lydia**  
**Verdien geld tuis / Tobie de Coning.** -  
**Tafelberg, 1989.**

Duisende kleinsake-ondernemings maak jaarliks dwarsdeur die land hul verskyning en in hierdie boek word die kleinsakeman vertel hoe om sy besigheid in 'n florerende onderneming te omskep. In deel een verduidelik dr. De Coning hoe 'n mens te werk moet gaan om 'n besigheid tot stand te bring, waar om geld te kry en hoe om jou produkte te bemark.

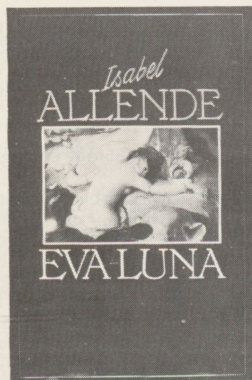


Deel twee bevat ongeveer 150 idees vir tuisondernemings. Elke inskrywing beskryf 'n ander soort werk en hoe om dit te benader. Persoonlike suksesverhale inspireer die leser nog verder. Die inskrywings is alfabeties onder die soort werk gerangskik. Die boek is prakties en toeganklik vir Jan Alleman. EdeR

ADULT FICTION  
VOLWASSE FIKSIE

ALLENDE, Isabel  
Eva Luna. -  
H. Hamilton, 1989.

Another highly readable work of magic-realism set in South America from Ms Allende. In this book, Eva grows up in a series of different houses, amongst a cast of bizarre characters, surrounded by bizarre events. Events are

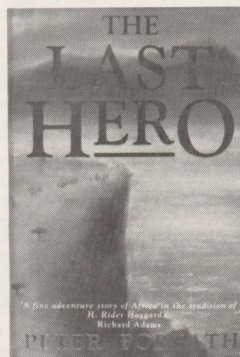


difficult to describe, partly because it is often difficult to tell what is an event, and what a figment of Eva's imagination. In the end it doesn't really seem to matter, as the reader is swept away by the book's sparkling display of verbal virtuosity and magical atmosphere. GC

ANDREWES, Georgina  
Behind the waterfall. -  
Pandora Press, 1988.

Jo leaves the security of her London job and cosy love affair to go and work on a village water project in a barren area of Kenya. She tries very hard to become 'African', and earns a measure of acceptance amongst some of the Kenyans. But when she becomes the victim of a violent attack, this emphasizes her otherness and isolation. Ultimately pessimistic, this is a convincing and intelligent first novel written in a simple, readable style. HT

FORBATH, Peter  
The last hero. -  
Heinemann, 1989.



The author retells the story of the famous Victorian explorer, Henry Morton Stanley, and his last great African expedition. This was a mission to rescue Emin Pasha, General Gordon's only surviving lieutenant in the Sudan. For a variety of reasons, Stanley chose to take an appallingly difficult route through the Congo and the unexplored Ituri forest, and suffered heavy losses of men and equipment during the long, arduous and dangerous journey. Although the survivors eventually reached Emin Pasha and Stanley was fêted for his

achievement, in real terms the expedition was more of a failure than a success.

A comment on the dust-jacket compares this to the work of H. Rider Haggard, and in some ways it does call to mind the typical adventure stories of an earlier era. However, this is more brutally realistic, it does not ignore instances of savagery on the part of supposedly civilized Europeans, and it portrays Stanley as a flawed hero, courageous and single-minded, but also ruthless, ambitious and egoistic. All in all, this is a vividly written and engrossing historical epic. MJI

GILFILLAN, J.M.  
Van stiltes en stemme. -  
Human, 1989.

Met die lees van hierdie kortverhale raak 'n mens intens bewus van die onafwendbare gevolge wat die hedendaagse politieke en sosiale toestande in die land op die individu het.

In "n Dag uit die lewe van..." word Barnabas Vermeulen, 'n lektor, desondanks sy skynbare onbetrokkenheid in die kampus-politiek, op ontstellende wyse daarin betrek.

'Die murasie' vertel van Santie, 'n Afrikanerdogter uit 'n regse pastoriegesin, se liefde vir Ravi, 'n sensitiewe jong Indiërman. Maar as haar ouers kom kuier, kom haar ingebore vooroordele en vrese sterk na vore en sy verdraai hom, terwyl sy terdeë bewus is van die teneerdrukkende en lewelose toekoms wat op haar wag. Soos in hierdie twee verhale word die pyn wat die realiteit van die lewe vir die mens inhou in al die ander verhale herhaal.

Treffende kortverhale waarin die leser deurgaans bewus gemaak word



van die tragiek en die ironie van die lewe. Aanbeveel vir leeskring. EdeR

HOCKING, Mary  
A particular place. -  
Chatto, 1989.

The story-line is simple: a new vicar, Michael Hoath, and his beautiful wife, Valentine, move to a small West Country town, where he is to take up a new post at St. Hilary's. He falls in love with one of his married parishioners who then dies of a brain tumour. Although the plot is slight, as always it is Hocking's characterization that makes this such a delightful read. She deals shrewdly and sensitively with the subtle nuances of behaviour and dialogue, keeping the reader interested all the time. SG

MIDDLETON, Stanley  
After a fashion. -  
Arena, 1989.

Middleton seems to just go on and on producing the quality we have come to expect from him. *After a fashion* is a thoroughly enjoyable little novel demonstrating yet again his seemingly effortless ability to entertain by writing about the simple and mundane - in this case the rather ordinary life of divorced academic, Joe Hetherington. Nothing much happens but the gently ironic tone, the meticulous attention to detail, the precise and plausible dialogue, the rounded characters, and, above all, the well-modulated and easy, flowing style keep the reader amused, entertained and absorbed till the last page. This is a well-crafted yet light novel which is sure to delight. Highly recommended. SG

RUFF, Matt  
Fool on the hill. -  
Bloomsbury, 1989.

"Imagine the academic year at Cornell as seen by a Tolkien, ...accept the notion of a campus peopled by sprites, Bohemians, philosophical talking dogs, a human who tells lies for a living and of monkeys who try to muddle the plot when the storyteller isn't looking." That is how one reviewer describes this absolute delight of a first novel written while the author was still a student at Cornell University. The story is a kind of comic fantasy with many characters and sub-plots set in the university in Ithaca in up-state New York. Most of



the action takes place in the 1980s when S.T. George takes up his post as writer-in-residence. This is a thoroughly enjoyable and intelligently entertaining novel. SG

WILSON, Timothy  
Treading on shadows. -  
Grafton Bks, 1989.

This third novel was written by the 25 year old Wilson in 1986 and "earned him a rarely-achieved Distinction on the MA course in Creative Writing" at East

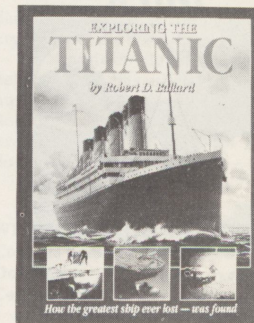


Anglia University. David Barber, a 35 year old Englishman, has lived with his mother all his life; it is her death which opens the novel. The story is about the changes that this brings about in David's life. Wilson's characters are extremely well-drawn and sensitively portrayed, especially the main character who is one of the most likeable fictional characters around. This is both good writing and easy reading. SG

JUVENILE NON-FICTION  
JEUIG VAKLEKTUUR

BALLARD, Robert D.  
Exploring the Titanic. -  
Pyramid Bks., 1988.

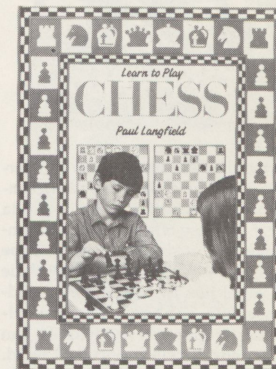
The sinking of the Titanic was headline news in 1912 and again in September 1985 when the wreck was discovered by Robert Ballard. He subsequently explored and photographed the ship and this is the story of his investigations, especially written for young readers. This personal account of how a legendary lost



ship was found is readable and fascinating. It has been well illustrated with many photographs in both colour and black and white. JKdeB

LANGFIELD, Paul  
Learn to play chess. -  
Hamlyn, 1989.

A fairly basic and straightforward



'how-to-play-chess' book, assuming that the reader knows nothing at all. Begins at which way round the board should go, and progresses through the game, covering rules and a few well-known sequences. Lots of diagrams and big colour illustrations make this a very attractive book. GC

**TERRY, Trevor**  
Die lewensiklus van 'n mier / Margaret Linton. -



**WILLIAMS, John**  
Die lewensiklus van 'n padda. - Bok Bks., 1989.  
(Die Lewensiklus van - reeks)



In hierdie twee boekies word onderskeidelik die gewoontes en voortplantingsmetodes van die mier en die padda beskryf. Basiese inligting word in eenvoudige taal en in 'n groot lettertype weergegee. Agter in die boek word die kind vertel hoe hy self miere en paddavisse kan aanhou. Die kleurillustrasies is groot en duidelik en kan maklik deur die kind nageteken word. Die boeke bevat ook 'n verklarende

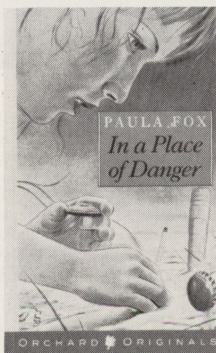
woordelys, 'n bibliografie en 'n kort indeks. Die eenvoudige aanbieding maak die boeke toeganklik vir kinders van agt jaar en jonger kinders sal die helderkleurige illustrasies geniet. EdeR

**JUVENILE FICTION**  
**JEUG FIKSIE**

**FOX, Paula**  
In a place of danger. - Orchard Bks., 1989.

While her father is undergoing heart surgery, Emma is sent to stay with her aunt and uncle for two weeks. They are an odd pair, living together in a mutually dependent relationship. Aunt Bea is an ex-alcoholic consumed by envy and anger at the world and those around her. Uncle Crispian is the mild, gentle peacemaker who cannot quite protect Emma from her aunt's harsh words. Emma escapes from the oppressive atmosphere onto the beach where she befriends Bertie. Together the two girls create a model village out of objects which they find on the beach. The night before Emma leaves, Bea destroys the village and it is only when she is back home that Emma can fully come to terms with and in some way begin to understand her aunt.

A moving novel about complex family relationships and human failings. Fox's characterization and use of language is deep and rich. Her insight into and understanding of her characters is powerful and sympathetic. JKdEB



**GREENWALD, Sheila**  
Will the real Gertrude Hollings puffin stand up? - Puffin, 1989.

Gertie Hollings is dyslexic, but has a great gift for story-telling. In her room, alone, she makes up endless stories around her collection of stuffed owls, and feels fine. At school, though, she struggles, and feels like Gertie the idiot-labelled 'learning disabled'. Her parents go overseas, leaving her to stay with her aunt and uncle and cousin Albert, a superachiever with rigid study schedule. Realizing that his mother is pregnant, Gertie decides that she has obviously been invited for a purpose, and makes her own 'sibling preparation' course for Albert her mission. This gets very out of hand, but all problems are resolved by the end of the book. A lively and entertaining story - children who enjoyed the author's earlier 'Rosy' books will want to read this too. GC

**MAARTENS, Maretha**  
Is Gideon dan 'n swartskaaap? - Retief, 1989.

Nadat Gideon se ma dood is en sy pa in die Xhosa-oorlog op die grens gesneewel het, word hy deur sy oudste broer Adriaan en sy vrou Maria aangeneem. Adriaan en veral Maria is maar ongeduldig met Gideon en hy voel dat hy 'n oorlas en 'n swartskaaap is. Hy verlang na sy vriendinnetjie Lielies wat met die Trichardt-trek weg is. Gideon en sy familie trek saam met Pieter Uys Natal toe en die jong seun beleef die traumatiese gebeure wat met die moord op Piet Retief en sy manskappe saamgegaan het.



'n Spannende verhaal met menslike en baie oortuigende karaktertekening waarin die menswaardigheid van almal gerespekteer word. Vir die ouderdomsgroep nege tot 12 jaar. EdeR

**MCPHAIL, David**  
Something special. - Blackie, 1989.

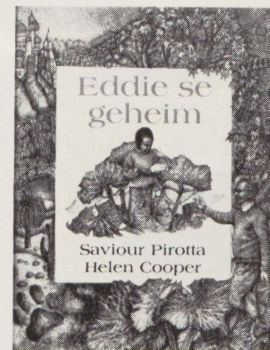
Everyone in Sam's family has a special talent except Sam. His sisters play the piano and baseball, his brother is a computer whizz, his father is a wonderful cook and his mother carves beautiful wooden birds. Whenever Sam tries his hand at any of these activities he fails miserably. One day Sam's mother is having difficulty deciding what colour to paint the wings of one of her ducks. Sam suggests green and as this turns out to be the perfect colour his mother suggests that he paint a picture. Here at last Sam discovers that he has a creative talent and the portraits he paints of his family are much admired. This is a charming, simple story told and illustrated with warmth and affec-



tion. Children who don't feel special enough will easily identify with Sam and his family. JKdEB

**PIROTTA, Saviour**  
Eddie se geheim / Helen Cooper. - Human, 1989.

Die Zee-egpaar is nie soos die ander mense wat in Eddie se buurt woon nie en hul word somtyds deur die kinders gekoggel en geterriseer. Eddie doen nooit mee in hierdie lelike speletjies nie, want hy het noodgedwonge met die Zees kennis gemaak en saam met hulle deel hy die genot van die ontdekking van 'n heerlike fantasie-wêreld van vreemde lande en eksotiese dinge. So maak Eddie 'n draai in China, Indië en Australië. Eddie deel die geheim net met meneer en mevrou Zee en hy sien uit na die volgende Saterdag wanneer hy weer saam met meneer Zee op reis sal gaan.



'n Verbeeldingryke prentboek vol bekoring - pragtig in kleur geïllustreer. Vir die ouderdomsgroep vier tot ses jaar. EdeR

**ROSS, Tony**  
Waar's my potjie! - Human, 1989.

Die klein prinsessie het die ouderdom bereik waar doeke vir 'n potjie verbruik moet word. Nadat sy haar aanvanklik teen die gebruik van die potjie verset het, het sy gou daaraan gewoon geraak en dit heel prettig gevind. Die potjie het 'n geliefde speelding geword en die prinsessie het daarvoor gesorg dat die aandag van die hele paleis op haar doen en late met die potjie toegespits word. Hulle moet dan ook

**Waar's my potjie!**



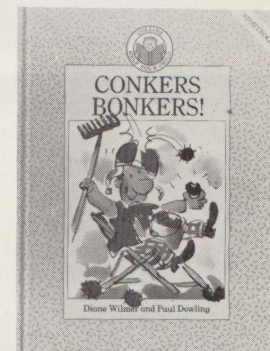
Tony Ross

daarvoor sorg dat sy die potjie betyds kry wanneer die nood druk!

Die komiese kleurillustrasies is bekoorlik en pas uitstekend by die humoristiese teks. Kleuters wat van hul doeke ontslae moet raak sal hierdie prentboek geniet. Vir die ouderdomsgroep twee tot drie jaar. EdeR

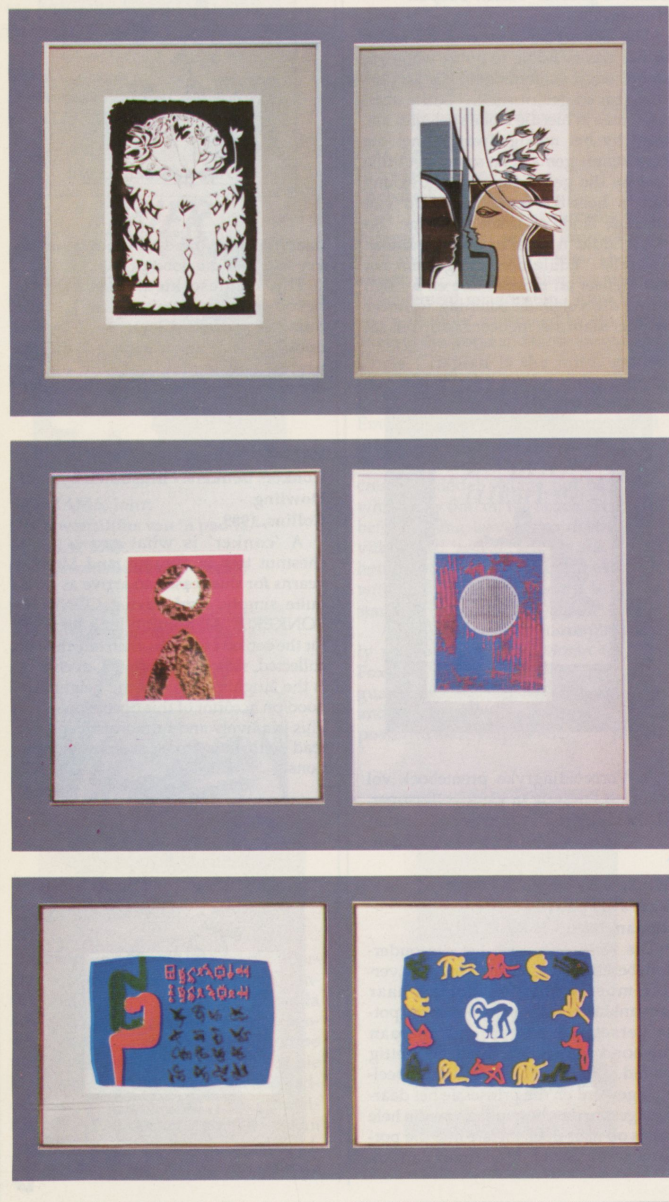
**WILMER, Diane**  
Conkers bonkers! / illustrated by Paul Dowling. - Collins, 1989.

A 'conker' is what grows on a chestnut tree in autumn, and Mr Nut yearns for this season to arrive as he is, quite simply, stark raving CONKERS BONKERS! All autumn long he waits for the conkers to ripen, then fall, then be collected, stored and painted, even if he is the laughing-stock of the neighbourhood on account of this obsession. This is a lively and humorous beginner read with boisterous, sketchy illustrations. HT



## ART PRINTS

Marlene Nielsen



Into a new decade it is now time to take a fresh look at some of the exhibitions and prints comprising the Central Collection of Art Prints available on loan through our libraries for exhibition purposes. The colourful 'TWENTY SOUTH AFRICAN GRAPHICS' invites this kind of attention.

Being a limited edition, only 250 sets were printed. A number of sets are available on loan from the Central Collection while some control areas and more recently the larger regions have also been allocated sets. Compiled by Chris Spies, the portfolio comprising the work of twelve artists, is a fine example of the silk-screen process of printing which in essence is a form of stencilling first used by the Chinese centuries ago. Capable of producing sophisticated results, it has become one of the most widely used and versatile of the reprographic processes.

Today it is used in many areas of printing, from the production of high-quality fabrics and wallpapers to the lettering on plastic bottles and containers, from pictures and slogans on T-shirts to full-colour posters, placards and artists' prints. Traditionally referred to as silk-screen printing, the term 'serigraphy' is used nowadays to define it as a creative medium, and differentiate it from its application as a commercial reproduction process.

As Esmé Berman explains in *Art and Artists of South Africa*, "It was Walter Battiss who pioneered the transformation of local attitudes and the elevation of the humble silk-screen print to the dignity of the 'serigraph'." After making his first experimental prints in 1954, under the expert guidance of printmaker Fred Schimmel, Battiss, fascinated by the medium, enthusiastically "adopted it for serious aesthetic purposes". By 1970 he had organized the first SA Exhibition of Serigraphs at UNISA.

At this stage a number of graphic workshops and studios were established around the country. For example, in 1970 the Cape Town Graphic Workshop was founded, a similar venture was embarked upon in Durban and in Johannesburg Fred Schimmel launched the Graphic Club of SA. Several South African printmakers, including Battiss, visited the London studio of Chris Betambeau, where they worked on editions and perfected their serigraph skills in what was then one of the world's most sophisticated graphic studios.

The six works featured here are by the following artists: No.1: Raymond Andrews (1948 -); No. 2: Bettie Cilliers-Barnard (1914 -); Nos. 3 and 4: Dirk Meerkötter (1922-); Nos. 5 and 6: Walter Battiss (1906-1982). Size: 50 x 60 cms.

To facilitate exhibiting these fine prints in libraries and venues of all sizes, they can be arranged into smaller exhibitions as detailed on an information sheet which also provides tips on mounting the exhibition and notes on the care and handling of the frames. A booklet with a short introduction to printmaking as well as biographical information on the twelve artists, is available.



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 JENNINGS, Terry John Volcanoes and earthquakes. - Oxford U.P., 1988. J 551.21  
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 The OXFORD treasury of children's poems / [compiled by] Michael Harrison and Christopher Stuart-Clark. - Oxford U.P., 1988. J 821.008

PARK, Angela Child abuse. - Gloucester P., 1988. JT 362.71  
 PARKER, Steve Dinosaurs and how they lived / editorial consultant, William Lindsay; illustrated by Giuliano Fornari Sergio. - Tafelberg, 1989. J 567.91  
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 POLLARD, Michael Lugverkeer / redaksionele beplanning, Jollands Editions. - Macmillan, 1986. J 387.7  
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JUVENILE FICTION

AARDEMA, V. Rabbit makes a monkey of lion: a Swahili tale.  
 BERNARD, E. Centre stage.  
 BERNARD, E. To be a dancer.  
 BETANCOURT, J. The rainbow kid.  
 HALL, D. Chi-li the panda.  
 HALL, D. Laska the polar bear.  
 HALL, D. Simbi the gorilla.  
 HOL, C. A visit to the farm.  
 ISHERWOOD, S. William's problems.  
 KING-SMITH, D. The hodgeheg.  
 LOMAN, A. Max O'Million.  
 MCPHAIL, D. Something special.  
 VINCENT, G. Ernest and Celestine's patchwork quilt.  
 WILLIS, J. Dr. Xargle's book of earthlets.  
 WILLIS, V. Silly little chick.  
 WILSON, A.N. The Tabitha stories.  
 ZIEFERT, H. Don't cry, Baby Sam.

VERTEL U GEMEENSKAP DAT 1990 GELETTERDHEIDSJAAR IS

Vanjaar moet ons sorg dat volwasse lesers opnuut daarvan bewus gemaak word dat ongeletterdheid 'n omvangryke probleem in ons land is. U biblioteek beklee 'n unieke posisie in die gemeenskap om hierdie taak aan te pak.

Om u daarmee te help, het ons u van 'n kleurvolle speëlskrif-plakkaat in Afrikaans, Engels en Xhosa voorsien.

Saam met hierdie uitgawe van Die Kaapse Bibliotekaris het u ook 'n eksemplaar van die blou boekie Geletterdheid: adresse - 'n Voorloppige lys ontvang. Daarbenewens het ons ook 'n persvystelling in Afrikaans sowel as Engels hierby ingesluit. Probeer u bes om dit in u plaaslike koerant gepubliseer te kry.

Om hierdie projek in u gemeenskap te loods, het ons die volgende voorstelle - wat toenemende betrokkenheid van u sal vereis!

- \* As u vir niks anders kans sien nie, moet u asseblief die plakkaat op die mees prominente plek in u biblioteek uitstal, hetsy op die aanplakbord by die biblioteek se ingang, langs die uitreiktoonbank of op 'n sentrale uitstalplek.
- \* Maak seker dat u 'n eksemplaar het van Linda Wedepohl se boek Learning from a literacy project uit. (Daar is talle eksemplare in voorraad, maar as u streekbiblioteek u nie van 'n eksemplaar kan voorsien nie, kan u dit dringend aanvra en ons sal daadlignog eksemplare aankoop.)
- \* Maak 'n groter uitstalling met boeke uit u eie of uit streekvoorraad, soos op die foto hiernaas afgebeeld.
- \* Lees asseblief al die artikels in hierdie



uitgawe en blaai vlugtig deur die boekie Geletterdheid: adresse en hou dit by die toonbank byderhand sodat u met die inhoud vertrou is as u navrae kry.  
 \* Maak van elke moontlike geleentheid

gebruik om die aktiewe gemeenskap se aandag daarop te vestig dat elkeen se hulp nodig is op selfs die mees informele vlak, om die Suid-Afrikaanse bevolking teen die jaar 2000 geletterd te maak!

# LITERACY BY THE YEAR 2000

## A PRACTICAL APPROACH FOR PUBLIC LIBRARIANS

Johnny Jacobs, Chief Librarian, Bellville South

*The turn of the 20th century is but a decade away. To achieve a fully literate society by the year 2000 will require an orchestrated attempt to eradicate illiteracy.*

The lack of a recent and up to date assessment of the problem of illiteracy complicates the issue further. The available statistics of French (1982) and Freinkel (1980) amongst others are outdated.

Illiteracy as a social disability is not only crippling to the individual but also detrimental to the development of any society. This phenomenon is prevalent in both developed and developing communities. We are concerned about developing communities and especially the extent of illiteracy among the so-called street children in urban areas as well as illiteracy among the adult population. The reluctant reader is another manifestation of illiteracy that needs our attention as librarians.

The literate person is traditionally accepted as a patron of the library. There are some librarians who believe that they are under no obligation to provide a library service to the newly literate person or to provide literacy programmes.

Likewise there are librarians who believe that it is the function of the library to provide a service to the whole community. The latter are also of the opinion that the educational role of the library should be extended to include literacy programmes.

The formal educational agencies claim that literacy and numeracy are their sole responsibility. Informal educational agencies such as libraries are not recognized or overlooked as participants in the promotion of literacy.

Literacy is a social phenomenon that also falls within the orbit of the social library and as such the Western Cape branch of SAILIS addressed it in 1984.

According to Shillinglaw the public

library has the following role to play in the promotion of literacy, namely (1) awareness, (2) initiative, (3) venue, (4) resources, and (5) information.

As a first step, libraries should undertake a community survey to determine the extent of the problem in their locality. If the survey reveals a need for a literacy programme, then the library should act as the initiator in calling all concerned parties together to discuss the possibility

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of establishing a literacy project. The local authority, local civic organizations, womens groups, trade unions, schools and church groups should participate in this meeting.

Library staff willing to offer voluntary service should be encouraged to be trained as literacy workers. Once they have acquired the skills they may train other voluntary workers or act as tutors.

There should be an ongoing publicity campaign to enlist prospective candidates. Library users can act as catalysts to encourage voluntary participation by illiterates. This should be done in a very unobtrusive manner. The library can make application forms available and act as a referral service. The literacy project should maintain an independent identity. The literacy logo can be displayed prominently in the library.

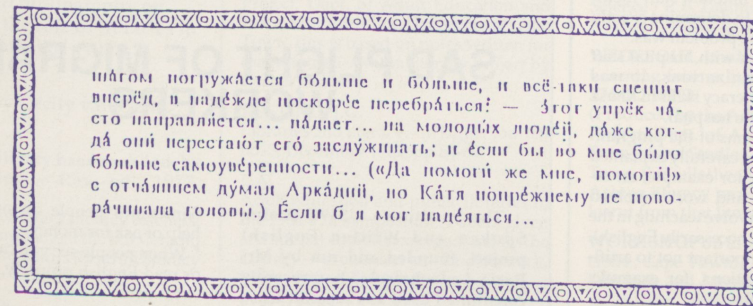
Once the project is established, then it can be housed in the library hall. This area should be decorated in such a way that makes it easy for the illiterate to relate to it.

### Suitable literature

The newly literate needs a continuous supply of interesting and easy reading matter. A literacy corner should be established in the library where the newly literate can browse at his leisure. It should contain easy readers, tape recordings, simulation games, educational charts, posters, newspapers, pamphlets and materials purchased from other literacy programmes such as Operation Upgrade. Libraries should also provide readers' guidance to the newly literates.

# THE GROOTE SCHUUR HOSPITAL EXPERIENCE

Bev May, Hospital Librarian, Cape Town City Libraries



## CAN YOU READ THIS?

*... IF YOU CAN'T YOU'LL KNOW WHAT IT FEELS LIKE NOT TO BE ABLE TO READ ...*

### HOSPITAL LIBRARIAN

Working in the library at Groote Schuur Hospital, I became aware of the many patients, and even staff members, who couldn't read or write. At first, I referred individuals who wanted help to literacy organizations, but then felt that I wasn't really dealing with the problem. People who can't read and write won't readily approach a librarian, but an intimate relationship often develops between the patient and the nursing staff, and something like illiteracy will be admitted quite easily. I realised that I had to get the co-operation of the nursing staff in the hospital and also the hospital authorities.

### HOSPITAL FOCUS ON ILLITERACY

A colleague and I set up a three-week programme focused on illiteracy and on the various literacy programmes offered by organizations in the Western Cape.

We drew up a list of names, addresses and classes, and invited representatives from the organizations to be in the library during the display to answer questions.

I was invited to speak at the Nursing Services monthly meeting and shared my perspective on illiteracy with them and invited them to the display. We put medicine bottles with labels in Russian and Chinese script on the shelves (so that nursing staff would experience the illiterate's bewilderment with medication!); we showed videos dealing with the rural/town illiteracy problem (outside the library to attract the attention of passers-by in the hospital); we also distributed bookmarks in Xhosa, English and Afrikaans, giving the names and phone numbers of all the local literacy organizations; we put up posters, photographs of groups in a learning situation, and had booklets for interested visitors. The response and support from the various literacy

organizations was wonderful - representatives came to monitor the display, made themselves available for long hours and were obviously deeply committed to their job.

### FURTHER DEVELOPMENTS

The General Assistants of the hospital proved the most enthusiastic and we were able to refer fifteen members to literacy programmes.

At another level, doctors and nurses were very interested and - to our joy - hospital staff asked whether a meeting could be arranged with the literacy organizations at the end of June 1989 to discuss communication problems and literacy in the hospital.

Representatives from the hospital administration, professional staff, Worker's Union, the literacy organizations and the library were present at this, and subsequent meetings.

The following points emerged from these meetings:

\* There was general support for the notion of a literacy programme within the hospital.

\* While illiteracy is prevalent amongst both staff and patients, our first concern should be with the staff members.

\* Identification of illiterate staff members was necessary to determine exactly how widespread the problem was.

\* After consultation with hospital staff and literacy organizations, it was decided that basic literacy skills in Xhosa were a priority in the hospital.

\* The nature and aims of the programme would have to be carefully explained to the participants, for example, an estimate of the time and work involved and that it would involve teaching in the mother tongue (not necessarily English). It would also be important not to artificially raise expectations, for example, chances of better jobs.

#### PATIENTS

After the second meeting, I was asked to give a report back at the Nursing Services meeting on developments thus far. We also looked at the illiteracy problem among the patients and ways by which patients could be informed about literacy organizations. It was arranged that the Community Liaison Sisters would undertake to refer all those patients who want to learn to read, to the appropriate organizations.

#### CLASSES FOR STAFF

Classes in Xhosa started on the 1st November 1989, with six students, in a classroom provided by the Department of Logopaedics.

Two-hour classes are being held once a week (one hour of the employer's time and one hour of the worker's free time).

We are working towards having many more students who will be able to join these classes this month, when classes in English (second language) will also be available.

#### USE OF THE LIBRARY

Special arrangements were made for students in the hospital literacy programme to become members of the library while attending the programme.

#### ROLE OF LIBRARIAN

Having initiated the programme, I as the librarian will now not be directly in-

involved in its daily administration, but will refer any enquiries to the literacy organizations.

The role of the library, once the staff literacy programme has been established, will be to liaise with literacy organizations in providing 'bridging

material' for the newly literate staff members.

The success of the programme so far has been due to the enthusiastic cooperation and participation of so many in the hospital community.

## SAD PLIGHT OF MIGRANT WORKERS

The Institute's USWE (Using Spoken and Written English) project, founded and run by Mrs Basia Ledochowski, has recently constituted itself as a separate trust. The project, which focuses on providing literacy skills to migrant workers, recently published a short document, based on a survey of workers' English language needs, under the heading *Why do workers from the country need English in town?*

The survey provides a rare insight into the plight of people trying to cope with daily life and their jobs in an urban environment without having had the benefit of a basic education in the use of English to enable them to do so adequately. Excerpts in the words of the workers themselves include:

#### Life in town in general:

\* I do not understand properly what people mean. All the time I am troubled that maybe I am doing the wrong thing.

\* When I am given instructions, I say "yes". Then I realise that I have not understood properly.

\* At work and in other places people pass remarks about me in English. I do not know what they say and I feel bad.

\* I cannot understand printed signs, for example, no entry. I get charged for trespassing. All the time I fear I am doing the wrong thing because I cannot read these signs.

\* I am always dependent on others for help with English letters, forms.

Sometimes people do not want to help or ask for money.

\* When people see you cannot speak or read English properly, they try to cheat you.

#### At work:

\* People often phone my employer when he is out. I can neither properly understand what they say nor write the information down.

\* My employer travels a lot. He sends me letters with instructions but I do not understand what he wants done.

\* My boss went on holiday. He left a phone number for me to contact in case of trouble. The main switch tripped - electricity went off. I could not explain what happened. All the food in the freezer went bad.

\* I cannot understand my employer, so she screams at me. I get very depressed, but I need that job.

\* I am in charge of deliveries in a company. I cannot read instructions, maps, invoices. I have managed so far but I fear one day they'll find out.

\* I am in charge of an old sick lady. I cannot tell the doctor properly how she is, either when he comes or on the phone.

\* The woman from the flat next door took our sheets from the line by mistake. I could not explain this properly, so I was accused of stealing.

\* I cannot understand the kilos and grams on the scale. When I cut the meat I guess the right weight. I fear my employer will find out (meat cutter in a steak house).

\* I applied for a job but could not deal with application forms.



## LITERACY BIBLIOGRAPHIES

This listing comprises two sections, the first information about literacy which is available for loan on special request through your local public library. Then follows a listing of materials found to be in use by literacy teachers in the Western Cape.

An annotated bibliography on literacy and the role of libraries in the development of a literate South Africa.

Compiled by Cecily van Gend,

B.B.C. adult literacy handbook / ed. by Chris Longley. - Rev. ed., 1977. Q 374.012 B.B

(A guide for voluntary literacy teachers, intended to complement the B.B.C. radio series on training tutors for adult literacy work.)

BANACH, Eve

Symposium on the role of the public library in a changing society. - in *Artes Nates*, June 1989. (Report-back by one of the delegates, of the Symposium presented by Medunsa Library and Sandton Public Library in May, 1989.)

BIRGE, Lynn E.

Serving adult learners: a public library tradition. A.L.A., 1981. 021.24073 BIR (Chapter 7, *Serving special readers*, provides a survey of the efforts of American libraries to provide programmes for the educationally disadvantaged, and, in particular, for illiterates.)

FAIRER-WESSELS, F.A.

The role of the public library in developing communities: the promotion of literacy. - in *Free State Libraries*, April-June, 1988, pp.2-4

FREIRE, Paulo & MACEDO, Donald  
Literacy: reading the word and the world. 1987. 379.24 FRE (Chapter 2: *Adult literacy and popular libraries*. Suggests that libraries should be collectors and recorders of the oral tradition, producing reading material for newly literates which arises out of, and is relevant to their own experiences.)

FRENCH, Edward  
The promotion of literacy in South Africa: a multi-faceted survey at the start of the eighties. H.S.R.C., 1982. 379.24 FRE

GROUP leader's notes: a guide for literacy teachers. 1988 374.012 GRO (Produced by the Adult Basic Education

Project, Dept. of Adult Education and Extra-Mural Studies, University of Cape Town, this is based on notes written for the Montagu-Ashton literacy project by Rachel Jenkins.)

KESTING, J.G.

*Libraries and literacy*. - in *Jagger Journal* no. 3, December 1982, pp.54-69.

L.A.

Adult education and public libraries in the 1980's: a symposium. Papers given at a special conference organized by the Library Association on 21 February, 1979. 1980. 021.24 L.A.

LITERACY in South Africa

Proceedings of the Literacy 1978 Conference convened by the Human Sciences Research Council, Johannesburg, July 1978 / edited by Temple Hauptfleisch. 379.24 LIT (Includes a paper by Prof. B. Fouche *Bridging the gap: the role of libraries in the promotion of literacy*.)

MCLAGAN, Patricia A.

Helping others learn: designing programs for adults. 1978. Q 374.02 MCL (While not specifically about literacy, this does present useful information and advice about the learning process.)

OXENHAM, John

*Literacy: writing, reading and social organization*. 1980. On order.

PATTISON, R.

*On literacy*. 1982. On order.

S.A. Human Sciences Research Council. Division for Literacy Research.

The promotion of literacy in South Africa: numbers and distribution of literate black adults / by C.S. Ellis. 1982. Q 379.24 S.A.

SHILLINGLAW, N.

What can the public library do to increase literacy? - in *South African Journal for Librarianship and Information Science*, 49(2), October, 1981.

SOUTH AFRICA. University. Library Science, Dept of

The use of libraries for the development of South Africa: final report on an investigation for the South African Institute for Librarianship and Information

Science / R.B. Zaaïman, P.J.A. Roux, J.H. Rykheer. 1988. Q 021.2 SOU

WEDEPOHL, Linda

*Learning from a literacy project*. 1988. 374.012 WED

(Produced by the Adult Basic Education Project, Dept. of Adult Education and Extra-Mural Studies, University of Cape Town, this tells the story of the Montagu-Ashton literacy project, and the lessons learnt from that literacy work.)

WORKSHOP on Libraries and Literacy (1984: Cape Town).

*Libraries and Literacy*: papers from a workshop presented by the South African Institute for Librarianship and Information Science (Western Cape Branch), 17-18 April, 1984. Q 021.24 WOR

Papers presented:

Kesting, Deon: *Whither literacy? Whither libraries*. - French, Edward: *Beyond the soup kitchen - the role of the library in identifying literacy needs*. - Ahrends, Ilse: *Libraries and the supply of appropriate literacy material*. - Jenkins, Rachel: *Libraries and the provision of literacy tuition*. - Jacobs, John: *Making it work: implementing literacy programmes in the community*. - Frylinck, John: *Libraries and the promotion of literacy under Third World conditions*. - Van Deventer, Margy: *Libraries and literacy - summing up*.

Periodicals of interest:

MATLHASEDI Education Bulletin  
Issued by the Institute of Education, Research Division, University of Bophuthatswana.

(Contains interesting articles on the teaching of language and literacy.)

LANGUAGE Projects' Review

(Periodical produced by the National Language Project, contains articles of interest to literacy teachers.)

Videos:

We are currently following up all possible leads on appropriate videos about literacy, particularly South African material. Once this collection is sizeable

enough to justify publication this will be done; hopefully early in 1990.

### MATERIAL SUITABLE FOR LITERACY CLASSES.

Compiled by Graine Clarke

The need for a comprehensive annotated bibliography of basic literacy and bridge material is widely recognised. We understand that various agencies are busy with such projects, but in the interim we offer this informal listing which was compiled from collections found to be in use around Cape Town.

The assistance of Edna Fitzgerald of READ is particularly acknowledged. It is our intention to build up a collection of this material from which literacy teachers can make a selection and then obtain sets on block loan through their local affiliated library.

### Useful for teaching and learning:

**ANGLO AMERICAN** : English study books 1-12  
**BLUNDELL, J. et al.** Function in English. OUP, 1982.

**BUREAU OF LITERACY AND LITERATURE:** I can / Open the door / Into tomorrow. (Things to read, and exercises - very everyday things, like shopping, using the telephone, etc.)

**DEURBRAAK tot Afrikaans** : my woord boer / tema leer / my sin boer.  
**EDWARDS, G. and HAYES, F.** Real English 1-5 'a practical guide to reading, talking and writing, when and where it really matters'. 5 v. Schofield and Sims, 1981.

**ENGLISH LITERACY PROJECT:** Getting around / Naming things - teachers notes, and workbook 2 / Money and shopping - teachers notes and workbook 3 / For the records - workbook 4.

**GENCOR** : English for adults.  
**GILFEATHER, S.** What's that you're reading? E. Arnold.

**LONGMAN.** Rainbow Red / Rainbow Yellow / Rainbow Blue (pupils and teachers books). (English course written for last 3 years of primary school in Swaziland, Botswana and Lesotho).

**MOLTENO PROJECT** : Bridge + 1.  
**RANDALL, I.** I am Anna : an English workbook. Ravan, 1984.

**RIDGWAY, B.** Words about the house / What's this all about? / Words about town / Read all about it. E. Arnold. (Vocabulary, English language comprehension and exercises).

**RODSETH, V. and LANHAM, L.W.** Bridge to English reader, with Write on. De Jager-HAUM.

**SOWMAN, M.** Everyday English :

book 1 : workbook for adult learners. Via Afrika, 1989.

**TELIP** : English language course 1-8: 'designed to help teachers study through the medium of English'.

**USWE** : Starting out - first interview and grouping.

**WHITE, R.V.** Functional English.

### Getting to know your own history:

**CALLINICOS, L.** A peoples' history of South Africa: vl: Gold and workers / v2: Working life 1886-1940. Ravan.

**ELLIOT, A.** The Xhosa. Struik (Short, brightly illustrated book looking at customs and traditions of Xhosa people. Print quite small, but fairly simple).

**LABOUR HISTORY GROUP.** A series of books looking at the history of labour in SA. (Very simple level).

**LEARN AND TEACH:** The history of South Africa, 15 v. (Booklets, or chapters, depicting the history of black peoples in Southern Africa. Accessible language. Also available in Xhosa).

**MALHERBE, C.** Shuter's history reference library: These small people / Men of men / Always working / Changing the land. (SA history books).

**RAVAN** : Peoples college comics.  
**OZYNSKI, J. & PERLMAN, H.** Equiano : the slave who fought to be free (not SA history) / **LAWSON, L.** Down second avenue.

**What is history?** A new approach to history for students, workers and communities. **NELL** / Scotaville, 1987 (To provide readers, students and communities with an understanding of what history is, and to see its importance in our shaping of the future.)

### Religion:

**Bible Society of South Africa.** What the Bible tells us. (booklets).

**DLAMINI, S.M.** Letters to Jesus - a housewife talks to God. Seriti sa Sechaba.

**FRANK, P.** Lion Story Bible series / Rainbird books.

**MCCALLEN, A.J.** Collins themes from the Bible.

**OPERATION UPGRADE:** **LAUBACH, F.** Jesus' birth and ministry / Jesus' death and resurrection / The parables of Jesus / Ukuzalwa kukaYesu nobufundi bakhe / Ukufa nokuvuka kukaYesu / A door opens. **MOE, C.** Ida: a South African story adapted from the old testament story of Ruth. **HIGBY, E.J.W.** and **D'OLIVIERA, L.** Easy Bible study course with questions.

**WILLIAMS-ELLIS, V.** Shuter and Shooter Bible stories (also in black languages).

### Women's issues:

**Barrett, J. et al.** Vukani Makhosikazi (South African Women Speak). CIIR, 1985.

**FULCHER, M.** 'n Vrou alleen. ABE UCT.

**Sibabene** : voices of women at Mboza. Ravan.

**Thula Baba.** Ravan.

**Women in South Africa:** from the heart : an anthology. Seriti sa Sechaba.

**Women in Southern Africa,** ed. C. Qunta, Scotaville.

**Working Women.** Sached.

### Health:

**WEBBER, I. and ROYNEL, A.** Health Care Trust. Samewerking bring gesondheid. (Also available in Xhosa). / **Community action brings health.** **SHAWCO, UCT.**

**MASKEW MILLER LONGMAN:** Sunbird books: Child to child readers: A simple cure / Accidents / Teaching Thomas / Dirty water / Good food. (Very basic health care books, aimed at children looking after other children. But very accessible and not patronising; newly literate adults could use these too).

**MJALL, S.** Help! Help! I'm only a lung, and other stories.

**Help 'n kind wat gastro het.** ABE UCT.

**CHIRO YOUTH MOVEMENT:** First aid, ed. C. Hemson / Keeping well / Your food / Cookery.

**USWE:** Good food for children / First Aid / Gesonde kos.

**DEPT OF COMMUNITY HEALTH, WITS.** Primary Health Care Series (booklets).

**HEALTH CARE TRUST** Critical Health booklets.

**OPERATION UPGRADE:** **GREENING, M.** It could happen to you (venereal disease) / You can't see this killer (electricity) / The cure (TB).

**D'OLIVIERA, S.** The story of Alfred (TB). **ZAAL, E.** Where am I going? (alcoholism). **MACHANICK, A.** Edward Shange changes his mind (birth control).

**READER, D.** Diabetes : an illness you can live with. **BASSON, S.** Going to have a baby? / Uza kufumana umntwana?

### Unemployment:

**ABE UCT.** Geen werk.

**ADULT Learning Project.** No jobs No money.

**CRIC.** No work : what can I do? (skills booklets).

**JORDI, R.** Unemployment in South Africa: a hidden world.

**LEARN and teach.** No work? can you

get some money - unemployment and UIF.

### At work:

**HUMAN AWARENESS PROGRAMME:** How organizations work: Basic structures / Internal communication / Filing systems / Simple bookkeeping / Goal setting and planning / Using media / Fundraising / Group leader's Manual - using the series in your organization. Legal requirements for small organizations: You the administrator / You and the UIF / You and PAYE / You and worker's compensation / How to fill in forms. The organization as employer: bk 1: Becoming an employer.

**ILRIG.** Workers of the world series: Solidarity of labour / Bolivia: the unfinished struggle / Botswana / Mayday / Mozambique: a luta continua / Tanzania: the struggle for ujamaa / Kenya: uhuru.

**LACOM.** Freedom from below: the struggle for trade unions in South Africa. **LACOM.** Jeffry joins a union.

**LEARN AND TEACH.** Accidents and sickness at work.

**NATIONAL UNION OF MINE WORKERS:** Noise. A thousand ways to die: the struggle for safety in the gold mines. Learn and teach.

**SACHED/LACOM.** Workers write!

**TECHNICAL ADVICE GROUP:** Job grading / Accidents at work / MOSA for workers / Chemicals - the workers' manual / Lifting and carrying - the workers' manual / Dust - the workers' manual.

**USWE.** Die SADWU storie.

**USWE.** Jeffry sluit by 'n uie aan.

### Forms:

**ABE UCT:** Hoe om vorms in te vul. (Werkboeke vir groepleiers en leeders).

**Learn and Teach:** Forms.

**Operation Upgrade:** Who are you? A writing book for adults.

**USWE:** Forms : a self-study notebook / Personal info level 1 / Personal info and forms level 2 & 3 (teachers' notebooks and students' books for personal info).

### Life skills:

**Abantu ababini bufuna ukwakha indlu, kodwa abazi indlu abafuna ukuyokha.** Masiphathisane. (How to build your own house, in comic strip form).

**ABE UCT:** Neeada umntwana ohambisayo / Ons plant groente.

**GIBSON, C. et al.:** Pass your learners easily. Struik. / Slaag jou leerlinglisensie maklik. Struik / Pass your drivers easily. Centaur / Slaag jou be-

stuurderslisensie maklik. Centaur / Undlelalula welayisensi yokuqhuba. Struik.

**GRASSROOTS:** Educare handbooks: How the community can run the centre / Getting premises / Getting registered and subsidised / Looking after the money / Employing staff. (On how to start and run a preschool centre).

**HALL, D.** A garden of plenty. David Philip, 1987.

**HUMAN AWARENESS PROGRAMME:** Action notes: Planning a public meeting / Public speaking / Workshops / Preparing a budget. Buying club manual. Basic Typing manual.

**LACOM** How to run workshops: towards developing a methodology. **SACHED, 1988.**

**NATIONAL ROAD SAFETY COUNCIL** Manual for learner drivers of light motor vehicles.

**NTSIHLELE, S.** Our village co-operative - Thandi and Mother work in their garden.

**OPERATION UPGRADE:**

**ALDRIDGE, H.W.** The handy carpenter / Umchweli onesandla. **COLLETT, T.** Better farming and gardening / Ulimo Nolimo-gadi olubhetele. **KHUMALO, C.** See yourself, for men. **D'OLIVIERA, L.** and **PAPAPHILIPPOU, J.** What time is it? / Kuxeshani? **D'OLIVIERA, L.** Making your money buy more. **D'OLIVIERA, L.** and **BASSON, S.** Keeping in touch / Masihale Sinxulumene.

**ALDRIDGE, H.W.** Well done, Amos! **The people's workbook.** **EDA, 1981.**

**Report writing manual.** **SACHED.**

**Teaching alphabetical order.** **USWE.**

**This soil is good for fruit.** Transkei Appropriate Technology Unit.

**Untsokolo nomhlobo wukhe ulwuzi.** Urban Foundation 1988 (How to build your own house, in comic strip form. Minimal simple text in Xhosa).

**Your legal rights.** Lumko Inst.

**Learners' stories:**

**ABE UCT:** Imfundo Ayikhulelwa: never too old to learn / Cogmansloof, by Ingrid KUPPER / Montagu middagskof / Kaggelvuur van die verlede.

**About people:**

**Cops and robbers: boere en bendes.** National Institute for Crime Prevention.

**DLALDLA, M.** The story of Mboma. Ravan.

**HAY, R.** Stoney the one and only. David Philip.

**It's a goal!** 50 years of sweat, tears and drama in black soccer. Scotaville.

**NEVER too old to learn.** Masifundise. **SACHED:** Jeffry's story.

**The sun shall rise for the workers.** Ravan.

**TELIP:** The way we see it.

**THOMAS, G.** Children of crossroads / Spotty dog, and other stories. Scotaville.

**TOM, P.** My life struggle. Ravan.

**Two dogs and freedom:** children of the townships speak out. Ravan.

**USWE:** Die huis / Jeffrey se storie / My naam is Tersius.

**Van Toeka tot nou.** Weskus Raad van Kerke.

**We came to town,** ed. C. Kerfoot. USWE/Ravan.

**WHYTE, M.E.** The Mabunga family: a reader for adults in Basic English classes. Bureau of literacy, 1982.

### Poetry, songs and feelings:

**COSAW:** Seasons of bars (poetry) / 17 July 1988 (poetry and prose) / Arthur Nortje, and other poets - works read at a poetry reading session / Utterings in the garden (poetry) / **SITAS, Ari** Tropical scars / **MBULI, Mzwakhe** Before dawn (poetry). (COSAW is dedicated to stimulating creative writing among adults and children. They run workshops and poetry readings - material presented here is published).

**GRASSROOTS:** Book of songs sung by South African children (Indigenous songs in Xhosa, Zulu, Afrikaans, English).

**HUMAN AWARENESS PROGRAMME** Changing attitudes in a changing South Africa : can it be done? (fairly easy, and something to think about; attitude change in general is discussed).

**MCCALLUM, K.** Words for Africa : an anthology of prose, poetry, and plays. Maskew Miller Longman (written for English second language readers).

**MOKOENA, C.** A pot of poetry. Seriti sa Sechaba.

**My drum** : Southern African poetry for young people. Abecedarius Press.

**SEPAMLA, S.** From Gore to Soweto (poetry). Scotaville.

**Magazines:**

**AKAL.** **COSAW.** **AMAKHOSIKAZI** asezilini ayethetha. **EDA.**

**LAND and people.** **EDA.** **LEARN and Teach.**

**ONS leer mekaar.** Samewerkinggroep vir Afrikaanse geletterdheid.

**PLAASPRAATJIES.** Surplus Peoples Projects.

**SPEAK.** **SPEAK.**

**SURPLUS peoples project factsheet.** Surplus peoples project.

**UKUKHANYA.** **ELP.** **UPBEAT.** **SACHED.**



# HOUT BAY

Ruth Lund, Chief Librarian

Nestling in the valley between the mountains and the beach, the fishing/farming village of Hout Bay has changed and developed rapidly in the past few years, becoming a sought after residential area and tourist resort. The new library which opened in August 1989 is both a reflection and a celebration of this emerging community.

The library in Hout Bay has a rather special history. A very community-spirited lady, Margaret Mc L Thomas, saw the need for a place where residents could come to read a book or magazine, learn a craft, or meet for community functions. With this in mind, she bought the land in Andrews Road, had the Cape Dutch cottage now standing under the cork oaks built, and with the help of family friends, ran this little cultural centre until ill health prevented her from continuing.

When she died, the building was generously bequeathed to the community specifically for use as a library. So in June 1964, with books provided by the Cape Provincial Library Service, and staff and maintenance paid for by the Cape Divisional Council, the Thomas Library came into being.

From the start it was evident that this community was one which loved reading - and circulation grew rapidly. Although the library was extended and a very useful little community hall built adjacent to it - by the 1980's it was bursting at the seams. Understandably, residents were very reluctant to move from the little library which people from far and near loved for its cosy, village atmosphere, and to which they were especially attached because of its history. The possibility of extending the building again was gone into, but it was realized that the long term needs of a rapidly developing Hout Bay required a far larger site.

Architects Uytendogaardt and Rozendal were appointed, and on 31st July 1989, a group of 'Friends' and supporters joined

the Cape Provincial Library Service and local library staff to move the library from its much-loved home for over 25 years, to the new 655 m<sup>2</sup> building situated in Melkhout Crescent close to the beach. (The Thomas family have kindly made the old library building available for use by the Hout Bay Museum, and so it will continue to enrich the cultural and educational life of Hout Bay and Llandudno.)

After a week of 'hard labour' and frantic organization, the new Hout Bay Library opened its doors on 7th August 1989, and the response was overwhelmingly positive. Membership and circulation leapt up as a delighted public started to make use of the larger, much-improved facilities, not to mention the additional books and library materials provided by the Cape Provincial Library Service.

Over the years, the community's interests have become more sophisticated, but still reflect the love of sea and nature which first made people settle in the area. Residents are a varied lot - fishermen and factory workers, retired folk, business and professional people, young families, immigrants, writers, artists and craftsmen, surfers and sailors, not forgetting the horse riders and dog-lovers. As a result reading tastes are very diverse, with a large percentage of the circulation being non-fiction, and modern novels of a high literary standard enjoying as much popularity as the bestsellers. Overseas journals and newspapers are extremely well-used and monthly periodical circulation is about 450.

Any activity organized by the library for adults or children usually meets with a good response. On Fridays about 40 pre-schoolers come to the Story Hour which includes stories, a craft activity and two short films. Bi-weekly class visits from the local schools are sometimes enlivened by a film or a puppet show using the library's small puppet theatre.

The 'Friends of the Hout Bay Library' organization, with its 122 members, has been very active. They have been responsible for obtaining the donation of beautiful pottery items by local potters,

pot plants from our nursery, a hand-made mosaic table given by a retired resident, TV and video equipment supplied by Lions, Lioness & Rotary Clubs of Hout Bay, and numerous second-hand books and magazines. With the funds they have raised they have also bought items of furniture, A/V and kitchen equipment, books and story cassette tapes.

Their involvement with most of the library's promotional activities such as creative workshops, holiday programmes, authors' talks, book launches, exhibitions, book sales, community information service, lectures and film shows, has enabled the library to tackle far more than would be possible with the current staff quota.

Good relationships have been built up with many of the local organizations, for example the Museum, Senior Citizens Club, W.A.A., etc., and about twelve different groups use the hall facilities on a regular basis, helping to create a buzz in and around the library.

An essential element in the architects' brief was the need for a warm, friendly, accessible library that retained the spirit of the old Thomas Library. At the same time the design had to be flexible enough to accommodate the many interests and demands of this overgrown village known as the 'Republic'. In this they have succeeded admirably, creating a unique and beautiful place which has already become a focal point of cultural and community activity.

A marvellous feeling of light and space has been created by the slanted roof which appears to 'float' above the high windows which encircle the building and drop down to provide those inside with wonderful views of the surrounding mountains, and those outside with an insight into the library and its functions.

The series of wooden fan trusses and large pine beams which support the roof are both functional and decorative features which break the large expanse of the open-plan building. Throughout, the plentiful use of wood and glass combine with the interesting natural textures of quarry tile, bagged brick, wool carpet,

honey-coloured Pau Marfin furniture and fittings to give the interior a warm and friendly ambience.

While 'afdakke' protect the interior from direct sunlight, the natural light created by the large expanse of window is sufficient for daily functioning. A combination of functional and feature lighting gives the building a most attractive, fairytale appearance at night.

Inside, special attention has been given to the needs of each member of the community. The pre-school child can enjoy a story hour in the cosy audio-visual room which leads to the picture book area on one side and the activities room on the other. This room is also ideal for video-viewing or record-listening without disturbing the rest of the library. There are plenty of tables for pupils and students, with teenagers having a corner to themselves where they can lounge on the window-benches and listen to a record or read the nearby magazines. Comfy leather chairs in front of the fireplace give adults a place to read, relax, or listen to music.

The librarians' office, workroom and book store behind the large counter area are spacious, with every inch designed to fulfil a specific function. Adjustable slanted shelves can be used throughout the book stack area to create face-on display, while display boards are geared to pre-schoolers, primary-schoolers, teens and adults respectively.

The 80 m<sup>2</sup> hall seats about 90 and can be used separately or in conjunction with the adjacent staff/committee room, A/V

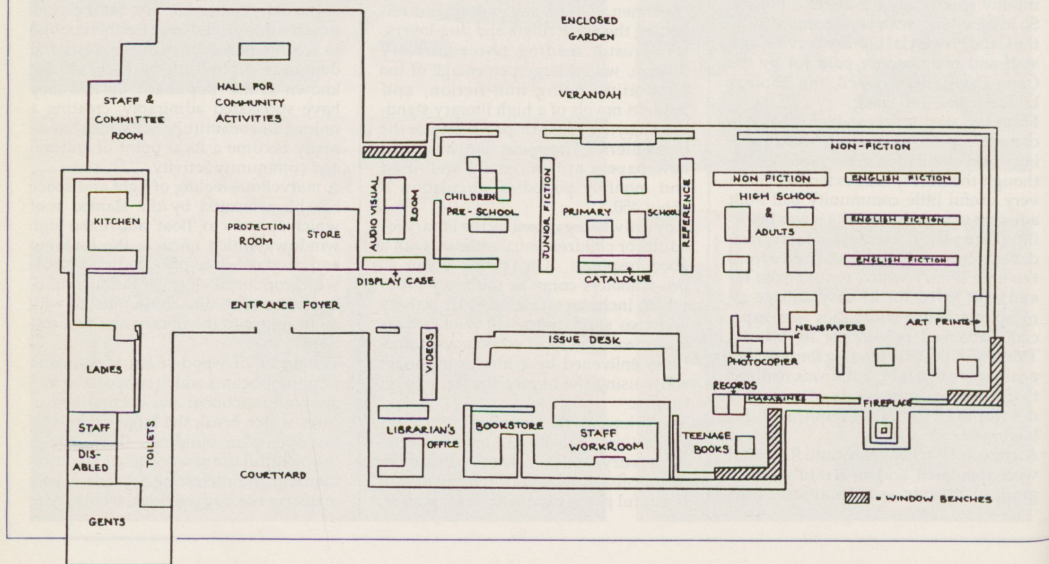
Originally started	June 1964
(before that a private little library was run by Mrs Margaret Mc L Thomas)	
New building completed	August 1989
Bookstock	22 174 Art Prints 72 Records 645 Videos 900
Membership	Adult 33241 Children 1210 Total 4451
Circulation	113 004 books 4 979 magazines 2 613 records 90 art prints 150 videos (started Nov. 1989) 450 periodicals (per month)
Building	655 m <sup>2</sup> 17 seats in children's area 29 seats in adult area casual seating for ± 6 teens and 10 adults 90 seats in hall at a squash - usually 80
Cost	Over R1 million (final account not yet in)
Subsidy:	R250,000
Architects:	Uytendogaard & Rozendal

room, kitchen, foyer, front courtyard, back verandah and enclosed garden for a variety of indoor/outdoor activities.

The hall's curved ceiling makes for excellent acoustics, while a sophisticated range of lighting allows for different uses - from bright spots for stage productions, to soft lighting for informal occasions. Already, this versatile venue has accommodated over 100 people with great success.

Built at a cost of over 1 million rand, part

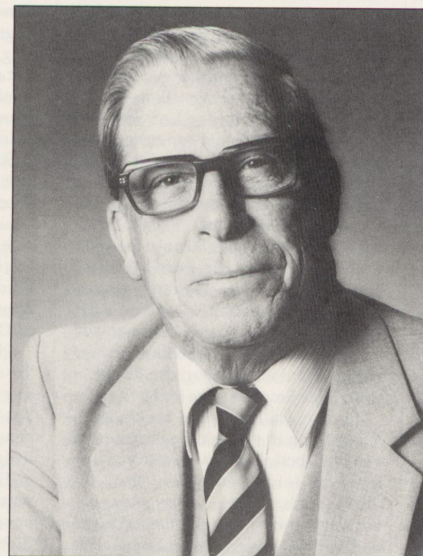
of which was kindly provided by the Cape Provincial Library Service, the new Hout Bay Library is only beginning to fulfil its enormous potential. However, right from the start, the people using it have continually commented on how good they feel within its light, spacious interior. This feeling was summed up by one young boy who said, "This library is the best place to be in the whole of Hout Bay, except for home".



# MY TIEN BESTE BOEKE

Prof. Piet Cillie

Oud-redakteur van 'Die Burger' en Voorsitter van die Direksie van die Nasionale Persgroep



Ek hou nie daarvan om vir iemand nee te sê nie. As sy (want ons praat van 'n vrou) dan nog so vroeg in die middel van die jaar vra vir 'n artikel oor jou 'tien beste boeke', spendatums eers diep in Oktober, sê jy maklik ja.

Die versoek kom heel onder in jou mandjie. As joernalis het jy gewerk teen 'n daaglikse spertyd, en volgens die stelreël: moenie vandag doen wat jy tot môre-oormôre kan uitstel nie.

Daarby het die ervaring jou geleer (of so glo jy) dat jou beste stukkie dikwels onder hoë druk geskrywe is. Ook dat jy 'n tema of 'n probleem met vrag aan jou onderbewussyn kan voer om op sy tyd daaraan te kook. Wanneer jy dit dan weer gaan opdiep, is alles somer duideliker. Altans gewoonlik.

Nie hierdie keer nie. My 'tien beste boeke'? Ek het voor my rakke gaan staan - altyd oorvol, hoe ek die ruimte ook al uitbrei. Nie tien nie, maar dosyne boeke - naderhand het dit gevoel soos honderde - het geroep om onder die tien uitverkorenes opgeneem te word.

Wat my laat peins het oor wát is 'n

'beste' boek. Een waarvan jy glo dat dit 'n groot invloed in jou lewe gehad het? Al het jy dit in jou ontwikkeling al ver agtergelaat? Baie sulkes staan op die rak soos ou jeugvriende, nie vergeet nie, maar lankal nie meer vir my relevant nie.

Een van die dae gaan ek my versamelde Langenhoven vir my klein-kinders (oudste tien jaar) gee ... en wonder of hy nog vir hulle ook, soos vir my, sestig jaar gelede, gaan openbaar dat Afrikaans kan skater, kan ween, kan spring en dans en bolmakiesie slaan. My 'beste' Langenhoven-boek in dié sin sal altyd **Sonde met die Bure** bly. Maar ek is eerlik bang om dit vandag te herlees, bang dat die wêreld van verbeeldingryke pret wat dit vir my as seun ontsluit het, onherroeplik verbygegaan het en net 'n nostalgiese herinnering geword het.

In 'n hoekie van my geskiedenisrak staan HG Wells se verwerde **Outline of History**. Tesame met Hendrik van Loon se **Story of Mankind** was dit 'n baanbreker van die populêre totale geskiedenisboeke (of -boekereekse) wat die hele storie probeer vertel, van die oerknal tot die groeiende gat in die osoonlaag. Geen boek het méer bygedra om vir my 'n eenheidsvisie op die evolusionêre skepping te open nie. Dit het stukkie en brokkies van kennis saamgetrek soos die letterfragmente wat op die beeldradioskerm saamkom om die TV1-logo te vorm. Dit was die geboorte van 'n omvattende heelalbeskouing waaraan ek nog altyd werk met die hulp van kreesferduur boeke wat ek met my vooroorlogse driejarige wetenskapkursus dikwels swaar kry om te verstaan: Popper, Hawking, Hayek, Koestler ...

Nadat ek 'n paar uur met een van hierdie kere gestoei het, moet ek eers asem skep met Raymond Chandler (my beste speurverhaalskrywer; ek kom later na hom terug) en Louis L'Amour, wat ek baie laat eers ontdek het. (Dieselfde het gebeur met Don Camillo.

Toe ek dit vir Rykie van Reenen sê, was haar kommentaar: "Gelukkig jy!"

Maar eers oor 'n hebbelikeid wat vir my ôf by Langenhoven ôf by Wells ôf by Penning se Nederlandse romans oor die Tweede Vryheidsoorlog begin het. Dit is om die skrywer van 'n boek waarvan jy hou, nie te los voordat jy so veel van sy ander boeke gelees het as wat jy in die hande kan kry nie.

Wells het wetenskapsfiksie en verbeeldingsfiksie geskrywe waarvan ek nog nie naastenby die gelyke op televisie gesien het nie. Trouens, televisie se vyfster-ruimteskepe wat met laserstrale veg om die besit van Sterrestelsel G1893 in die konstellatie van die Skerpioen, is slootwater in vergelyking met Wells se kortverhale *A Vision of Judgment*, *The Staren The Story of the Last Trump*. Ek dink ek het sy *Food of the Gods* deur die jare al 'n halfdosyn maal herlees. Hy het die slag om die fantasiese sô gewoonweg geloofwaardig te maak dat jy jou sonder verset oorgee aan sy storie.

Ek het grootgeword in die huis van 'n Stellenbosse professor. Sy basiese dissipline was die klassieke, van waar hy na die opvoedkunde geskuif het. Rakke en rakke vol boeke was verspreid oor sy studeerkamer, oor die voorkamer, die sitkamer, in die gange, en steeds is dit aangevul met vars aankope en resensie-eksemplare van nuwe Afrikaanse uitgawes; want hy was jarelange redakteur van Die Unie, orgaan van die SAOU.

'n Vlam kan gesmoor word deur te min brandstof - of te veel. Ook 'n jong verstand kan op hierdie twee maniere geknou word: ôf deur ondervoeding ôf deur oordaad. Miskien het ek onbewus selfbeskermend gereageer teen die oormaats van intellektuele brandstof. Ek het vir my 'n eie, aparte bibliotekie in my kamer aangelê, eers hoofsaaklik in my Afrikaanse boeke. En nou is dit vreemd, maar 'n feit dat uit my hoërskooljare (1929 tot 1932) ek skaars enige Afrikaanse boeke kan onthou wat ek in daardie tyd gelees het. Baie van die Engelse boeke wel: die nogal avant-garde skrywers van die twintigerjare - naas Wells, Bernard Shaw (wie se versamelde dramas ek in my matriekjaar dwarsdeur gelees het), Aldous Huxley (*Point Counter Point*, en in later jare *Eyeless in Gasa*, *Grey Eminence*, *Brave New World* en *The Perennial Philosophy*), en die ou stormvoël Bertrand Russell. Daar was heel party boeke oor die nuwe 'Sowjet-beskawing' in Rusland, meestal

geskryf uit die simpatieke oop punt wat in daardie tyd algemeen was in Westerse intellektuele kringe.

'n Deel van die politieke antitoksine teen hierdie breinspoeling, so gloek vandag, het ek te danke gehad aan 'n kinderbiografie (in Engels) van president Abraham Lincoln van die Verenigde State. Dit was 'n groen boekie, 'n geskenk van my moeder. Sy moet dit vir my gegee het vóór my elfde jaar, want sy is in daardie tyd oorlede.

Ek moet raai wat haar motiewe was om hierdie Amerikaanse held, Walt Whitman se 'Captain, my Captain!', op so 'n manier onder my aandag te bring. Dit het later die grondslag geword van 'n al hoe dieper belangstelling en bewondering vir Lincoln se hervormende staatsmanskap in 'n tyd van storms wat heelwat parallelle bied met Suid-Afrikaanse omstandighede in die tweede helfte van die twintigste eeu. Dit spyt my nog altyd dat so min Suid-Afrikaners die Amerikaanse politiek rondom miskien die verskriklikste burgeroorlog in die Westerse geskiedenis probeer verstaan. Maar dan, in die Verenigde State self sien ek maar alte min tekens dat daardie moordende ervaring in hul verledede gedra het tot 'n meer filosofiese leefwyse in die hede.

In elk geval, die groen boekie staan vandag nog in sy hoekie: seker nie een van my 'bestes' nie; wel een van my mees geliefdes en, in sy tyd, invloedrykstes. As ek liever gevra was oor watter mens ek, as ekonbeperktetyd had, sou wil lees en lees en aanhou lees in die bibliotek vol boeke wat al oor hom geskryf is, dan sou ek vir geen oomblik getwyfel het nie.

'n Ewe geliefde boek uit my verlede was Henry C Link se *Return to Religion*, maar ek besit dit nie meer nie. In die religieuse fase wat die meeste tieners seker maar deurmaak (by sommige is dit 'n anti-religieuse fase, wat sielkundig neerkom op omtrent dieselfde ding) het ek die boek present gekry van 'n vriend. Link was dit een van my mees gewaardeerde besittings. Toe op 'n dag vertel 'n ander vriend vir my 'n fraai storie met die lesse dat die mooiste en dierbaarste geskenk iets is wat jy self baie liefhet, maar skenk aan iemand wat jy méér liefhet. Link se boek sou 'n sterk kandidaat vir insluiting by my tien bestes kon gewees het. Dit is geen ephemera nie. (Ander van my 'beste boeke' staan ook

op ander vriende se rakke - maar gesteel, nie geskenk nie).

My raad aan jong mense is: Lees so veel soos jy kan so wyd soos jy kan in jou jonkheid. Moenie glo jy gaan 'eendag' die tyd hê vir méér lees nie. Bowendien, in 'n professionele loopbaan kry jy soveel saaklike en dikwels sleg opgestelde leesmateriaal op jou tafel dat jy saans, of in ander vry uurtjies, nie veel meer as meringue-lektuur kan verduur nie.

Lig beteken natuurlik glad nie noodwendig sleg nie. Met dié skrywers wat ek gelees het vir hul storie, vir ontspanning, het ek dieselfde patroon gevolg as met die gewigtiges: wanneer ek 'n pakke boek van een van hulle raakgeloop het, het ek sy of haar ander werke gaan soek.

So staan daar vandag op my rakke hele rye van PG Wodehouse, Graham Greene, Nevil Shute, Agatha Christie en Louis L'Amour, behalwe nog omnibundels van O Henry, Ambrose Bierce, Raymond Chandler, GK Chesterton, Ernest Hemingway, Herman Charles Bosman, Eugène Marais, John Steinbeck en Damon Runyon.

Hoe soek 'n mens onder hulle vir die 'beste' tien 'boeke'? Is 'n bundel waarin drie of vier boeke saamgebind is, één boek of drie, vier? Indien laasgenoemde, geld dit dan ook vir my volledige Shakespeare en die versamelde gedigte van Van Wyk Louw, Dirk Opperman en Leipoldt? Moet ek hulle opbreek in hul konstituerende dramas of digbundels voordat ek my tien aanwys?

Hieroor was ek naderhand in so 'n knoop dat ek byna my opdraggewer opgebel het om te vra of ek nie maar my tien beste skrywers kan kies nie. Maar ons kan nie die reëls verander omdat die spel moeilik is nie.

Kom ons omskryf 'n boek as 'n boek; met ander woorde, 'n bundel wat saamgestel is uit meer as een oorspronklike werk, geld vir ons doel ook as één boek. Die Bybel, my Shakespeare, my versamelde werke van O Henry, my Runyon op Broadway is elk één boek. En my versamelde prosa van Van Wyk Louw (al is dit in twee lywige bundels) en my kortverhale van Somerset Maugham (in drie bundels) geld ook as één boek. Maar my *Encyclopedia Britannica* (meer as dertig boeke in die nuutste uitgawe) kan darem seker nie deurgelaat word as een boek nie; hoewel, as dit kón, sou ek hom (of hulle) beslis insluit by 'n

keuse van tien boeke vir 'n jarelange verblyf as banneling op 'n eiland in die Stille Oseaan. Trouens, is die toets vir 'beste' boek: hoe dikwels raadpleeg ek hom, dan wen eksiklopedieë, woerdeboeke en sommige ander naslaanwerke natuurlik ver. Maar ons sluit hulle liever heeltemal uit ons spel.

Kan ons die toets sô formuleer: Gesteld jy het baie meer tyd vir lees as nou, sê maar in 'n allenige verblyf 'ver van die stadsgeluide en die klinkende klank van geld', watter tien boeke, soos hierbo gedefinieer, sal jy onbepaald by jou wil hê vir geselskap as die kwota volstrekt vasgepen is?

Dadelik voel ek dat so 'n scenario 'n ondraaglike dwang op my plaas wat die 'toeweging' van tien boeke beledigend en waardeloos maak. Geen liefhebber van boeke sou so 'n beperking aan 'n beskaafde leser wil oplê nie. Geen beskaafde leser sou dit vrywillig aanvaar nie. Dit is soos 'n ketting of 'n hok wat 'n dier 'n 'vryheid van beweging' gee wat net maar die feit beklemtoon dat hy hopeloos onvry is.

Maar protesteer soos ek wil, sê nou maar ek móet my tien boeke kies of klaarkom sonder enige boeke hoegenaamd?

Eerste onder die tien is 'n Bybel. Dié keuse is nie sonder uit vroomheid nie, maar uit 'n drang om weer 'n slag vas te stel wát die Boek alles bied. Ek het 'n ou man geken vir wie dit 'n saak van trots was dat hy die Bybel, ek weet nie hoeveel keer nie, van alfa tot omega deurgelees het. Ek moet beken daar is sommer 'n hele klompie Bybelboeke wat, en selfs waarin, ek nog nooit gelees het nie. Hulle bevat sonder twyfel skatte wat die moeite werd is om op te spoor. Ek wil ook graag my opgedane lewenswysheid behoorlik toets aan hierdie bron van lig, en my geheue en insig verfris deur half vergeete en half begrepe verhale op te diep.

'n Ander stuk geestelike lektuur wat ek by my sal wil hê, is Aldous Huxley se bloemlesingagtige *Perennial Philosophy*. Soos die titel aandui, probeer hy, met pragtige aanhalings uit die heilige geskrifte van die groot godsdienste, langs 'n draad van sy eie kommentaar, die universele suiwer kern van alle godsdienste blootlê. Dit is 'n boek waarna 'n mens weer en weer kan terugkeer.

My volledige Shakespeare is 'n moet, en so half om dieselfde rede as die Bybel: daar is soveel van sy werke waarmee ek nog moet kennis maak. Ons Engels-onderwyser in Paul Roos se skool op Stellenbosch, mnr. Wentzel Coetzer (gebore in 'n Britse konsentrasiekamp!), het 'Julius Caesar' vir ons boertjies sô laat lewe dat minstens 'n paar van ons op eie houtjies ander Shakespeare-stukke gaan lees het. En toe verval het in wat ons beskou het as dringender sake ...

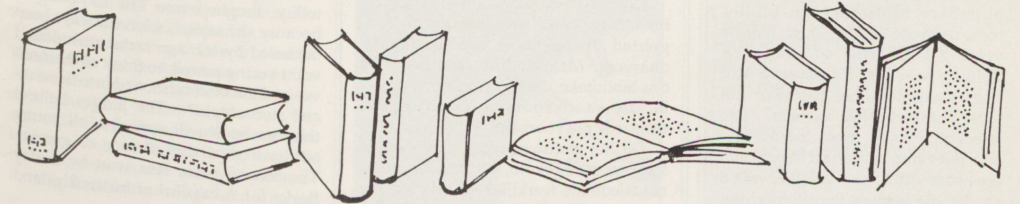
My volledige O Henry het my suster met groot moeite in die Verenigde State vir my opgespoor nadat my ouer uitgawe deur 'n onbekende 'vriend' vasgelê was. Ek was nooit tevrede met bloemlesings soos 'die beste 100 van O Henry' nie. Sommige van sy mooiste juwele is geset in nouliks bevredigende montuur. Ek kan wel nie sy verhalme met hul knalslotte met kort tussenpose oor en oor lees nie, maar ná 'n jaar of wat is 'n goeie O Henry weer kraaknuut. My vet bundel van al sy werke gaan saam eiland toe - of waar ek ook al op aarde beland.

Ek glo nie hy sou ontevrede wees as ek twee ander Amerikaners saamneem om hom geselskap te hou nie: Raymond Chandler (in die gedaante van 'n driedelige omnibus) en Damon Runyon met sy beste stories uit die prohibisie- dae saamgevat in *Runyon on Broadway*. Dié twee, het ek uit ondervinding geleer, word weer vars as jy hulle sô 'n bietjie laat lê - my onfeilbare toets vir 'n 'beste boek'.

Ook PG Wodehouse slaag daarin met vlieënde vaandels. 'n Paar jaar gelede het ek bundels van verwante stories in 'n een vormige edisie begin raakloop: Bertie en Jeeves, Mr Mulliner, Blandings Castle, en die golf-stories (twee boeke saam gebundel). Wat ek eintlik van hierdie skrywer sal wil hê (as dit hoegenaamd bestaan), is 'n 'vet boek vol boeke' soos my O Henry. Maar as ek iets van hom moet kies waarvan ek weet dat dit bestaan (want dit is op my rak), dan is dit die *Golf Omnibus*. Hy het laat in sy lewe eers begin golf speel. Hierdie ekstra-vermaaklike kortverhale oor golfsituasies is net so snaaks vir nie-golfspelers soos ek, as vir die verslaafdes.

Met nog net drie plekke oor, word dit nou 'n gedruk en gestoei van skrywers en boeke wat nog tot die uitverkore kring toegelaat wil word: Eugène Marais, Herman Charles Bosman, Nevil Shute, Graham Greene ... Ek het sommer lus en dreig hulle om die oorblywende drie plekke te vul met 'n paar Onbekende Beste Boeke, waarmee ek bedoel boeke wat ek deur die jare aangeskaf het met die vaste voorneme om hulle dadelik te lees, maar waarby ek nog nooit uitgekom het nie. Hulle moet dosyne tel, en ek twyfel nie dat enkele van hulle gunsteling kan word as ek net so ver kan kom om hulle te lees nie.

Maar kom ons sluit hierdie betoog van twyfels af met 'n klinkklaar keuse: Opperman se *Groot Verseboek*, Van Wyk Louw se versamelde prosa, en 'n drieluik-bundel (wat nog geproduseer moet word) van Nevil Shute se *On the Beach* (die ondergang van die wêreld in 'n atoombomoorlog), *No Highway* (oor 'n profetiese stuk navorsing in die lugvaart) en *Requiem for a Wren* ('n liefdesverhaal wat eindig in bodemlose droefheid, soos vir my net gewenaar word in die slot van Bach se Mattheüs-passie).



Redaksioneel

JAAR VAN DIE LESER

1990 belooft om sommer 'n besondere vol jaar op die openbare biblioteekkalender van Kaapland te wees. Die Kaapse Provinsie Biblioteekdiens pak in samewerking met geaffilieerde biblioteke waarskynlik een van die mees ambisieuse projekte ooit aan waartydens die klem uitsluitlik sal val op leesaktiwiteite. Daar sal gepoog word om die leesgewoonte onder alle lede van die gemeenskap te bevorder deur die onderrig van geleterheid aan te moedig, mense bewus te maak van die waarde van lees, terwyl die gebruik en besit van leesstof, en natuurlik die gebruik van openbare biblioteke, deurgaans sterk beklemtoon sal word.

Die Jaar van die Leser-veldtog word amptelik op 4 en 5 April tydens 'n nasionale simposium in Bellville geloods. 'n Baie aktuele en interessante program word aangebied waartydens 'n spesiale gasspreker uit die buiteland ook sal optree. Die program met inskrywingsvorm word vir u gerief in hierdie uitgawe van Die Kaapse Biblioteekaris ingesluit.

Soos u uit die program vir die Jaar van die Leser, wat volledig op bladsy 45 gepubliseer is, sal merk, word daar beoog om van Junie tot November die verskillende groepe in die gemeenskap te bereik deur middel van spesiale gekeurde boeke, bladwysers, boeklyste en ander materiaal, asook 'n wye verskeidenheid treffende en kleurvolle plakkaat.

UNESCO het 1990 verklaar tot internasionale jaar vir die bevordering van geleterheid en ons eerste uitgawe van vanjaar word aan hierdie uiters belangrike en aktuele aangeleentheid gewy. Ons vertrou dat openbare biblioteke en biblioteekowerhede in Kaapland hierdie veldtog heelhartig sal steun. 'n Veldtog van hierdie omvang kan slegs slaag as almal betrokke hul volle samewerking verleen. Die streekbibliekaris moet toesien dat alle relevante materiaal betyds aan openbare biblioteke gelewer word en dat die nodige voorligting aan

openbare biblioteekpersoneel en hul owerhede verskaf word, terwyl die openbare bibliotekaris die belangrike taak het om die projek uit te voer.

Ons vertrou dat die program vir die Jaar van die Leser suksesvol sal verloop en dat ons ons doelwit sal bereik om die leesgewoonte stewig by die gemeenskap te vestig, die besit van leesstof aan te moedig en die onrusbarende probleem van ongeleterheid daadwerklik te help bekamp.

Forum

SIMPOSIUM : STADSKLERKE

Ek rig hierdie brief aan u Malmesbury en die Wesbank-biblioteke.

Ons voel dat dit nou noodsaaklik geword het dat stadsklerke op die hoogte gebring moet word betreffende nuwe ontwikkelings, tegnologie en funksies rakende die biblioteek sowel as die Biblioteekdiens as geheel. Dit kan baie beteken vir die verhouding tussen die stadsraad en die biblioteek. Die Biblioteekdiens kan ook sy werksaamhede bekandstel.

Ons hoop dat die Biblioteekdiens spoedig aandag kan skenk aan die aanbieding van 'n kursus/simposium vir stadsklerke.

Elsabé v.d. Vyver  
Malmesbury-biblioteek

Namens die vier biblioteke in die Vredenburg/Saldanha munisipale gebied, naamlik Vredenburg, Louwville, Saldanha en Diazville, wens ons 'n dringende versoek vir 'n opleidingskursus vir stadsklerke en raadslede met die portefeulje biblioteke, tot u te rig.

Deur die jare word kursusse vir biblioteekpersoneel met goeie gevolg aangebied en ons is u baie dankbaar daarvoor. Maar ek dink, en dis namens ons biblioteke, dat die arbeiders opgelei is, die saad voorsien is, maar die teelaarde nie voorberei is nie.

Dit het gedurende die afgelope jare sterk na vore gekom, dat stadsklerke en raadslede nie werklik bewus is van die doel en werksaamhede van die biblio-

teek nie. Biblioteke en hulle personeel word verdra in plaas van gedra, en byk 'n losstaande instansie van die munisipale opset te wees.

Dit sal hoog op prys gestel word indien die Provinsiale Administrasie so 'n kursus in die toekoms sou kon aanbied. Vir ons as bibliotekaris sal dit baie beteken, ons las verlig en hulle insig verbreed.

Ina Louwrens  
Vredenburg-biblioteek

*\* Dankie vir die standpunte oor die noodsaaklikheid van inligting oor en toelating van openbare biblioteekdienste aan plaaslike owerheidspersoneel en raadslede. Die Biblioteekdiens het reeds 'n geruime tyd gelede tot dieselfde slotsom gekom en stem heelhartig met u saam dat daar na hierdie behoefte omgesien behoort te word by wyse van 'n werkkursus of seminaar wat gerig is op stadsklerke en raadslede.*

*Druk op die Biblioteekdiens se opleidingsprogram was tot dusver nog die belemmerende faktor en hier word veral gedink aan die omsit in openbare biblioteekpersoneel regoor die provinsie, sowel as beskikbare fondse. Die Biblioteekdiens sal egter daadwerklik probeer aandag gee aan hierdie probleem in die komende boekjaar. Enige insette deur plaaslike bibliotekaris sal in hierdie opsig waardeer word en u kan gerus met u streekbibliotekaris hieroor skakel.*

Awards  
Toekennings

YOUNG AFRICA AWARD

WINNERS - 1989

Elana Bregin's novel *The kayaboeties* has won the 1989 Maskew Miller Longman Young Africa Award. Accepting the challenge of producing a novel which provides a fresh perspective on growing up in Southern Africa today, Bregin wrote *The kayaboeties* because she says, "...I have always been bothered by teenage racial attitudes. I want young people to think of themselves and not be conditioned into these racial stereotypes". The judges believe that her book will appeal to all young adults irrespective of race or gender. The second prize was won by Lesley Beake for *A cageful of butterflies* and

the third by Barbara Ludman for *The day of the kugel*.

J.P. VAN DER WALT-  
TOEKENINGSAAFD

Die J.P. van der Walt-toekenningsaand het op 8 November 1989 die agtste keer plaasgevind. By dié geleentheid is op 'n spesiale wyse erkenning gegee aan medewerkers wat gedurende die afgelope twee jaar - of selfs langer - besondere bydraes tot die aktiwiteite en sukses van die maatskappy J.P. van der Walt en Seun (Edms.) Bpk. gelewer het.

Vier toekennings is vanjaar gemaak. Die toekenning is in die vorm van 'n bronsbeeldjie deur die bekende Pretoriase beeldhouer, Mike Edwards, en het reeds hoë prestige-waarde verworf sedert die eerste toekenning daarvan in 1979. 1989 se ontvangers van die toekenning was:

**Nita Griessel**, bekende roman-skrywer van Loxton in die Karoo, vir haar bydraes van volgehoue hoë standaard en gewildheid oor 'n tydperk van twintig jaar;

**Willie van Heerden**, bekende Pretoriase fotograaf, vir sy besondere en uitstekende fotografiese bydrae tot die gehalte van J.P. van der Walt en Seun se program van huis- en resepteboeke;

**Promedia drukkers (Edms.) Bpk.**, vir drukwerk van hoë gehalte en goeie diens sedert 1979; en

**D.H. (Manie) van der Walt**, huidige direkteur van die maatskappy in die Van der Walt-groep, vir sy bydraes tot die stigting, uitbou en sukses van die maatskappy in die groep oor 'n tydperk van meer as dertig jaar.

By dieselfde geleentheid is ook enkele ander toekennings gemaak en pryse oorhandig.

Die **Ela Spence-medalje** vir die beste liefdesverhaal wat sedert November 1987 by die firma verskyn het, is vanjaar die tweede keer oorhandig. Uit 96 romans wat in die maatskappy se boekklubs verskyn het, is **Die sonsoekers** deur Mari van den Berg as die wenner aangewys en die medalje is deur Ela Spence self aan haar oorhandig.

Die wenners van **Die Volkskas Bank-prys vir jeuglektuur** (met 'n Afrikaanse en 'n Engelse afdeling) is deur mnr. J.L.J. (Koot) van Vuuren, besturende direkteur en hoof-uitvoerende beampte van Volkskas Bank, aan die twee wenners en vier naasweners oorhandig. Lois Anne du Toit het die eerste

prys van R6 000 ontvang in die Engelse afdeling vir haar boek *The secret eye*. John Coetzee was een van die naasweners en het 'n prys van R1 000 ontvang vir sy boek *The mystery of Cloud Mountain*. Die tweede naaswenner was Eileen Molver met *Hayley and the angels*. In die Afrikaanse afdeling het Maretha Maartens met die eerste prys weggestap vir haar boek *Op Philippa se planeet* en die naasweners was Annette van Zyl vir *Medalje vir 'n wenner* en Marlene le Roux vir *Die koms van die fluitspeler*.

1989 BOOKER PRIZE

The 1989 Booker Prize-winner is the bookmakers' hot favourite, Japanese-born Kazuo Ishiguro, who was awarded the \$15 000 prize for his latest novel, *The remains of the day*. Thirty-five year old Ishiguro was born in Nagasaki, but moved to Britain at the age of six, and currently lives in London.

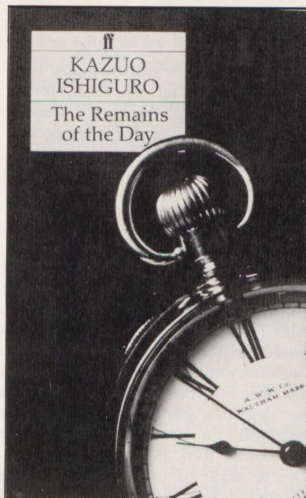
Other nominees for the 1989 prize were:

- Margaret Atwood: *Cat's eye*
- John Banville: *The Book of Evidence*
- Sybil Bedford: *Jigsaw*
- James Kelman: *A disaffection*
- Rose Tremain: *Restoration*

ISHIGURO, Kazuo

The remains of the day. -  
Faber, 1989.

During a rare holiday in 1956 (almost



CALENDAR

30 January - 2 February  
Meeting of senior staff  
Cape Town

20 February  
BOOK TALK : WESTERN CAPE  
LIBRARIES  
Discussion covering library stock,  
needs and gaps in stock.  
Cape Town

28 February - 2 March  
TRAINING COURSE FOR  
MEDIUM SIZE LIBRARIES IN  
THE CENTRAL AND NORTH-  
ERN CAPE  
Upington

4 - 5 April  
NATIONAL SYMPOSIUM  
Launch of Year of the Reader  
project.  
Bellville

4 May  
TRAINING COURSE FOR  
PRISON LIBRARIANS IN THE  
BOLAND AND CAPE PENIN-  
SULA  
Robben Island

14 - 18 May  
PUBLIC LIBRARY WEEK

18 May  
MEETING OF PROVINCIAL  
LIBRARY BOARD  
Cape Town

22 May  
BOOK TALK : WESTERN CAPE  
LIBRARIES  
Discussion covering library stock,  
needs and gaps in stock.  
Cape Town

7 June  
WORKSHOP : CHILDREN'S  
WORK  
Hout Bay

17 - 19 July  
MEETING OF SENIOR STAFF  
Cape Town

forced upon him by his new American employer) an ageing English butler named Stevens reviews his life. He takes his profession very seriously and has evolved his own concept of dignity, based on maintaining an almost inhuman equanimity under all circumstances. He has hitherto clung to the belief that in serving his late master, Lord Darlington, to the utmost of his abilities, he too has played a useful part in world affairs. In fact, Lord Darlington's political manoeuvres were anything but a cause worthy of a lifetime's devotion, while Stevens's ideas of duty and dignity have cut him off from the warmth of normal human relationships. As these unpalatable truths dawn upon him, the inner convictions by which he has lived, crumble away. In a final delicious irony, Stevens decides to make a very earnest effort to take up light-hearted bantering as the key to a new philosophy for the evening of his life.

The Japanese-born author came to England as a child, and this novel is an intriguing product of cross-cultural influences: very English in language and setting, and purely Japanese in style and theme. The character of Stevens is depicted with such clarity and compassion that, while perceiving his defects and relishing his absurdities, one can nevertheless be moved by his plight. This subtle blend of comedy and pathos will be appreciated by the discerning reader. **MI**

**KATINKA HEYNS EN CHRIS BARNARD ALBEI VEREER**

Die bekende egpaar, Katinka Heyns en Chris Barnard, is albei in 1989 deur die S.A. Akademie vir Wetenskap en Kuns vereer toe die Erepenning vir Rolprentkuns en die Scheepersprys vir jeuglektuur onderskeidelik aan hulle toegeken is. Chris Barnard het die Scheepersprys vir sy jeugroman **Voetpad na Vergelegen** ontvang. Tydens dieselfde geleentheid het Freda Linde die Alba Bouwerprys vir Kinderliteratuur vir haar boek **Strepie en Kurfie** ontvang.

**GOEIE NUUS VIR SKRYWERS**

Mnr. Piet Bothma, besturende direkteur van Nasionale Pers, het bekendgemaak dat Nasionale Boekhandel se drie literêre pryse, die Hofmeyr-

Recht Malan- en M.E.R.-prys, in elke geval van R2 000 tot R5 000 verhoog word en daar sal ook 'n goue medaille saam met elke toekenning gaan.

Die Hofmeyr-prys word sedert 1954 toegeken en is tot 1978 jaarliks afsonderlik toegeken vir prosa, poësie en drama. Van 1978 word dit toegeken aan enige verdienstelike letterkundige werk, ongeag die genre, wat by enige filiaal van die Nasionale Boekhandel verskyn het.

Die Recht Malan-prys vir vakliteratuur is ook in 1978 ingestel en die M.E.R.-prys vir kinder- en jeugboeke word van 1983 toegeken.

**SPAANSE SKRYWER WEN NOBELPRYS**

Die Nobelprys vir Letterkunde is in 1989 aan die Spaanse skrywer Camilo José Cela toegeken. Sy eerste roman, **The family of Pascual Duarte**, wat in 1942 verskyn het, beeld die moordenaarsdrang van 'n Spaanse landbewoner uit en was aanvanklik verboden. Hy onthul 'n wêreld van wreedheid en onverskilligheid wat hoogty gevier het in die siedende ellende van 'n vooroorlogse Madrid in sy roman, **The beehive**, wat in 1951 verskyn het.

Cela is drie en sewentig jaar oud en nog gesond. Hy het gedurende sy lewe 'n verskeidenheid beroepe gevolg en was onder andere 'n stiervegter, staatsamptenaar, akteur en skilder. Hy is tans nog 'n joernalis van formaat wat gereeld vir koerante skryf en hy bied ook 'n weeklikse geselsprogram op televisie aan.

Albei bogenoemde romans is in verskeie tale vertaal en in Spanje is daar ook rolprente wat daarop gebaseer is, vervaardig. Die Nobelprys is ongeveer R1,23 miljoen werd.

**LAERSKOOLONDERWYSER WEN DRAMAPRYS**

Die Amstel-prys vir die Dramaturg van die Jaar is aan 'n Skotse laerskoolonderwyser van Kaapstad, Alan Jermieson, vir sy toneelstuk **Disputed barricades**, toegeken. Hy is die twaalfde wenner van hierdie prys en het daarmee R10 000 verdien. Jermieson het slegs drie jaar gelede daarin begin belangstel om dramas te skryf en die bekroonde werk is sy tweede drama. Om te skryf of pryse te wen is nie vreemd vir hom nie, aangesien hy reeds

twee keer in Suid-Afrika bekroon is vir sy jeugverhale.

**Disputed barricades** is 'n politieke drama waarin die verhouding tussen twee jong vroue wat in Zambie skool gegaan het en jare later in Kaapstad ontmoet, ondersoek word.

Die ontslape Henry Rootenberg, Damon Galgut en Ian Fraser was onder die nege finaliste wie se werke in aanmerking gekom het.

**M-NET-BOEKPRYS - R100 000**

M-Net gaan in Desember vanjaar vir die eerste keer sy nuwe literêre prys van R100 000 toeken. Dit sal die grootste literêre prys in die land wees en daar sal jaarliks twee pryse van R50 000 elk aan die beste gewilde roman in Engels en Afrikaans toegeken word. 'n Sterk aanbeveling vir die prysweners sal wees dat die wenboeke in rolprente omgeskep kan word.

**INTERNASIONALE BIBLIOTEKARIS VAN DIE JAAR**

Elizabeth Simon, buitelandse skakelbeampte van die Duitse Biblioteekinstituut in Berlyn, het die Biblioteekdienstrust se toekenning as Internasionale Biblioteekaris van die Jaar vir 1989 ontvang. Voordat sy in haar huidige pos aangestel is, was sy in verskeie openbare biblioteke werksaam en het ook in biblioteekbestuur klas gegee. Sy het 'n jaar lank in Lima, Ohio Openbare Biblioteek gewerk as 'n uitruilbiblioteekaris en het verskeie Amerikaanse biblioteke besoek.

Frau Simon is sedert 1974 in beheer van die Buitelandse Skakeldiens en het reeds verskeie artikels en publikasies op haar kerfstok, waaronder **Introduction to English librarianship, Introduction to French librarianship and Introduction to librarianship in the USA.**

**PRYS VIR DIE BESTE KINDEROPERETTE**

Alle voornemende skrywers en musikante word deur Jong Dames Dinamiek uitgenooi om aan hul kinderoperette-wedstryd deel te neem. Die operette moet in Afrikaans geskryf word en moet van die nodige musiek voorsien wees. Dit moet geskik wees vir die opvoering by 'n primêre of

sekondêre skool en dit moet nie korter as 40 of langer as 90 minute wees nie.

Prysgeld wissel tussen R2 500 en R250 en diesluitingsdatum van die kompetisie is 30 April, 1990.

Vir nadere besonderhede skakel mej. Gerda Meyer by telefoonnommer (011) 482-1847 of Annemarie Styger by (018) 82543. Inskrywingsvorms kan by die volgende adres verkry word: Kinderoperette-wedstryd Jong Dames Dinamiek Posbus 91293, Aucklandpark, 2006

**Libraries  
Biblioteke**

**NUWE BIBLIOTEK IN BEZUIDENHOUTVILLE**

**Adelaide.** Aan die einde van verlede jaar is die gemeenskapsentrum van Bezuidenhoutville tydens 'n luisterryke geleentheid geopen.

Onder die orkesbegeleiding van die Hoërskool Piet Retief, Adelaide, het die eregaste aangekom. Dit was duidelik dat die mense van Adelaide en Bezuidenhoutville-dorpsbestuur saamwerk. Daarna het die koor van die Laerskool Bezuidenhoutville twee pragtige liedere gesing.

Die Minister van Plaaslike Bestuur en Behuising, mnr. D.M.G. Curry, het die groot skare, waaronder talle kinders, toegespeek. Hy het genoem dat die sentrum effektief gebruik moet word. Minister Curry het ook klem gelê op die selfhulpskema waardeur mense hulself kan ophef om hul huise binne te verfraai, mooi tuine aan te lê en selfonderhoudende groentetuine te hê. Klein en groot kan hulself net verbeter deur gebruik van die biblioteek. Dié woorde was toe reeds bewaarheid aangesien die biblioteek oop vir gebruik was vanaf einde Julie 1989.

Mej. Joselyn Pringle is aangestel as bibliotekaris en sy het twee maande opleiding by die hoofbiblioteek in Adelaide ontvang.

Binne die eerste twee en 'n half maande het die boeksirkulasie gestyg tot 2 276 en die ledetal tot 498.

Met hul eerste rolprentvertoning het meer as 100 kinders opgedaag. Die bi-

blioteekgebou is besonder mooi en die uitleg is 'n bibliotekaris se droom.

Speletjies en legkaarte is baie gewild en dit is duidelik dat die ontspanningsarea baie plesier verskaf.

Veels geluk mej. Pringle en Bezuidenhoutville se inwoners met jul pragtige kompleks.

**CHAIN GANG MOVES BOOKS INTO NEW BELLVILLE LIBRARY**

**Bellville.** Library workers and hired help formed a human chain to move more than R2 million worth of books to the city's new R9 million library at Elizabeth Park, which opened its doors to the public on 20 November 1989.



The new library has a floor area of 6 000 m<sup>2</sup> which includes two halls, two kitchens, a committee room, an art gallery and an art centre for practical art and craft classes. The library has a record and CD collection, a video collection, record and CD players, as well as a video room with monitors.

**BIBLIOTEKBEDRYGWIGHEDE OP BONNIEVALE**

**Bonnievale.** Jonger kinders word so maklik betrek by aktiwiteite by die biblioteekstorietyd, rolprentvertonings en poppekas is altyd gewild. So het dit weer gebeur dat Liefiap-dag weer baie kleuters na die biblioteek gelok het.

Liefiap en Donsie is twee storiëkarakters waarvoor Bonnievale se kinders baie lief is. Liefiap is 'n troetelslang en die kuiken, Donsie, sy beste maat. Teen

die muur het 'n nagemaakte Liefiap geseil. Na al die mooi geïllustreerde boekies van Liefiap gelees is, het die kinders die Liefiap-poppekas baie geniet. Elke kleuter het sy eie Liefiap-slang gemaak en selfs ook Liefiap-patrone probeer maak.

Die tieners word soms afgeskeep maar hierdie keer is hulle getraakteer op 'n tienermodeparade wat in die biblioteek aangebied is deur 10 hoërskooldogters in samewerking met 'n plaaslike boetiek. Die modeparade is voorafgegaan deur kinder-kaperjolle. Hansworse, lappoppe en grappasse het allerhande toertjies uitgevoer om almal in 'n goeie stemming te bring.

Terwyl die toeskouers op enige

moontlike plek gesellig verkeer het in die biblioteek, het die mannekyne op gepaste popmusiek in die biblioteek rondbeweeg. Na die parade het die st. 10-dogters hulle pragtige matriek-afskiedrokke vertoon. So 'n suksesvolle aand word natuurlik met verversings afgesluit.

Die hele gemeenskap is ook betrek by 'n stokperdjie-uitstalling in die biblioteeksaal. Stokperdjies van plaaslike inwoners is uitgestal. Daar was 'n groot verskeidenheid, onder andere kerspitwerk, pottebakkerij, hekelwerk, skilderkuns, koperwerk en versamelings van teelepels, seëls, sleutels, ens. Dit het groot belangstelling uitgelok en is druk besoek.

Al hierdie bedrywighede is op video vasgelê en is beskikbaar gestel vir uitreiking.



**STUDENTE BESOEK DIE DURBANVILLE-BIBLIOTEEK**

**Durbanville.** Cecil Ekron, lektre, Departement Biblioteek- en Inligtingkunde, Universiteit van Stellenbosch, het na afloop van 'n studentebesoeke deur finalejaarstudente, die volgende berig aan ons gestuur:

Openbare biblioteke in ons provinsie adem deesdae 'n opwindende nuwe gees, in pas met die tegnologiese vordering en veranderende inligtingsmilieu van ons tyd. Dit is ons gevolgtrekking na 'n baie interessante studiebesoek met ons finalejaarstudente aan die openbare biblioteek van Durbanville aan die einde van verlede jaar.

Mnr. Van der Merwe en Swiegelaar van die Biblioteekdiens en die plaaslike bibliotekaris, mev. Brand, het ons gul ontvang en getraakteer op 'n smaaklike ete in die ruim foyer wat deel van die oorspronklike gebou was. Ook die argitek, mnr. Bester, het hom hier gesellig by ons aangesluit.

Nadat mnr. Swiegelaar, mnr. Bester en mev. Brand ons 'n deeglike insig gegee het in die belangrike rolle van die Biblioteekdiens, die Munisipaliteit van Durbanville, die argitek en die bibliotekaris in die totstandkoming van hierdie spogbiblioteek, kon ons dit as ingeligtes besigtig.

Die interieur van die gebou het die goeie indruk versterk wat ons vroeër gekry het van die aantreklike vooraansig met sy mooi tuin, gerieflike aanloop en byderwetse ingang. Uitbreidings is vernuftig met bestaande geriewe geïntegreer sodat daar geen sweem van 'angelaptheid' is nie en 'n windportaal help die besoeker om die biblioteek met waardigheid binne te kom.

Meubels, ligtoebehore en ander fasiliteite is in die beste eietydse smaak en

van die treffendste eienskappe is die kinderafdeling se lekker storieput, kompleet met televisiestel en matbedekte trappe met gryprelms by die uitleentoonbank. Baie van die jong gebruikers het tydens ons besoek met groot genot daarvan gebruik gemaak.

Die biblioteekmateriaal, van boeke en plate tot videokassette en kunsafrukke, word aantreklik uitgestal in goedverligte en maklik bereikbare rakke en lees- en studieruimtes is goed geplaas in die omgewing van die materiaal wat vir hierdie doel gebruik word.

Voorsiening word ook gemaak vir gemeenskapsaktiwiteite in die biblioteek deur middel van 'n saal, kombuis en toiletgeriewe met 'n aparte ingang via die foyer, sodat dit ook buite biblioteekure deur kulturele verenigings benut kan word. Na verneem word, maak groepe reeds druk hiervan gebruik.

Ook die personeel is nie afgeskeep nie, soos blyk uit hul pragtige kantore, ruim werksarea en gerieflike personeelkamer. Individuele sluitkassies vir hul persoonlike besittings is ook 'n baie gewaardeerde toevoeging.

Die betrokke owerhede, die argitek, personeel en gebruikers van Durbanville kan met reg trots wees op hul biblioteek. Ons het vertrek met die indruk dat dit 'n vriendelike, smaakvolle plek is met knap personeel wat oor vele onbesongte deugde beskik. 'n Blink toekoms word vir hulle voorspel.

(Cecil Ekron, lektre, Dept. Biblioteek- en Inligtingkunde, Universiteit van Stellenbosch)

**EASTERN CAPE TRAINING COURSE**

**Graaff-Reinet.** A training course for small public library staff from all over

the Eastern Cape was held in Graaff-Reinet from 17-18 October 1989. Over 25 delegates from libraries with annual circulations ranging from 6 000 - 30 000 attended the course which was held in the conference room of the Drostyd Hotel.

The course started with light refreshments at 13:00 on 17 October. The Mayor of Graaff-Reinet, Mrs Thornton, opened the training course with a speech, welcoming delegates to Graaff-Reinet. This was followed by a talk on 'The small public library as a source of information in the community', by Denise Harris. In this talk the importance of making the library a one-stop centre for information about the community, using a calendar of local events and maintaining a local collection was stressed. The importance of knowing the library stock well and of reaching beyond the confines of the library to outside sources of information was also covered.

Mrs Elsabe Bouwer, the librarian from Cradock Public Library, gave a helpful talk on 'Information service to scholars'. After tea, Robin Trehaeven gave a talk on reference work, discussing the contents and arrangement of various reference works and this was followed by a practical exercise which had everyone racking their brains.

On Wednesday the ins and outs of user-orientated arrangement of stock were described by Denise Harris. This was followed by a visit to Kroonvale Library to examine the user-orientated arrangement of the non-fiction stock. Jolette Els, Regional Librarian in Port Elizabeth region, discussed various Special Request procedures and the new directions which the service was taking.

The film **The power of stories** was then shown to delegates. In this delightful film a number of adults were seen reading to groups of children while three experts added their professional views on the role of children's literature and the purpose of the story-teller. After the film show Mrs Veronica Adonis, librarian at Parkvale Library in Queenstown, demonstrated her way of telling a story to a group of children. This demonstration was greatly enjoyed and some lively discussion ensued.

A video interview with children's author and illustrator, Maurice Sendak, followed and after this the Western Woods video of Sendak's story **The sign on Rosie's door** followed. The availability of Western Woods videos for children's programmes was discussed.

The training course adjourned at 13:00 on Wednesday and delegates were overheard exchanging telephone numbers and addresses before parting company to make their way homewards.

**WESKUS-BIBLIOTEEK-VERENIGING**

**Malmesbury.** Die afsluitingsvergadering van die Weskus-biblioteekvereniging is op 14 November 1989 in die biblioteeksaal op Malmesbury gehou. Na die verwelkoming is almal meegevoer deur die pragtige Kersitem van een van die plaaslike speelkole. Hierna is sake soos die verkiesing van die nuwe bestuur afgehandel en toe het die spreker, mej. Marlene Nielsen van die Biblioteekdiens, aan die beurt gekom. Die praatjie is begin met die rolprent **Gallery** asook pragtige aanhalings oor die belangrikheid van kuns in ons lewe. Sy het begin deur te wys hoe die eerste kunsafrukke gelyk het en die moeite wat bibliotekarisse gehad het om die afdruk in die raam te kry asook die veranderinge in die raam tot op hede en kostes daaraan verbonde. 'n Raam maak of breek tog 'n skildery. Daar is weer eens gewys op die hantering van afdrucke en laastens het sy waardevolle wenke gegee oor hoe uitstallings in die biblioteek gebruik kan word. Boeke, rolprente en plate kan met die afdrucke gekombineer word en selfs die kinders kan betrek word. Een van die plaaslike komiteedelede het kortliks gepraat oor die belangrikheid van kuns in veral 'n kind se lewe en die skilderye van Kobus Louw bekend gestel. Na die presentruiling is die Swartlandse Winkelder besoek en heerlik wyn geproe. Die oggend is afgesluit met 'n heerlike streekkos-ete in die Malmesburyse banketsaal.

**KEN U BIBLIOTEKKOMPETISIE**

**Mosselbaai.** Die biblioteek het onlangs 'n 'ken u biblioteek'-kompetisie vir volwassenes aangebied. Die leners is genoeg tyd gegee om die antwoorde uit te snuffel en daar is selfs by die streek om hulp aangeklop. Vir enige boekleefhebber of aktiewe leser was die prys nie te versmaai nie, naamlik om vir 'n jaar lank eerste keuse van alle nuwe biblioteekmateriaal te hê en om video's te mag bespreek, wat nie normaalweg toegelaat word nie. Die gelukkige wenner mev.



V.l.n.r.: Mevr. Du Toit (bibliotekaris), Ras (pryswenner) en Potgieter (pryswenner).

Potgieter, Ras, Schuur en Van Zyl, vind dit 'n ware fees, amper so goed as om self in die biblioteek te werk!

**NUWE OUDTSHOORNSTREEK**

**Oudtshoorn.** Die Suid-Kaap het die afgelope twee dekades ongekende ontwikkeling ondergaan wat met die aankondiging van die Mossas-projek verder versnel het.

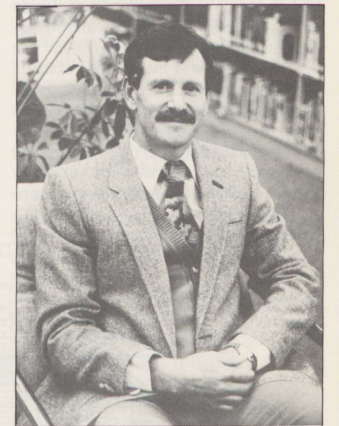
Twintig jaar gelede het Georgestreek maar bestaan uit agt biblioteke met 'n totale jaarlikse sirkulasie van 434 000. Vandag het die streek 14 biblioteke met 'n jaarlikse sirkulasie van 833 000.

Mosselbaai het eweneens gegroei van agt biblioteke met 'n jaarlikse sirkulasie van 485 000 tot 18 biblioteke met 'n sirkulasie van 804 000 in 1988. As die depots ook bygereken word, word daar tans 'n diens gelewer aan 47 gemeenskappe met 'n totale ledetal van 69 911 en 'n jaarlikse boeksirkulasie van 1 638 400.

Hierdie toename in bedrywighede en ook die vestiging van 'n hoofbibliotekaris in George het meebring dat die hele diensorganisasie in die Suid-Kaap in heroerweging geneem moes word en daar ook na ruimer alternatiewe akkommodasie gesoek moes word.

Na 'n periode van periodieke onderhandelings oor die plasing van streekbiblioteke in die Suid-Kaap, het die Administrateur en Uitvoerende Komitee besluit om die werklaad geografies oor drie streke te verdeel met die skepping van 'n nuwe Oudtshoornstreek.

Ter uitvoering van hierdie besluit is



Theuns Botha