



## Redaksionele beleid

Die Kaapse Bibliotekaris is die huisblad van die Kaapse Provinsiale Biblioteekdiens (KPB) en verskyn elke maand behalwe in Junie en November. Dit bevat artikels oor biblioteek- en inligtingswese, nuusberigte, resensies, aanwinstlyste asook praktiese artikels oor uitstalwenke en biblioteekadministrasie. Die redaksie behou hom die reg voor om, indien nodig, bydraes te redigeer, te verkort of te herskryf. Die publikasie van artikels wat nie in opdrag geskryf is nie, kan egter nie gewaarborg word nie. Die menings van medewerkers is nie noodwendig dié van die KPB nie. Alle kopie vir 'n bepaalde uitgawe moet die redaksie twee maande vooruit bereik. Artikels, briewe en nuusberigte kan direk aan die redakteur gestuur word.

## Editorial policy

The Cape Librarian is the house journal of the Cape Provincial Library Service (CPLS). It is published monthly except in June and November. Articles in the field of library and information science, practical articles on displays and library administration, news items, reviews and accession lists are included. The editorial staff reserve the right to edit, shorten, or rewrite any copy should it be deemed necessary. We cannot guarantee that all copy supplied will be printed. Opinions expressed by contributors are not necessarily those of the CPLS. Copy for a particular issue must reach the editor two months in advance. Articles, letters and news items should be submitted directly to the editor.

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## Redaksioneel

Verskeie aspekte soos infrastruktuur, behuising en die skepping van werksgeleenthede word as die belangrikste van ons beleggingsprioriteite beskou. Alhoewel dit uit die aard van die saak meriete het, is al hierdie aspekte slegs aanvullend tot die hoofoorweging, naamlik die opvoeding van ons jeug in die huidige en toekomstige geslagte. Opbare biblioteke speel 'n uiters belangrike rol in hierdie opvoeding.

Ons poog om in hierdie uitgawe die belangrikheid van 'n meer positiewe en diensgeoriënteerde houding ten opsigte van die jeug te beklemtoon. Ons spreek ook die neiging van kinders wat aan lokboeke verslaaf is, aan en in aansluiting by ons tema hierdie maand, naamlik dat die verkryging van kennis van kernbelang vir studente en skoliere is, publiseer ons 'n handige naslaanbronn van voorgeskrewe boeke vir 1993 op bladsy 20.

"Met al die veranderinge wat die laaste paar maande in hierdie afdeling plaasgevind het, is ek maar net nog 'n byvoegsel en kan ek met oortuiging sê dat dit vir my van die eerste dag af duidelik was dat om deel te wees van hierdie dinamiese span wat die tydskrif produseer net inspirerend kan wees. Ek sien uit daarna om soveel as moontlik van u te ontmoet en met 'n interessante reeks temas vir die jaar 1993, glo ek dat ons vir u stof tot nadenke sal bied."

## Editorial

Various issues ranging from infrastructure, housing and job creation initiatives are seen as the most important of our investment priorities. Although important, these issues are all merely ancillary to the main priority, namely the education of the youth of present and future generations. Public libraries play a major role in this education.

In this issue we have endeavoured to highlight the importance of adopting a more positive and service-oriented attitude to the youth of today. We have also addressed the issue of the tendency of children to concentrate their reading efforts on bait and in keeping with our message that assistance to students in the acquisition of knowledge is of paramount importance, a handy reference of prescribed networks for 1993 is published on page 20.

"Quite a number of changes have occurred in this department during the past few months of which the filling of the post of editor is but one. I can say with conviction, however, that from day one it has been obvious to me that to be a part of the very dynamic and inspired team that puts this magazine together can only be fulfilling to a degree as yet not experienced by me. Meeting as many of our librarians as possible will be high on my agenda and with an interesting line-up of themes set for 1993, I am looking forward to providing you with interesting, thought-provoking and productive reading material."

*Grizéll Azar-Luxton*

# DIE KAAPSE BIBLIOTEKARIS

THE CAPE LIBRARIAN

Vol 37 no 1 Januarie / January 1993

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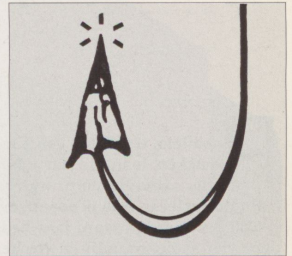
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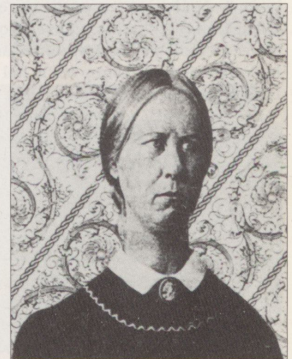
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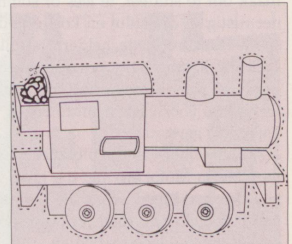
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Bait literature - the saga continues...  
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Is dit hoe tieners julle sien?, bladsy 12



See instructions for assembling the train  
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# PABALLELO

## Openbare Biblioteek

Grizéll Azar-Luxton

**P**abellelo, wat "Plek van Vrede" beteken, is in die jaar 1961 gestig. Hierdie dorp, wat naby Upington geleë is, beskik oor ongeveer 13 000 inwoners en word tans bedien deur vier skole, naamlik 'n crèche, 'n primêre skool, 'n primêre-hoërskool en 'n hoërskool.

Die beplanning van die biblioteek het reeds drie jaar gelede 'n aanvang geneem. Soos dit maar gaan met nuwe ontwikkelings, het die bouery met bloed, sweet en tranes gepaardgegaan maar is hulle vandag trots daarop om in hul eie biblioteekbehoefte te kan voorsien.

Die biblioteek, wat op 15 Mei 1992 amptelik geopen is, word as 'n tak van die Openbare Biblioteek van Upington bedryf.

### Samestelling

Die moderne biblioteekgebou beskik oor 'n studielokaal, 'n kinderafdeling wat tot 'n wasbakke vir die kleingoesd het en 'n kombuis. Die studielokaal is goed toegerus met leestafels, helderrooi gemakstoel en kleurvolle afdrukke teen die mure wat dit voorwaar 'n plesier maak om te studeer, te lees of sommer net rustig in die stilte en koelte te ontspan. Met treffende helderblou pilare voor die ingang in sy pragtig gevefde grys en rooi kleure, het die biblioteekgebou voorwaar 'n landmerk in Pabellelo geword.

Aan die hoof van die biblioteek staan mev Maria Moloi en, met die hulp van mev Miriam Lings, word die inwoners van Pabellelo van raad en hulp in die keuses van hul leesstof bedien.

Die aantal biblioteeklede beloop reeds 646 waarvan 208 kinderlesertjies is. Daar is tans 30 video's, 5 358 boeke, 111

plate en 37 kunsafdrukke waaruit die publiek kan kies.

Die biblioteek het, sedert sy opening in Mei tot einde Oktober 1992, reeds 'n sirkulasie van 2 389 getoon.

### Aktiwiteite

Gereelde uitstallings word in die biblioteek gehou en die aanbieding van video- en filmvertonings in die saal het 'n populêre tydverdryf van die inwoners van Pabellelo geword.

Boeke van die Studieversameling is met dank ontvang. Die Pacesetter-reeks veral, word deur die jeug verslind. Die AF- en AJF-versamelings vind ook groot byval onder lesers.

'n Druk program in die middag is nie meer 'n ongewone verskynsel nie en die studielokaal is gereeld tot oorloopens toe vol. Die lees van ERA-boeke is 'n belangrike aspek van mev Moloi se aktiwiteite en die leesleiding wat sy gereeld aanbied word deur entoesiastiese gehore begroet.

### Die pad vorentoe

Daar word beplan om vroeg vanjaar met geletterheidsklasse te begin aangesien daar ook baie volwassenes in die gemeenskap is wat nie kan lees nie.

Vir die jongspan word storietyd beplan.

Die biblioteek, wat om 09:30 oopmaak, is met ope arms deur die gemeenskap van Pabellelo ontvang en dit is duidelik dat die beskikbaarstelling van hierdie besonder noodsaaklike fasiliteit 'n landmerk in die dorp gaan word.

Foto's hiernaas:

1 Die moderne biblioteekgebou met sy helderblou pilare wat 'n baken in Pabellelo geword het.

2 Mev Maria Moloi, bibliotekaresse, besig om gretige kinderlesertjies te vermaak.

3 Die kleurvolle studielokaal wat voorwaar 'n hawe vir die inwoners van Pabellelo is.

4 Gebruikers besig met hul plaatkeuses.

5 Mev Miriam Lings voor die kunsafdrukke. Let op die opslaantafel teen die muur, 'n handige fasiliteit wat vir ekstra studiespasie aangewend kan word.



2



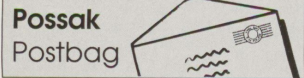
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U is so vriendelik om gereed 'Die Kaapse Bibliotekaris' aan my te stuur, 'n gebaar wat ek besonder hoog waardeer. Ek merk in die Nov-Des-uitgawe dat in die lys van bekronings ook die 'Ernst van Heerden Creative Writing Award' voorkom. Dit kan dalk 'n mate van verwarring uitskakel as u net daarby voeg: University of the Witwatersrand.

Want die feit is dat ek by my aftrede as hoogleraar by hierdie Universiteit 'n som geld geskenk het om hierdie prys in te stel. Die bedoeling was dat literêre skryfwerk in enige taal aangemoedig moet word, maar die voorskryf was dat die persoon die een of ander verbintenis met die Universiteit van die Witwatersrand moet hê. Tot my vreugde was dit vir die eerste keer vanjaar (1992) dat 'n Afrikaanse skrywer as die wenner aangewys is. Sy was mej. Marlene van Niekerk. Ter verdere verheldering moet ek net beklemtoon dat ekself met die beoordeling van die manuskripte niks te doen het nie.

Met hierdie klein regstelling wens ek u en u blad die allerbeste toe. Die uwe Prof dr Ernst van Heerden Dankie vir die inligting en u mooi woorde. Ons vertrou dat u die blad nog vir baie jare sal geniet. RED

**Agenda**

It has been customary over the last couple of years for the Library Service to concentrate its promotional efforts around a theme. And so it is to be this year too. Towards the middle of last year suggestions for a theme poured in from all over the province and the one that stood out head and shoulders above the rest was simply, **BUILD A NATION OF READERS / BOU 'N NASIE VAN LESERS**. What message could be more important at this time in our country's history? The importance of literacy cannot be overemphasized, nor the fact that it is only through the education of its people that a country can develop and prosper. Public libraries have a central role to play in building a reading culture and a literate nation.

A new approach was adopted for this year's campaign in that public librarians were involved in the planning process. A planning committee was appointed consisting of Frans van der Merwe (Director: Library Services), Zirkëa Ellis (Assistant Director: Auxiliary Services), Bon Gertz (Assistant Director: Central Organisation), Johanna de Beer (Chief Librarian: Promotion and Publications), Ilze Swart (Chief Librarian: Bellville Public Library) and Ruth

Lund (Chief Librarian: Western Cape Regional Services Council).

Commitment and a common sense of purpose united the group which met twice last year to decide on the type of publications and materials which should be produced to convey the all important message of **BUILD A NATION OF READERS**.

Material will reach public libraries later in the year in time for Library Week. In the meantime, watch this space.

**Mense People**

**Introducing our new editor**

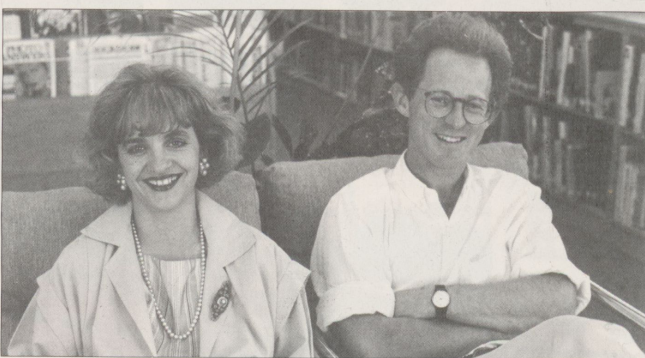
A new year and a new editor. Well, not quite, Grizell Azar-Luxton joined the Promotion and Publications Department at the beginning of November last year. She comes to us with an honours degree in communications and public relations and 16 years experience in that field. An ex-Natalian, she is fast becoming a Capetonian.

Her interests are antiques, her two Yorkshire terriers and her husband, Peter, though not necessarily in that order. Grizell is looking forward to meeting and working with the readers of the **Cape Librarian**.

**Welcome to Ian Nurock**

The second new face in our department is that of Ian Nurock, graphic artist. Ian travelled for a few years in England and America after he completed his studies at the University of Cape Town. He made contact with various art schools and galleries in London and Philadelphia.

Ian is interested in all types of design from architecture to interiors and would love to understand opera before he dies. *We hope you will be very happy with us Ian. P.S. We'll try and teach you about opera...ED*



Grizell and Ian

**Voorlaaste boek, sê Dalene**

Nadat sy klaargemaak het met die bos en 'n definitiewe orde wat sy daarin bevind het, het Dalene Matthee 'n boek met 'n eietydse tema die lig laat sien, naamlik **Brug van die esels**. Sy sê hierdie is haar voorlaaste boek in Afrikaans, daarna gaan sy sommer met 'n gewone werk vir haar kry. "Dan is ek op. Dan het ek niks meer met woorde te sê nie," sê sy.

Dalene is een van daardie mense wat nog in wonderwerke moet glo om aan die gang te bly. Deur daarin te glo, ervaar sy vrede. In die oplees van die geskiedenis van die land wat 'n groot deel van haar nuwe boek uitmaak, beskryf sy dit soos volg: "Geskie-denis is eintlik die storie van hoe volke baklei en stry oor wat hulle gaan maak met mekaar se goed. Dié wat het, baklei om dit te hou, en dié wat nie het nie, baklei om dit te vat. Die patroon bly loop sonder dat hy ooit breek".

Moelik om te glo dat so 'n befamde skrywer soos Dalene hierdie jongste boek van haar amper nie klaargemaak het nie. Wat net bewys dat die Muse selfs kat en muis met 'groot' skrywers speel.

**Visitor from the UK**

Fiona MacDonald, the export sales manager for Walker Books, a well known British children's publishing house, visited South Africa during November last year. She met the members of the Book Selection Department and spent an afternoon discussing the latest picture book titles.

An interesting new development from Walker Books is the *Read and Wonder* series of easy non-fiction in picture book format. Well-known picture book authors and illustrators have produced a range of exciting fun titles that reflect their own interests, for example, Dick King-Smith who has written about one of his favourite animals in **All pigs are wonderful**, while Judy Allen and Alan Baron's **What is a wall, after all!** takes a fascinating look at walls.



'n Klomp vrolike kinderlesertjies van Swellendam met boekmerkgeskenkies wat hulle vir die oues van dae tydens die week van die bejaarde gemaak het



Blanco Biblioteek se personeel saam met die sub B-leerlinge van die plaaslike laerskool



Dit lyk regtig of die Kimberleyse seminar baie geniet is

**Oud-bibliotekaris word Raadslid**

'n Ou bekende in bibliotekeringe, Fébé van Niekerk, is as lid van die Provinsiale Biblioteekraad vir 'n termyn van drie jaar aangestel.

Fébé het haar loopbaan in die bibliotekewese begin deur die eerste aanwinstel, **To what red hell**, van C Lessing 60 keer oor te tik. Van boeke plak, stempel en verpak, tot aflos as onderwyseres het sy die uiteindelike aanstelling as hoof van die Transvaal Museum biblioteek gekry. Na haar aanstelling as bibliotekaresse vir Kimberley, het sy die diens verder uitgebrei deur die stigting van depots en takbiblioteke in twee voorstede van die stad. Sy was ook verantwoordelik vir die algehele restaurasie van die Beaconsfield Openbare Biblioteek en die Africana Biblioteek en het 'n groot bydrae gelewer in die verklaring van hierdie bibliotekes tot nasionale monumente.

Nie een wat kan stilstil nie, het Fébé nog die tyd gevind om so tussendeur as voorsitter vir die Kimberleyse Toastmistressklub op te tree. Sy dien ook op die Raad van die McGregormuseum en is komiteelid van die Kimberleyse tak van die Munisipale Werknemersvereniging. Sy het ondertussen 'n oorkonde vir voortreflike diens van die Kimberleyse Rotariërs ontvang en het voorwaars iewers nog die tyd ingeruim om haar meestersgraad in die bibliotekewese met lof te slaag.

Die prestasie dat sy in haar agtien jaar as bibliotekaresse van Kimberley Openbare Biblioteek nooit 'n dag afwesig was nie, is 'n merkwaardige prestasie wat sy toeskryf aan die gereelde beoefening van yoga.



Ons nuwe raadslid, Fébé van Niekerk

person. We would like to thank Pierre Nel of the Transvaal Provincial Library Service for supplying this information.

• **1993 - International Year of Indigenous Peoples**

According to our information, UNESCO is the presenter, but at the time of going to press, we were unable to have this information confirmed.

• **Toktokkie campaign**

Theme: A check in time can keep you fine / Vroegtydig ondersoek keer kanker in 'n hoek

Date: 20 February - 21 March  
Presenter: National Cancer Association  
Contact person: Malene Freislich  
(012) 807-0644

• **Mental Health Month**

Theme: Mental health is a nation's wealth  
Date: March (whole month)  
Presenter: National Council for Mental Health

Contact person: Driekie Moutinhou  
(012) 725-5800

• **International Weather Day**

Theme: not known  
Date: 23 March  
Presenter: Department of Environmental Affairs

Contact person: Michelle Hulme  
(012) 310-3842

• **Breastfeeding Week**

Theme: Baby friendly hospitals  
Date: 7-14 March  
Presenter: Breastfeeding Association  
Contact person: Annemarie Bergh  
(012) 46-2489

• **World Health Day**

Theme: not known  
Date: 7 April  
Presenter: Department of Health  
Contact person: Susan van Niekerk  
(012) 325-5100

• **SANTA**

Theme: Gee ons kinders 'n toekoms  
Date: 24 April - 8 May  
Presenter: South African National Tuberculosis Association  
Contact person: Julia van Heerden

**CPA hits the press**

Towards the end of last year the Cape Provincial Library Service made headlines in some of the daily papers and magazines on more than one occasion.

We have decided to print some extracts from articles which appeared in separate editions of 'The Argus':

• **Provincial libraries get PALS**

Over the past year, the Cape Provincial Library Services (CPLS), in co-operation with Unidata, has computerised its central organisation and Western Cape regional libraries with the implementation of the Unisys Public Access Library System (PALS).

CPLS services 24 regional libraries, some of which are housed in the Cape Town head office premises and provides book stock to approximately 476 public libraries

throughout the Cape Province. This involves controlling a book stock of over 7 million items.

By computerising the system, CPLS' aim is to increase its efficiency as well as to provide online access to their master catalogue.

• **Reading boom as Cape libraries are open to all races**

More and more people are streaming to Cape provincial libraries in what officials describe as a remarkable "reading boom" since libraries were opened to all races in 1990.

Mr Deon Adams, MEC in charge of library services and nature conservation in the Cape Provincial Administration, says special attention was being given to disadvantaged communities, including farm workers, literacy programmes in some libraries and to making study facilities available in areas where these were required. Wherever possible sub-depots of books could be established to make them more readily available to the disadvantaged.

The service had, through the distribution of hundreds of thousands of colouring-in books, posters and jigsaw puzzles, stimulated an interest in the library service.

The service had 475 affiliated and 298 branch libraries and there were 900 000 active members in the province.

The increased use of libraries since they were opened to all was especially marked in the country areas where, in some cases, the number of members had gone up by 150 percent.

One of the top priorities of the Service now was to provide 10 to 12 new libraries a year in disadvantaged areas.  
Tos Wentzel

*This letter on literacy, written by Gillian Carter, librarian from Knysna, appeared in the Woman's Value at the end of last year.*

• **The meaning of illiteracy**

I wonder how many readers have any idea of the tremendous cost of illiteracy?

I don't mean the cost to the economy, or some impersonal statistic which means nothing but, rather what it means to the people themselves, who have to struggle day by day to survive in a world where so much is a closed book - a book whose cover they can't even read.

The Literacy project with which I'm involved tries to help its students improve their survival skills in a world of notices, forms, signs and headlines, as well as teaching them to read.

A group of adults was taken to a supermarket, to show these students how

to choose products and compare prices. We also wanted to introduce them to the concept of no-name brands, which are frequently cheaper.

It was a shock to some of the instructors to realise that even when the shopper is able to choose a few no-name bargains, assisted by the way they are displayed in the store, once she gets home - if she is unable to read - she won't be able to tell whether a can contains baked beans, jam, dogfood or pilchards.

Perhaps the larger companies could put a diagram on the label, illustrating the contents of the tin - a literacy agency could be brought in to do the designs, which would minimise costs.

Perhaps, too, employers should take the time to see how many of the people they come into contact with, can't read. Literacy training facilities are widely available and we, who have been fortunate enough to have had an education can do our bit to help, by finding out about local literacy classes and making it easy for our employees to attend them.

*Congratulations Gillian, it is heartening to see that inbetween placing missing persons you still found the time to get involved in letter writing.*  
ED.

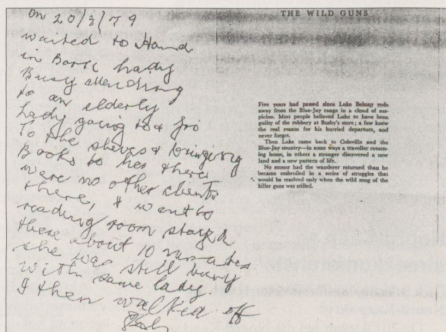
• **Join in the fun**

And in the magazine, *Karring*, excellent coverage was given to an article, written by Johanna de Beer, who reported on a campaign promoting children's literature with animal antics. Colourful posters were used as inserts in this edition.

So much media coverage in one month is simply FANTASTIC!

**Senior citizen takes side swipe at service:**

Now I have seen everything. Thirteen years later this note is found on the inside page of one of the library books in Graaff-Reinet. We trust the service has improved....  
P. S. At least the borrower left the book behind.  
ED



# BECOME A TEENAGE BOOK FREAK

Sabrina Gosling, Book selector

**T**eenagers are still giving librarians headaches - both their presence in the library and their absence from it. One of the main problem areas is the bookstock itself. Although an extensive rebuy of teenage books was instituted in 1990, in mid-1992 librarians were still finding their teenage bookstock inadequate, both in satisfying demand and in attracting new users.

## TEEN BOOK BUY

A big purchase of teenage books was on the cards. Local bookshops very generously allowed us to carry off boxes and boxes of books from their young adult shelves to Cape Provincial Library Service headquarters where they were displayed for a couple of weeks. In order to get as close a match as possible between what was bought and what the public librarians actually wanted, public librarians and regional staff were invited to make their own selection. Obviously, as funds are limited, not all titles could be bought but, using the librarians' choices as a basis, we have now ordered 125 titles in quantities from as few as 6 to as many as 107. In the main, we followed the standard teenage book allocations (6, 22, 53, 107) but we also drew up two special allocations for the purposes of this buy - a quantity of 35 which we used mostly for additional titles to give T books to regions which would not normally receive them as well as spreading a small quantity through the other regions and a quantity of 12 which we used for titles requested but already in stock and likely to have limited appeal.

The books on order are a mix of old and new titles and not all titles correspond to our T category - some are JT and a couple of adult titles for example, Douglas Adams' *Hitchhiker Trilogy*, have been classified as T specifically for this buy. Obviously public librarians can use their discretion and knowledge of their users in deciding where to shelve the books. They should be arriving in your libraries in the next couple of months and we obviously hope that they will help to rejuvenate the stock. There is, however, still a lot of doubt and uncertainty about the subject of teenage reading. The Book Selection Department would really appreciate any feedback from public librarians as to how the collection moves as a whole as well as which individual titles are popular or do not go at all.

## WHAT DO TEENS READ

Although there was a huge boom in teenage book sales in the Seventies, by the late Eighties the book trade in general was concerned about the drop-off in sales; many of the less successful teen series had disappeared altogether and bookshops were reporting declining sales.

Waterstones, an established group of bookshops in the United Kingdom, conducted a survey in 1989 amongst teenagers to find out what, if anything, they were reading. One of the main findings to emerge from this research was that teenagers look to their peers rather than parents, teachers or librarians, when choosing a book. Most were unaware of the wide range of teenage books available, and many thought teenage books meant only *Sweet Dreams* and other lightweight romance series.

Waterstones then initiated, together with teachers, high school pupils and paperback publishers, a reviewing paper by teenagers for teenagers. Almost entirely managed by teenagers themselves, this has proved quite a success. Most publishers have now cut down on the number of teen titles published. It appears that the people who read teenage books are rather younger than the market aimed at; aspirant teens rather than the teenagers themselves, who seem to be reading adult books, if at all.

Although fantasy (and to a lesser extent science fiction) is still one of the most popular reading choices of teenagers, with of course romance for the younger girls, there seems to be a shift towards horror - Stephen King, Dean Koontz, et cetera. We know that there are teenagers who are reading adult books, but who often do not know what to read or where to look. Readers' guidance is often a problem for the librarian but, with our new computerized system, this may prove a bit easier. We have added a new fiction category, Young Adult, which is used, not for those books marked T but, for those adult books which the reviewers think will also have teenage appeal. Librarians can then revitalize their stock by perhaps temporarily placing some of these titles, or other titles that they deem appropriate, in the teen collection. Other authors may be Barbara Taylor Bradford, Louis L'Amour, Terry Pratchett, Sue Townsend, Danielle Steel, Janet Dailey and so on. Keeping the collection interesting and fluid by mixing and matching T stock with books from the adult and even the juvenile sections, fiction and non-fiction, seems something worth trying, both on the shelves and for display.

Some librarians have asked for a bibliography of T novels arranged by subject or content such as fantasy, mystery, sport, social issues et cetera. I am not sure whether this will materialise but it certainly could be done if there is a general need for it and of course as more reviews are put on the Selection OPAC, the system can be searched by fiction heading and short book lists could be generated by the system. Besides being useful in reader guidance, these lists could also be helpful in displays advertising the bookstock and trying to attract more users.

## BOOKS AND DISPLAYS



### Music

Some subjects really lend themselves to multi-media displays, a good example being rock and pop music which obviously has teenage appeal. Record and music video covers can be used with novels and non-fiction titles on the subject. The new illustrated rock handbook is a very accessible, up-to-date and attractively presented reference tool with many colour photographs of the bands and musicians. We also have a number of pop biographies in stock with Madonna especially seeming to be getting her full share of attention. Some of the biographies are more substantial but many are of the scissors-and-paste fan-book type mainly concentrating on photographs of the artist.

We have recently bought Hugh Gregory's book, **Bryan Adams: the inside story**, which is an illustrated short biography of the Canadian singer/songwriter. This is a very timely publication as Adams really seems to be the man of the moment and he has a strong teen following. We have various titles in stock by or about superstar, Michael Jackson and his latest book, **Dancing the dream**, has just been ordered. Subtitled, **Poems and reflections**, this is rather an indulgent book made up of numerous pictures of Jackson, many taken from his latest music video, interspersed with his own writings which give us his very personal view of the world and what he calls the universe within us. Self-indulgent it may be, but it will undoubtedly be popular even if only for browsing.

Rock music is the subject of a number of teenage novels and these could be included in a display; there is Todd Strasser's **Rock 'n roll nights**, **Turn it up** and **Wildlife**, Nigel Hinton's **Buddy's song**, Lorna Read's **City sax**, Denis Bond's **Rough mix**, Anne Bailey's **Rhythm and blues**, Caroline Cooney's **Don't blame the music**, Gillian Cross's **Chartbreak**, Brian Keaney's **Some people never learn**, Liz Berry's **Mel**, **Easy connections** and the sequel **Easy Freedom**, Annalena McAfee's **The girl who got to no. 1**, William Gilmore's **Club** series (**Hello America**, and **All the way from Memphis**) and even Alan Dean Foster's popular **Spellsinger** fantasy series which is about Jonathan, an aspiring rock musician from Los Angeles.



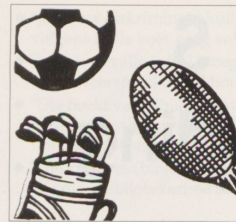
### Fantasy / Science fiction

Moving on to fantasy, I think one would be hard put to find any appropriate non-fiction titles, but one could nevertheless mix novels from the adult stock with T fantasy titles.

Katharine Kerr's *Devarry* and

*Westlands* books would be suitable, as would Simon Green's **Blue moon rising** and its sequel **Blood and honour**. David Eddings books are not such easy reads, but have been lapped up by older teenagers. **Domes of Fire** is the first title in his new series called *The Tamuli*, which is set a few years after *The Elenium* books. Robert Jordan's *Wheel of Time* series is really enjoyable and engrossing; the third title, **The dragon reborn**, should be in the libraries soon. And of course there is Terry Pratchett for those who like humorous fantasy. **Ye gods** by Tom Holt is a rather irreverent and funny send-up of the gods and heroes of Ancient Greece; while Holt is certainly not everyone's cup of tea, there are some teenagers who will really appreciate this. The popular Terry Brooks, who was one of the first authors in the sword and sorcery mould to reach the best-seller lists, is continuing with his *Shannara* series; the second and third titles in *The Heritage of Shannara* (**The druid of Shannara**, and **The Elf Queen of Shannara**) have recently been ordered. In the Teen Buy we have included his *Magic Kingdom of Landrover* books which should prove popular. Other fantasy titles included are McCaffrey's heavily-requested *Harper Hall Trilogy*, the second and third titles in Joel Rosenberg's *Guardians of the flame* series and **Dragon's gold** and **Chimaera's copper** by the prolific Piers Anthony which, together with **Serpent's silver** (in stock), form a trilogy about alternate worlds which are distinguished by the shape of the inhabitants' ears.

With fantasy, therefore, we can see that not all subjects or genres lend themselves to a multi-media fiction and non-fiction display, but I think science fiction would be more successful. One could incorporate non-fiction titles on science subjects - astronomy, physics, cybernetics, genetics, etcetera - choosing the more accessible and visually attractive books from our adult stock as well as the more detailed and substantial books from the juvenile stock. Books on computers and computer hacking could be used too. Appropriate videos could be found, graphic novels and then of course the novels themselves - not only teenage titles like the two William Sleator books in the teenage book buy, but also the more accessible titles from the adult SF stock such as the new Alan Dean Foster book, **Codger space**, which is a comic SF story about revolting machines. Included in the teenage book buy is the first title in Timothy Zahn's *Star Wars* trilogy; **Heir to the empire** is enjoyable light-weight space opera, SF set 5 years after the story in the **Star Wars** movies and featuring all the familiar characters: Han Solo, Luke Skywalker and Princes Leia. Another light-weight SF title with a movie connection is Randall Frake's novelization of the movie, **Terminator II**, starring Arnold Schwarzenegger.

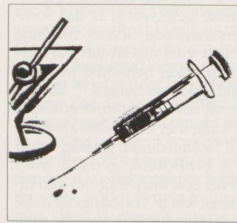


### Sport / Dancing

Because of the Schwarzenegger link, this book could of course just as easily be displayed with books on body-building and weight-training including his own book. Sport is one of the easiest subjects to use in multi-media displays,

for although we don't have many T titles in stock there are many adult books to choose from and we have some attractive juvenile titles on subjects like soccer, skateboarding, the martial arts, cycling, running, et cetera. Teen novels about sport are too numerous to list here, but some spring immediately to mind:- Cynthia Voigt's **The runner**, Marjorie Darke's **Comeback** (gymnastics) and Tessa Duder's books about Olympic swimming.

A display on dancing, especially ballet, would also be easy as we have many videos in stock as well as non-fiction titles and a number of light teenage and juvenile novels. Included in the display could also be Cynthia Voigt's **Come a stranger** and Joyce Sweeney's **Right behind the rain**, which is about a talented dancer with suicidal tendencies.



### Social issues

Social issues and situation novels abound in our young adult collection. Some may say there are too many.

It would not be difficult to set up a display on teenage suicide, death and dying, various handicaps and illnesses, rape, incest and sexual abuse,

divorce.

Many of these are listed in the Cape Provincial Library Services' **Bibliotherapy** booklet. Of course such depressing subjects may chase away rather than attract teenage users. A display on drugs and drug abuse would be made more interesting by the inclusion of Robin Klein's **Came back to show you I could fly**, and SE Hinton's **That was then, this is now** (which is still a popular read for high school boys). **Go ask Alice** and J. Grant-Thomson's **Jodie's story** could complement other non-fiction titles providing factual information. Teenage pregnancy is the subject of many teenage stories but, two slightly different books are Norma Klein's **No more Saturday nights** and Audry O'Hearn's **Me and Luke** which are both about teenage fatherhood and are both good reads (unlike many other situation novels).

Some of the most memorable and realistically portrayed teenage novels are those by SE Hinton, who wrote her first novel, **The outsiders**, when still a teenager herself. That and **Tex** both deal to some extent with teenage gangs and could be displayed with Myers' **Scorpions** (JT) and Jess Mowry's **Way past cool** (adult stock). **Tex** could also, with Hinton's **Taming the Star Runner**, be part of a display about horses and riding. Other suggested titles would be Ron Koertge's **Arizona Kid**, KM Peyton's **Darkling** and a new local book, **Delmonico Two O Five**, by Alan Jermieson.



### War

A display on war could include such a diverse selection as **Fallen angels** by Walter Dean Myers (about Vietnam), **The distant summer** by the teenage author Sara Patterson (about a teenage girl's relationship with young pilots in the Battle of Britain) and Bill

Dolan's **Afrikorps** which, although set in the future, is actually a gung-ho war adventure story. A display on conservation could include Linda Newberry's **Run with the hare** and Will Hobb's beautiful novel **Changes in latitudes**, while a display on careers and work could include some light teenage novels about holiday jobs such as Janet Quin-Harkin's *Heartbreak Cafe* series and Sandy Asher's **Everything is not enough**.

## FEEDBACK

One can obviously go on and on, matching novels to subjects: motor-bikes, surfing, fashion, crime, horror, et cetera but, I think the most important thing is to keep the collection alive and fluid. We hope the 1992 Teenage Book Buy will be of some help in revitalising the teen collections and I cannot state strongly enough how much we would appreciate feedback about this collection and teenage reading habits. We really need to find out more about South African teenagers' reading habits if we are going to provide a good service - if they read, what they read, what they would like to read, why they don't read. At the time of going to press most pupils were involved in exams. I hope shortly to initiate at least some research into teenage library users and non-users. I would appreciate any help or suggestions from librarians who actually deal with the teenagers, but initially feedback on this Teenage Buy would be a great help. The computerized system with its E-Mail facility makes communication much easier allowing public libraries to make their needs known and their criticisms heard.

The Book Selection Department really does want and need your help, and eagerly await being inundated with information from outside regions. For comment or information please contact Sabrina Gosling at tel (021) 410-2225.

## OPSOMMING

Boekkeurder, Sabrina Gosling, verskaf agtergrondinligting oor die onlangse aankope van tienerboeke. 125 nuwe titels is bestel. Sy doen voorstelle oor uitstallings om tienerleesstof meer aantreklik vir lesers te maak. 'n Verskeidenheid van onderwerpe soos popmusiek, sport, fantasie en oorlog word behandel. Sy sluit af met 'n versoek aan bibliotekarisse vir terugvoering oor tiener leesgewoontes.

# sTIEfkINDERS

## Bibliotekaris se houding teenoor tieners

Brenda Visser, Streekbibliotekaris, Worcester

In haar boek, *The fair garden and the swarm of beasts*, wat in 1969 gepubliseer is, het Margaret Edwards gesê dat tieners as die 'beasts' beskou word in die 'fair garden' van die biblioteek. Dit is vandag meer as twintig jaar later en min het aan die situasie verander. Tieners word nog steeds soos stiefkinders in openbare biblioteke behandel.

Daar word baie aandag gegee aan en moeite gedoen met die diens aan kinders, bejaardes, gestremdes, gevangenes en ongeletterdes, maar daar is baie openbare biblioteke wat nie 'n spesiale diens aan tieners lewer of selfs 'n tienerversameling het nie. Baie min, indien enige, het 'n tienerbibliotekaris. (1) Ongelukkig huldig te veel bibliotekarisse die standpunt dat indien daar 'n draaiak, gevul met sagteband tienerboeke in die biblioteek is, hulle 'n genoegsame diens aan die tieners lewer. Dit is beslis nie genoeg nie; intendeel, dit is maar net die begin.

In Amerika is bibliotekarisse baie meer bewus van die noodsaaklikheid van 'n spesiale diens aan tieners, vandaar die stigting van 'n oorkoepelende nasionale liggaam, naamlik die Youth Adult Service Division (YASD) wat deel is van die American Library Association. Dit is hoog tyd dat bibliotekarisse hul houding teenoor tieners verander en meer daarop ingestel raak om die tipe diens aan tieners te lewer waarop hulle geregtig is, 'n diens wat onder meer insluit, 'n area in die biblioteek vir tieners, aantreklike uitstallings, boeklyste oor onderwerpe waarin hulle geïnteresseerd is, praatjies, vakansieprogramme, ensovoorts.

### Bibliotekaris en hul beeld na buite

Dit is algemeen bekend dat tieners op die ouderdom van veertien jaar minder lees en gevolglik ook die biblioteek minder besoek. Daar is verskeie redes daarvoor, onder andere: eksamens, huiswerk, hul sosiale lewe, hul pligte as gesinslede, die onskikbaarheid van boeke en die invloed van televisie. (2) Bibliotekarisse het egter ook skuld daaraan. In baie openbare biblioteke heers daar volgens tieners 'n 'formele' atmosfeer en dit kan waargeneem word aan biblioteekgeboue, die

boekvoorraad en die houding van personeel. (3) Dit is te verstaan dat tieners, wat informaliteit verkies, ontuis sal voel in sulke omstandighede.

Reeds in 1967 het 'n ad hoc-komitee van die American

Library Association bevind dat een van die grootste struikelblokke ten opsigte van die optimale benutting van openbare biblioteke, die houding van geslagte van openbare bibliotekarisse teenoor tieners is. (4) Die klagtes wat voor die deur van die bibliotekaris gelê word, is dat sommige personelelede tieners nie baie welkom laat voel nie en dat volwassenes vriendeliker behandel word en meer aandag kry as tieners. (5) Bibliotekarisse sal tieners somer gou stilmaak as hulle met hul maats gesels of lag, want 'wanordelike gedrag word nie in 'n biblioteek geduld nie!' Tieners voel ook huierig om aan bibliotekarisse iets te vra, aangesien dié dikwels gestuurd opkyk van die taak waarmee hulle besig is. (6) Dit is dus 'n taamlike negatiewe boodskap wat só aan tieners oorgedra word.

Biblioteekreëls word soms strenger toegepas op tieners as op volwassenes en kinders. (7) Dit impliseer dat bibliotekarisse dubbele standaarde volg in hul dienslewering aan bibliotekgebruikers. Daar is bibliotekarisse wat, sodra hulle 'n groep tieners sien, die houding inslaan van 'hier kom moeilikheid'. Die gevolg is dan dat tieners onvriendelik behandel word.

In 'n ondersoek wat in 1981 deur die Regina Openbare Biblioteek in Kanada gedoen is, het dit geblyk dat die openbare biblioteek se beeld by tieners meer positief as negatief is, maar dat die positiewe beeld baie swak is. (8) 'n Mens sal kan vra of hierdie inligting en beskuldigings enigsins betrekking het op Suid-Afrikaanse biblioteke. Dit het beslis! In gesprekke wat onlangs met 'n hele klomp tieners gevoer is, almal gereelde bibliotekgebruikers, het daar 'n hele paar klagtes na vore gekom soos:

- "Soms help hulle ou mense eers, want ons kan wag."
- "Party (bibliotekarisse) is baie onbehelpsaam."
- "Ek het al redelike onvriendelike behandeling ontvang weens 'n verkeerde kaartjie (boekbon)."



Apologies to Grant Wood

- "Ja, soms diskrimineer hulle wel, omdat volwassenes volgens hulle hoër geag word."
- "In baie gevalle is hul moeg en geïrriteerd en dit word weerspieël in hul houding teenoor ons."
- "Die beeld van biblioteke wat deurgaans vanaf kleintyd geskep word, is negatief. Almal raas altyd en sê: 'Bly stil! Sit stil! Dit moet 'fun' wees.(!)'"
- "Die jongeres (bibliotekarisse) is vriendelik, maar die ouer bibliotekarisse is onvriendelik."

Die meerderheid van die tieners met wie daar gepraat is, het gesê dat hulle oor die algemeen goed behandel word. Almal het egter gevoel dat bibliotekarisse se houding teenoor tieners nog kan verbeter.

Bibliotekarisse se houding teenoor tieners word ook weerspieël daarin dat dienste aan tieners 'n lae prioriteit in die bibliotekwêreld geniet. Min tyd, aandag en geld word daaraan bestee. (10) Daarteenoor word daar baie moeite gedoen vir kinders byvoorbeeld, storytjie, leeskompetisies, vakansieprogramme, ensovoorts. Elke bibliotek het 'n kinderafdeling en 'n volwasse afdeling, maar hoeveel het 'n hoekie vir tieners? Sels by die beplanningstadium van biblioteke geniet tieners 'n lae prioriteit.

Min bibliotekarisse doen moeite om uit te vind waarvan tieners hou en wat hulle graag in die biblioteek sal wil hê, byvoorbeeld boeke, tydskrifte of plate. Nog minder (indien enige), lees jeugboeke en kan dus nie boeke aanbeveel wat tieners sal geniet nie. Hulle kan egter dadelik boeke aanbeveel vir 'n volwasse wat opsoek is na 'n 'lekker' liefdesverhaal of spanningsverhaal. Volgens mev Marina le Roux van ISKEMUS kla tieners gereeld tydens haar boekpraatjies, dat hulle graag van die boeke wil lees waarvan sy vertel, maar dat hulle nie eens geweet het dat daar sulke boeke in die biblioteek is nie. Dit impliseer dat die meerderheid bibliotekarisse nie jeugboeke ken nie, nie moeite doen om dit te lees nie, dit nie uitstal om tieners se aandag te trek of boeklyste van tienerboeke maak nie.

Hoekom word tieners so behandel en hoekom is die diens aan tieners 'n lae prioriteit vir bibliotekarisse? Volgens LJ Amey kan dit wees omdat tieners in hierdie ontwikkelingstadium nóg vis nóg vlees is en ook omdat die portuurgroep gedurig nuwe modes en giere navolg. Dit maak dat tieners 'n moeilike teiken-groep is en gevolglik maar deur bibliotekarisse geïgnoreer word. (11) Dit kan ook wees dat bibliotekarisse tieners slegs sien as raserig, sarkasties en ongepoets. Wat ook al die rede vir die negatiewe houding teenoor tieners, is dit nog steeds nie 'n verskoning daarvoor nie. Bibliotekarisse se houding sal moet verander, want onthou, tieners is die stemgeregtigde, besluitnemers en belastingbetalers van die toekoms. (12) Indien die negatiewe houding nie doelbewus verander word nie, kan bibliotekarisse nog die wrange vrugte van hulle dade pluk wanneer al hoe minder fondse in die toekoms na biblioteke gekanaliseer word.

Dit is egter nie die belangrikste rede waarom tieners beter behandel moet word en meer aandag aan hul spesifieke behoeftes geskenk moet word nie. Tieners, net soos enige ander bibliotekgebruiker, is geregtig op goeie behandeling en diens. Daarbenewens is dit die bibliotekaris se professionele plig om aan alle gebruikers 'n goeie en flink diens te lewer. Nie almal hou van tieners nie, maar hulle moet nogtans vriendelik teenoor tieners wees. Weens die feit dat skoolbiblioteke nie meer deur die owerheid befonds gaan word nie, beteken dit dat die onus nou op openbare biblioteke geplaas word om in al die leesbehoefte van tieners te voorsien, vir ontspanning sowel as studiedoelendes. Die 'back' kan nie meer verder aangestuur word nie, dit stop by die openbare biblioteek. Dit is egter wel moontlik om bibliotekarisse se houding te verander en dit kan deur opleiding gedoen word.

## Opleiding

Soos reeds genoem, hou nie alle bibliotekarisse van tieners of om met hulle te werk nie. Dit is egter noodsaaklik dat elke bibliotekundestudent tydens sy opleiding 'n basiese agtergrond ten opsigte van kinder- en jeuglektuur sal ontvang, asook oor die tiener en sy ontwikkelingsstadiums. Dit sal hul groter insig gee in die tiener en die probleme waarmee hy te kampe het. Praktiese ondervinding is ook nodig om hierdie basiese agtergrond mee af te rond. (13)

Volgens mev Marina le Roux is die Universiteit van Stellenbosch tans die enigste instansie wat 'n omvattende opleiding in kinder- en jeuglektuur as deel van die graadkursus aanbied. Hierdie opleiding gee studente dus 'n goeie basiese agtergrond wat vir hulle tot nut sal wees in die praktyk.

Dit is egter nie genoeg om slegs 'n basiese opleiding in jeuglektuur aan studente te verskaf nie. Wat van studente wat as tienerbibliotekarisse wil spesialiseer? Daarvoor is daar 'n baie meer omvattende kursus nodig wat onder meer aandag sal gee aan aspekte soos: die ontwikkeling van leerseienskappe ten einde tienerprogramme in ons biblioteke te loods; kennis van die teiken-groep waarmee hulle gaan werk; kommunikasie; administrasie wat beplanning en bestuur insluit; kennis van materiaal nodig vir tienerversamelings (boek- sowel as nie-boekmateriaal); toegang tot inligting soos naslaanbronne, gemeenskapinsligting en databanke en; laastens, die verskillende wyses van dienslewering aan tieners. (14)

Indiensopleiding kan baie daartoe bydra om bibliotekarisse wat in die praktyk staan, meer positief te stem teenoor tieners en sodoende skakeling met die publiek te verbeter. (15) Soos in baie ander bibliotekeangeleenthede, is die houding van die bibliotekaris die deurslaggewende faktor wat bepaal of die diens aan tieners as belangrik beskou word of nie. Dit is opmerklik dat biblioteke wat wel 'n diens aan tieners lewer 'n hoofbibliotekaris het wat so 'n diens simpatiek gesind is en die noodsaaklikheid daarvan besef. (16)

Indiensopleiding kan verskaf word deur 'n medepersoneel wat 'n aanleg het om met tieners te werk. Aspekte soos, onder andere, die tiener se ontwikkelingsstadiums, jeugboeke en hoe om tieners te behandel, kan bespreek word. Kenners kan ook genooi word om praatjies te lewer. (17) Daar moet aan persoonel verduidelik word dat tieners nie daarvoor hou om kortaf behandel te word nie en dat bibliotekarisse 'n bietjie meer toegeeflik oor 'lawaaai' moet wees. (18)

Hierdie opleiding moet deurgaans verskaf word en bibliotekarisse moet op hoogte gehou word van nuwe toevoegings tot die versameling en sake rakende tienerwerk. Streekbibliotekarisse kan gerus daaraan dink om gereelde werkwinkels oor hierdie onderwerp aan te bied.

## In die praktyk

Alhoewel dit in sekere gemeenskappe baie moeilik is om met tieners saam te werk, moet hulle nog steeds vriendelik behandel word, soos mev R Lintnaar van Bella Vista Biblioteek in Ceres ondervind het. Toe sy daar begin het, het sy te doen gekry met tieners wat uitdagend, veeleisend en lawaaiig was. Volgens mev Lintnaar het sy hulle van die begin af vriendelik maar ferm behandel. Dit is nodig om die leiers te identifiseer, want as 'n mens eers hulle vertrou en samewerking verkry het, sal die res van die groep hulle gou navolg. Mev Lintnaar sê verder dat dit belangrik is om vir tieners te wys dat jy in hulle belangstel. Daarom vra sy tieners uit en vind op so 'n manier uit wat hulle belangstelling is. Dit is ook nie nodig om met hulle te raas nie. As sy sien dat hulle iets verkeerd doen, soos byvoorbeeld om tydskrifte stukkend te skeur, sal sy moei met hulle praat en verduidelik waarom dit nie gedoen moet word nie. Sy voel ook dat dit belangrik is dat tieners altyd die vrymoedigheid moet hê

om met die bibliotekaris te praat en nie bang hoef te wees vir haar nie.

Deur tieners hoflik en vriendelik te behandel kan bibliotekaris die negatiewe beeld wat tieners van hul het verander. Voorts kan hulle die biblioteek se boekvoorraad en dienste aan tieners bekendstel deur aantreklike uitstallings en boeklyste. Terselfdertyd sal dit tieners aanmoedig om te lees. Bellville Biblioteek het begin om boeklyste vir tieners saam te stel. Dit is lekker 'loslit'-boeklyste met illustrasies en bevel boeke aan oor onderwerpe waarin tieners geïnteresseerd is soos rock-musiek, fantasie, strokiesprente, humor, ensovoorts. Volgens mev Felicity du Plessis het hulle nog nie terugvoering daaroor ontvang nie, maar hoop dat dit wel later sal gebeur.

Daar kan ook praatjies gereël word oor dinge waarin tieners belangstel. So byvoorbeeld het Moorreesburg Biblioteek 'n versorgmiddag vir tieners gehou waartydens 'n skoonheidskonsultant hulle toespreek het wat 'n reuse sukses was. Hierdie diens aan tieners verg nie groot uitgawes nie, maar slegs 'n bietjie tyd en moeite. Selfs bibliotekaris van eenmansbiblioteke kan ook 'n diens aan tieners lewer. Hulle kan byvoorbeeld iemand uit die gemeenskap kry om hulle te help, soos 'n bibliotekerkomitee, onderwyser of ouer.

Grabouw en Bredasdorp se bibliotekaris het in die loop van hierdie jaar begin om tienerhoekies in die biblioteek in te rig, met kleurvolle plakkate, tienertjyskrifte, strooikussings en boeke wat tieners moontlik mag interesseer. Brackenfell is een van die biblioteke waar daar 'n skaakstel op een van die tafels in die tienerhoekie is. Volgens die bibliotekaris geniet die tieners dit baie om so te sit en skaak speel.

Venorica Behm van Milnerton vertel dat hulle die meubels in die tienerarea so ingerig het, dat daar 'n gedeelte is waar tieners net kan ontspan asook 'n deel waar hulle kan studeer. Daar is baie middagwesies of 'atchkey'-tieners wat hul namiddae by die biblioteek deurbring. Daarom word die tieners toegelaat om spelletjies in die 'ontspanningsarea' te speel. Tieners maak ook goed gebruik van die biblioteek se platespeler en plate. Alhoewel die bibliotekaris meer toegewyd is oor geraas in die biblioteek, laat hulle nogtans nie toe dat dinge handuit ruk nie.

Bella Vista het onlangs gereël dat 'n skakeloffisier van die polisie tieners kom toespreek oor dwelm- en drankmisbruik. Volgens mev Lintnaar was dit só 'n sukses dat hulle dit binnekort weer gaan doen.

## Slot

Sedert 1985 wat Internasionale Jeugjaar was, is daar al baie gepraat en geskryf oor hoe die diens aan tieners verbeter kan word. Die tyd het nou aangebreek om iets daadwerkliks daaraan te doen.

## Verwysings

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2. P Heather, *Young peoples' reading: a study of the leisure reading of 13-15 year olds* (Sheffield: University of Sheffield, 1981), pp. 123-124.
3. M Barnes and S Ray, *Youth library work* (London: Clive Bingley, 1976), pp. 24-25.
4. M Edwards, *The fair garden and the swarm of beasts: the library and the young adult* (New York: Hawthorn Books, 1969), p. 97.
5. Barnes and Ray, *Youth library work*, pp. 29-31.
6. Edwards, *The fair garden and the swarm of beasts*, p. 90.
7. Margaret Marshall, *Libraries and literature for teenagers* (London: Andre Deutsch, 1975), p. 257.
8. Grace Shaw, *Communication, co-operation and commitment: future library services for young people, They're only young once! teenagers and the role of library services* (Community Services Group in Scotland, 1986), p. 29.

9. Andre Gagnon and Ann Gagnon, eds., *Meeting the challenge: library services to young adults* (Ottawa: Canadian Library Association, 1985), p. 61.

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11. Gagnon and Gagnon, eds., *Meeting the challenge*, p. 3.
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13. Mary E Kingsbury, *Educating young adult librarians: priorities of practitioners and educators, Drexel Library Quarterly* 14 (January 1978), 16.
14. Ellen V LiBretto, ed., *New directions for young adult services* (New York: R R Bowker, 1983), pp. 205-208.
15. Barnes and Ray, *Youth library work*, p. 30.
16. Marshall, *Libraries and literature for teenagers*, p. 235.
17. Barnes and Ray, *Youth library work*, p. 49.
18. Gagnon and Gagnon, eds., *Meeting the challenge*, p. p.26.

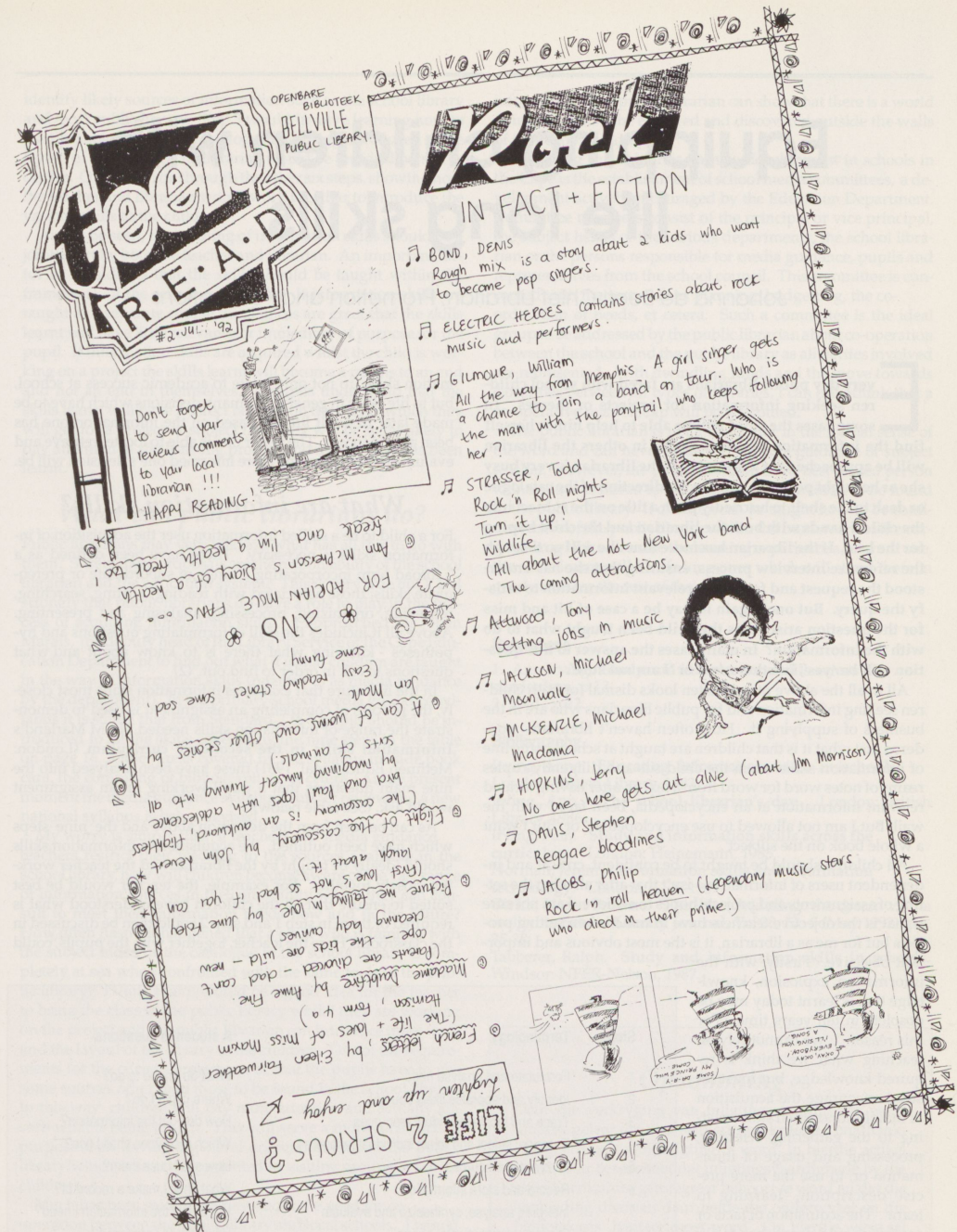
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## Summary

According to Brenda Visser, teenagers are the step-children of the public library as services to them are practically non-existent. Visser argues that teenagers are entitled to the same, special, treatment and service as are other library user groups. The attitude of the librarian-in-charge towards young people is critical in determining whether the library will accord teenagers the service they deserve.

In this article the attitudes of librarians to teenagers and vice versa are discussed and the need for training of young adult librarians is addressed. The article concludes on a positive note with some practical examples of successful teenage library work.



A copy of the teenage bibliography referred to on page 14. Although the staff of Bellville Public Library got the idea from Jenni Millward of the Johannesburg Public Library, you can see that they have put their own personal funky stamp on their **Teen Read** leaflets.

# Equipping children with life long skills

Johanna de Beer: Chief Librarian, Promotion and Publications

Every day public librarians are faced with school children seeking information for projects or themes. In some cases the child will be able to help him or herself find the information required whilst in others the librarian will be approached for assistance. If the librarian is very busy she or he might point the child in the direction of the catalogue or dash to the shelf to hurriedly push a title on the subject into the child's hands with both the librarian and the child hoping for the best. If the librarian has more time she will go through the reference interview process, ensuring that she has understood the request and found the relevant information to satisfy the query. But once again it may be a case of hit and miss for the question arises, has the child been taught what to do with the information? In many cases the answer to this question will be 'yes', in others, 'no' or 'I am not sure'.

All in all the above picture often looks dismal for both children seeking information and for public librarians who are in the business of supplying it. How often haven't librarians wondered just what it is that children are taught at school in the line of information skills when the child sits and diligently copies reams of notes word for word from a text or, after having located relevant information in an encyclopedia, been faced with the wail 'But I am not allowed to use encyclopedias' or 'But I want a whole book on the subject'.

All children should be taught to be confident, critical and independent users of information - isn't that after all what the setting of assignments and projects hopes to achieve. I am not sure if that is the objective teachers have in mind when setting projects but for me as a librarian, it is the most obvious and important objective. Firstly, with the information explosion, knowledge that is learnt today may be obsolete in ten years time. For this reason "...we cannot rely on teaching what we think is required knowledge, but must instead encourage the acquisition of mainly conceptual skills relating to the gathering, selecting, processing and usage of information or, to use the more precise description, 'learning to learn'. The acquisition of facts or content should simply be a facilitating device."(1) Secondly, in the past number of years the realisation has grown that infor-

mation skills do not only relate to academic success at school, but to life skills in general. So many decisions which have to be made later in adult life are based on the information one has been able to locate. The better one is able to locate, retrieve and evaluate information, the more informed one's decision will be.

## What are information skills?

For a child to be a skilled information user the acquisition of information skills is necessary. These have been defined as a "...broad term incorporating a range of subordinate or prerequisite skills; those associated with reading, writing, searching, retrieving, organizing, processing, analysing and presenting. Above all it includes the skill of formulating questions and hypotheses - knowing what there is to know about and what questions to ask in order to find out."(2)

In the literature that examines information skills most closely, the process of completing an assignment is used to demonstrate the range of information skills needed. In M Marland's *Information skills in the secondary curriculum* (London: Methuen Educational, 1981) these have been analysed into the nine main questions that a pupil working on an assignment would ask. (See table below).

As can be seen from the definition above and the nine steps which have been outlined, the acquisition of information skills should ideally be taught by the librarian and the teacher working closely together. For example, the teacher would be best suited to ensure that all the children have understood what is required of them in step 1 and step 2 could then be discussed in the classroom. Here the teacher, together with the pupils, could

Steps	Terminology	A student's questions
1	Formulate and analyse need	What do I need to do?
2	Identify and appraise likely sources	Where could I go?
3	Trace and locate individual resources	How do I get the information?
4	Examine, select and reject individual resources	Which resources shall I use?
5	Interrogate resources	How shall I use them?
6	Record and store information	What shall I make a record of?
7	Interpret, analyse, synthesise and evaluate	Have I got the information I need?
8	Present, communicate, shape	How should I present it?
9	Evaluate	What have I achieved?

identify likely sources of information such as the school library and local public library. Step 3 would involve learning how to use the subject index, the catalogue and being introduced to the layout of the library. The librarian would be the ideal person to do this. One can go on through the other six steps, showing how the teacher and librarian would work together to introduce the various skills to the child.

As can be seen, the teaching of information skills should be a joint effort by both the teacher and librarian. An important factor to consider is that the skills should be taught within the framework of the school curriculum. If information skills are taught as a separate course the chances are great that the skills learnt will have little relevance or immediacy of purpose for the pupil. If information skills are acquired whilst the child is working on a project the skills learnt will become a means to an end and not an end in themselves. If pupils understand that the skills learnt will have a direct bearing on the marks which they will get for a project or subject then they will be more likely to pay attention in the learning process and apply what has been learnt.

## What can public librarians do?

Public librarians may very well ask what has all this to do with them? Surely these proposals are the responsibility of the school librarian and the education system? This is very true but I feel strongly that public librarians do have a role to play in the process of acquiring information skills. I approached Mr Johan Marais, the deputy head of the Library Service of the Cape Education Department to find out what it is that children are taught in the way of information skills (referred to as media guidance by the department). In the primary school media guidance syllabus it is stated that from Standard 2 to 5 pupils should be introduced to all the skills covered by the nine steps in the table on page 16. Other areas covered by the syllabus include book care, the compiling of bibliographies, et cetera. At the present moment the media guidance syllabus is under review and a new national syllabus is being devised.

My worry is simply this. If teachers and media guidance teachers restrict their teaching to the sources available in the school library, how will children become aware of the vast range of information sources in the community which they can consult to meet their information needs now and in the future? How often hasn't it happened that a child who is familiar with the subject index or the catalogue in the school library is completely at sea when confronted with the same tools in the public library? I think that it would be a good idea for the teacher to bring the class to the public library whilst they are working on the project and the public librarian can introduce these tools and the layout of the library to the children. One of the requirements for the current project can be that the pupils have to use some sources other than those to be found in the school library. In this way children will pay more attention and actually absorb what is being taught. This will serve a more constructive purpose than having a general orientation tour of the public library which is so often presented to visiting groups of school children.

Much has been said in the past about the need for co-operation between the public library and local schools. I would like to make a plea for co-operation of a different kind. A plea not only for schools to inform the public library of the topics for projects and help in recovering overdue material, but a plea for co-operation in helping children become confident users of

information. The public librarian can show that there is a world of information to be explored and discovered outside the walls of the school building.

According to Mr Marais, a new development in schools in the Cape is the establishment of school media committees, a development actively encouraged by the Education Department. Committee members consist of the principal or vice principal, the subject heads of the various departments, the school librarian or the persons responsible for media guidance, pupils and representatives from the school council. This committee is concerned with matters such as planning, budgeting, the co-ordination of needs, et cetera. Such a committee is the ideal group to be addressed by the public librarian about co-operation between the school and the public library as all parties involved are represented. With dwindling funds and the move towards closer ties between all types of libraries, I can only think that a co-operative relationship will be welcomed.

The public librarian is not an educator in the formal sense of the word and can never replace the media guidance or subject teacher. However, the public librarian is the best placed person to introduce children to the wealth of information to be found in the public library. If children can be taught how to be confident users of the public library within the framework of the curriculum which will make the learning experience a relevant one, the skills learnt will be life long ones which will stand them in good stead for the rest of their lives.

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2. *Ibid.*, p.22.

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## Opsomming

Deur die verkryging van inligtingsvaardighede word kinders geleer om met selfvertroue kritiese, onafhanklike gebruikers van inligting te word. In hierdie artikel word daar beredeneer dat inligtingsvaardighede by die skoolkurrikulum geïntegreer behoort te word en dat die aanbieding daarvan deur beide die onderwyser en die bibliotekaris hanteer moet word. Op hierdie wyse sal dit wat geleer word relevansie kry en word dit 'n middel tot die doel.



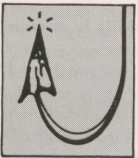
# How do we lure children off bait?

Alta Oosthuizen, Coordinator: Children's Services

The controversy surrounding bait fiction still arouses animated discussion, as in the recent exchange between Steve Rosson and Elizabeth Hamill/Nancy Chambers in **Books for Keeps**. The criticisms of the 'series mentality' discussed there are the familiar ones: 'lack of literary merit', 'predigested formula in concept and content', 'predictability', 'reductive literature' and 'quantity substituting for quality'. The controversy also received attention in previous issues of **The Cape Librarian**.

The Cape Provincial Library Service selectively buys series, because they are very popular and in constant demand, but also precisely because we see the advantages of using them as bait: books to get children, especially reluctant readers, hooked onto the reading habit.

However, if we use series as bait, to give children the initial confidence and pleasure in reading, the question arises: what can we as children's librarians do to ensure that children do indeed become lifelong readers and progress from bait onto more varied literature and develop discriminate reading habits? What do we offer after bait? I asked four experienced librarians for their opinions on the subject and for practical suggestions.



**Veronica Behm**, Children's Librarian, Milnerton, feels that many children read bait because it does not ask for much mental involvement, it is not threatening and can be read solely for pleasure. With increased workloads at school, they sometimes need the simple escapism bait gives. She believes that as long as children are reading and enjoying it, they will develop a love of reading. Bait does not always work, and not all children are interested in bait, but in a balanced collection there is definitely room for it. Whereas you do find the addicted bait reader, who will read a whole series and

go on to the next, for many children bait is really just a natural transition phase.

The most effective reader guidance, also to get children off bait, lies in the individual approach: connecting the right child to the right book. In this process timing is very important - the child must be ready for something new. Sometimes this happens when he has read all available titles in a series and has come to ask for something new to read, sometimes when he feels confident enough with his reading skills to ask for something a little more stimulating. The librarian can subtly try to encourage this readiness, but often it is just a waiting game.

When a series reader comes to ask for 'something to read', the best starting point is usually the specific interest level of that child. Once that has been ascertained, you can suggest a book on the topic that you have enjoyed yourself, or that you know was popular with other children. This of course means that you must know your stock and be familiar with what children are reading and what is popular with them. The child can also scan the blurb to see whether he thinks the book will interest him. Veronica suggests that after recommending a title, you ask the child to tell you whether he liked it. This feedback allows you to fine-tune any further guidance. Her experience is that children are mostly very honest and will tell you if they did not like a particular title. However, they also demand honesty from you as librarian, therefore you should not recommend books you have not enjoyed just because you feel they ought to read them. She believes that adults should respect the fact that children's leisure time is often limited and in choosing books should help them make the most of the interests they value.

To establish interest level, you can also use the series a child has enjoyed as a guide: *Sweet Dreams* could indicate a romantic interest, *Fighting Fantasy* an interest in fantasy, science fiction or adventure. One can also generalise along gender lines: boys often like stories about sport, animals or adven-

ture. In suggesting books for the bait reader, humour is usually an important ingredient. The influence of peer recommendation can also be used to advantage: children are generally more willing to read books their friends have liked.

Individualised reader guidance is often not possible: not all children have the confidence to come and ask and staff and time may be limited. In the library the most important tool next to personalised reader guidance remains eye-catching displays to attract children to pick up a book, browse through it, read the blurb and take it home to read if it interests them. At Milnerton Library Veronica simultaneously uses a variety of displays in a prominent position near the entrance and circulation desk. When I visited the library there was one promoting books by the author, John Christopher: 'Have you read this author?', one on a theme and a general one, 'We like reading - do you?'.

Using general reading interests as a guide, they also have a variety of smaller displays on special display shelves in the ordinary long bookshelves. Books on topics like 'Fleshcreepers', 'Fantasy and dreams', 'Matters of the heart', 'Once upon a time', et cetera are regularly supplemented and rotated. Veronica finds these displays very effective tools for promoting reading. The displays are supplemented with reading lists from the Cape Provincial Library Service and ISKEMUS. These lists are especially valuable when parents have to choose books for their children.

Experience convinced Veronica that most bait readers either progress on their own to become general readers or can, with skilful reader guidance, be weaned from a diet consisting solely of bait.



**Lona Gericke**, Children's Librarian, Bellville, believes that most bait readers reach a stage when they have had enough of a particu-

lar series and when they want something different. In her experience most children are not bold enough to take the initiative to ask for a book. Often the stimulus is a teacher re-recommending a particular book or interest in a particular book or author after a read-aloud programme. Reading aloud to children remains an excellent way of promoting a variety of books. Unfortunately her experience in the library is that the older child does not readily attend such programmes.

Reader guidance should relate to the interest that originally made the child read the bait series. If a child enjoyed the fantasy game books, he might also like other books on adventure, war or the supernatural. To ensure that you do not lose your bait reader, you should take care to recommend books that are popular with other children. Reader guidance for the bait reader should be done subtly: the child must still feel that he can choose a book that he would like to read, not that he is given a list of books that he is supposed to read.

In the library books can be promoted to the bait reader by means of displays and lists of recommended books. Lona feels strongly that we should try a formal project of series tie-ins where popular books with similar themes as the most popular bait series are withdrawn from the anonymity of the general stock and linked with the series on a special display. For instance, if a child likes the Asterix series, you could try and get him interested in books with a historical background by means of a display along the lines of 'Do you like Asterix? - Then try one of these'. Bookmarks and lists of recommended titles should be available to supplement the display. If these lists are professionally compiled and represent a reliable selection they can be of great help to the librarian and also parents, who bring the reluctant or bait reader to the library and usually appreciate help in choosing suitable books.



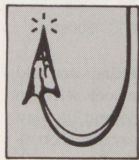
**Marina le Roux**, Director of ISKEMUS, Stellenbosch, cautions that we must be very pragmatic and not expect to turn all children into fluent, discriminating readers; some will remain bait readers. But the child is a developing

reader and she believes that reading patterns can be changed.

The answer to changing bait reading habits lies in informed reader guidance. However, she is discouraged by the fact that good reader guidance is not given sufficiently, either in schools or public libraries. She feels librarians are too reticent to grasp this wonderful opportunity to develop readers. Too many children's librarians do not know their stock well enough. (In the library training courses at the University of Stellenbosch they are trying to remedy this situation with compulsory reading assignments for students.)

Children will ask for guidance if previous experiences with the librarian have been favourable and a relationship of trust has been built up. However, if the librarian constantly fails them, they will lose trust and not come back. Ideally the librarian responsible for reader guidance in the children's section should also be able to help teenagers make the transition to the adult section - a stage when readers are often lost.

She emphasises that there is no one foolproof method of getting children off bait, but would like to see junior reading groups established to develop more discerning readers. These groups could be initiated by the library or by a dynamic youth organisation. She feels it is important that the image of the person who gives reader guidance be a positive, dynamic one. ISKEMUS compiles annotated bibliographies on a variety of topics that can be used by parents, teachers and librarians who are at a loss with reader guidance. Examples that can be useful with reluctant and bait readers are the following: 'Hundred ways - and more - to get children reading', 'Help! - reading guidance for teenagers', 'Young adults: we keep them reading' and 'Reluctant readers'.



**Susan Dymond**, Chief Librarian, Hout Bay, believes that children read bait because it fills a need for them and that quality judgements are difficult and often very subjective. She thinks adults should refrain from making negative value judgements on what children are reading - as long as they are reading and enjoying it. We must accept that

some children will read only bait and then go on to read popular light fiction as adults. Her experience has, however, also shown that many will get into better literature to remain fairly discriminate adult readers.

After the 1991 Readathon a reading club for children 8 - 14 years was started at Hout Bay Library to promote reading in an age group where the library often loses readers. The club currently has fifteen active members who meet on a Friday afternoon. Letters are sent out to announce the topic for the meeting. Topics and activities so far have included discussing fantasy books, writing your own book, discussing a particular book someone has enjoyed reading, doing 'literary' crossword puzzles and designing covers for books they have been read an extract from. Although the reading club represents a modest beginning, one must be realistic and accept that you cannot hope to catch everyone. Word of mouth is an important way of getting more children interested.

In conclusion, the good news for concerned parents and librarians is that most children do go off bait and, having experienced the pleasure of reading, move on to become committed readers and library users with varied reading tastes. The challenge to us as children's librarians is to know our children's book stock and to give reader's guidance that is based on respect for each child's individuality and interests.

A stock list and copies of bibliographies are available from: The Director of ISKEMUS, Department of Library and Information Science, Room 448, B J Vorster Building, University of Stellenbosch, Stellenbosch, 7600 - Tel. (02231) 772020.

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# BOOK SELECTION COMPUTERISES

Graine Clarke, Book Selector

**T**he 17th of September 1992 was an important day for the Book Selection department - on that Thursday, for the first time, every book at the selection meeting had been reviewed using the CPALS UME (Universal MARC editor).

For this department, the process of computerisation already began in February, when the UME was gently introduced to Johanna de Beer and myself by Estelle Jakobsen: Estelle had been through it all with cataloguing and both she and Frances Turpin were excellent at patiently guiding us through the maze of tags, indicators, unloadings and down-loadings and endless versions of the pattern record. Between February and July, we experimented with different methods and procedures. We then launched forth into a month of training the remaining book selectors and staff in the Tracing department.

During the course of a few weeks, we practised, experimented and made endless mistakes but we gradually increased the number of books reviewed on PALS and decreased the number of mistakes. Varying degrees of enthusiasm and willingness to experiment were eventually converted into a smoothly running book

selection process, the result being the development of an acceptable printout for use at the meetings. At the time of writing, the Selections OPAC (on line public access catalogue) contains 3 313 records, each of which contains information on books that are either under review, or that have been reviewed. Each record contains not only basic bibliographic information, but also a review, extracts from published reviews where available, information on audience, fiction categories and other information useful for the selection process. Most of these fields have been indexed and records can be retrieved by searching for a variety of fields - author, title, combination and term searches, which will also search for words within the review itself.

More are added every week, and we would be delighted if every library using PALS would have a look at these and join in the selection process. We realize that public librarians will only be able to take full advantage of this opportunity once public libraries join CPALS and are on-line. However public librarians can have an input even now via the regional library.

### Selection meetings:

Adult book selection meetings are held every Thursday; juvenile book selection meetings are held every second Tuesday. A list of meeting dates is available on request from the Book Selection department. To find out about the books under discussion at a particular meeting, do the following:

- Books at an adult book selection meeting: do a term search, entering the date

of the meeting in the format MEAYY-MM-DD, eg TE MEA92-08-27

- Books at a juvenile selection meeting: do a term search, entering the date of the meeting in the format MEJYY-MM-DD, eg TE MEJ92-08-25

### Displaying the results of your search:

- Type DI x R (where x is the number of the record that you wish to see - this will display both bibliographic and review information).
- If the review display uses more than one screen, type NS to move on to the next screen.
- Repeat this for all the records you wish to see.

### Structure of reviews:

All reviews have been structured in point form, as follows:

1. Information about the author(s); their credentials and success of any previous publications
2. Content and format of the book
3. Level and audience foreseen
4. Relation to CPLS stock
5. Reviewer's opinion and recommendation

### Terms used in reviews:

Standard terms have been used to ensure that retrieval of information is as accurate and complete as possible. In the table on the right is an explanation of terms used most often and their meanings.

Standard terms have also been used to indicate fiction category and intended audience - these are rather too many to mention here, but you can find out what they are by typing HELP FC and HELP IA in PALS. We have written a few other help screens as well - type HELP SO to find out everything you ever wanted to know about using the Selections OPAC.

### Informing us:

After each meeting, librarians will be given one week to respond to the recommendation by E mail. Send your replies, comments and requests to the SELECTION mailbox (institution SEL), as in the example bottom right.

### The road ahead:

Now that the opportunity for distant public and regional librarians to participate in book selection exists, we would like you to take full advantage of it. After all, as librarians working directly with the public, you know best which books will suit your library - make sure that you get them! We look forward to hearing from you.

### Further reading:

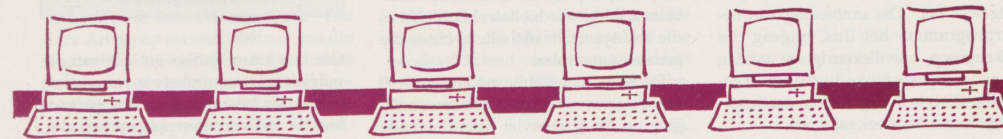
De Beer, Johanna. Book selection and the possibilities of CPALS. *The Cape Librarian*, Vol 36, No 6 (June/July 1992), pp. 16-18.

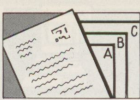
### REVIEW TERMS

reca	recommended (old "A" recommendation)
recc	not recommended, but may be reconsidered if requested (old "C" recommendation)
recd	not recommended, will not be reconsidered if requested (old "D" recommendation)
A/C	would have been recommended, but too expensive, or insufficient funds to buy
A/P	await paperback edition
REVYY-MM-DD	date the book was reviewed
MEAYY-MM-DD	date of adult selection meeting at which the book will be discussed
MEJYY-MM-DD	date of juvenile selection meeting at which the book will be discussed
RECY-MM-DD	date on which the approval copy was received from the supplier
REQYY-MM-DD	date on which an approval copy was requested from the supplier
ALLYY-MM-DD	date on which the order was allocated
APPYY-MM-DD	date on which it was decided to await paperback/publication/finished copy/buy more in paperback
CANYY-MM-DD	date on which the order was cancelled
P	pound sign (used for prices)

### E MAIL

SEND	
Send to	:SELECTION
Institution	:SEL [PROCEED] [QUIT]
MESSAGE	
Selection meeting MEA92-10-15	GM
Steele, Danielle	Jewel
Finkelblock, Alf	Big mouse hunting
Ostrander, Sheila	Cosmic memory
	12 copies, please
	Not for us thanks
	This author very popular here - could we have additional in paperback?





# PROGRAMME VIR TIENERS

Johanna de Beer, Hoofbibliotekaris: Reklame en Publikasies

**V**akansieprogramme vir kinders in plaaslike biblioteke bestaan gewoonlik uit poppeteater, handwerkssessies, storievertellings, ensovoorts. Hierdie programme het al so 'n deel van bibliotekaris se aktiwiteite geword dat die bestaansreg daarvan nie bevestig word nie.

Ongelukkig kan dieselfde nie oor tienerprogramme gesê word nie. Die redes hiervoor is uiteenlopend. Tieners is besonder betrokke in buitemuurse aktiwiteite en spandeer baie tyd aan skoolwerk. Min van hulle het lus om nog in hulle kosbare spaartyd deur volwassenes in groepsaktiwiteite ingesleep te word. Alhoewel meeste biblioteke spesiale afdelings opstel vir tieners, beskik min biblioteke oor personeel wat hul aandag slegs op tieneraktiwiteite kan toespits.

Die personeel van Elsiesrivier Openbare Biblioteek het egter gedurende die September-vakansie verlede jaar besluit om hulle aandag op die tienermark toe te spits. 'n Uitgebreide program wat uit drie items bestaan het, naamlik 'n studiemetode-werkswinkel, 'n aanbieding deur die Jazz Art Dansteater en 'n groepsbespreking oor tiener besluitneming. Terugvoering wat 'n maand later ontvang is, het daarop gedui dat die diens wat aan tieners gegee is nie slegs van waarde vir tieners was nie maar inderwaarheid seker algemene kwessies soos kontak met die gemeenskap, samewerking tussen personeel, totale toewyding en dies meer in biblioteke uitgewys het. Die aanbieding van tienerprogramme het dus, ongeag die teikengroep, onwillekeurig die aandag op ander aspekte binne die struktuur gevestig. Dit is in die lig hiervan dat tienerprogramme bespreek sal word.

## Personeelbetrokkenheid en toewyding

Samesprekings met die personeel van Elsiesrivier het aan die lig gebring dat enige so 'n program slegs suksesvol kan wees as al die personeel bereid is om saam te werk en totaal toegewyd is om die program tot aan die einde deur te voer. Die organisering van enige program behels baie werk agter die skerms soos die beplanning van 'n tema, die produksie en verspreiding van materiaal, die verkryging van sprekers en borge, die verkryging en opstel van 'n geskikte lokaal, te maak, agterna skoonmaak en talre ander aspekte wat deel uitmaak van so 'n program. As al die personeel vanaf die beplanning stadium reeds in so 'n program betrokke is, dan is almal gemotiveer om seker te maak dat die program slaag. Nazeema Isaacs, biblioteek-assistent merk tereg op: "Ek kan die hele projek organiseer maar ek het hulp met veral die fisiese werk nodig, soos die regsit van stoele, ensovoorts."

## Kontakte binne die gemeenskap

Die biblioteek behoort deel van 'n netwerk van organisasies binne die gemeenskap te word en is dit daarom dus belangrik dat die biblioteek 'n beeld as die fokuspunt vir aktiwiteite binne die gemeenskap uitdra.

Die Elsiesrivier Biblioteek is een van 60 organisasies wat tans verteenwoordiging op die Elsiesrivier Koördinerende Komitee het. Die biblioteek vorm dus

deel van die netwerk binne die gemeenskap en het as sulks onmiddellike toegang tot ander organisasies.

Hierdie verstandhouding vind egter nie oornag plaas nie. Dit vereis openlikheid en bereidwilligheid van die personeel om 'n bydrae tot die belange van die gemeenskap te lewer. Hierdie tipe van toewyding word weerspieël in die feit dat een so 'n personeel lid is van die Elsiesrivier Openbare Biblioteek lid is van die Elsiesrivier Koördinerende Komitee. As gevolg hiervan het die biblioteek 'n goeie werksverhouding met verteenwoordigers van die gemeenskap opgebou.

So is 'n behoefte vir 'n werkswinkel wat handel oor studiemetodes geïdentifiseer. Studente van die Moslemse Studente Vereniging het hul dienste aan biblioteekassistent, Mughammad Dollie, aangebied. Die saadjie was geplant en saam met die jeug van Elsiesrivier Burgerlikevereniging, wat ook 'n behoefte vir leiding met studiemetodes uitgewys het, was dit al wat Nazeema Isaacs nodig gehad het om 'n werkswinkel, wat handel oor studiemetodes, te organiseer. Twee onderwyers van die Hoërskool Garlandale het die kursus gratis aangebied. Dit is interessant om daarop te let dat verskeie groepe in die gemeenskap in hierdie geval die biblioteek as 'n opvoedingsinstansie geïdentifiseer het.

## Kommunikasie

Om met jou gebruiker en lede van die publiek te kommunikeer is van uiterste belang vir bibliotekaris. Vir party is hierdie stelling seker amper onnodig, ander mag weer dink om te kommunikeer

is heeltemal onnodig, hoe dit ook al sy, daar is geen plaasvervanger vir persoonlike kommunikasie nie.

Die personeel van Elsiesrivier het nie net gehoor gegee aan die behoefte wat uitgewys is oor studiemetodes nie, hulle het verder ook advies van studente aanvaar rakende die tipe teikengroep wat aan hierdie werkswinkel moes deelneem. Alhoewel dit oorspronklik net aan matrikulante gebied sou word, is dit op advies na standerd-agt groepe ook uitgebrei.

Personeel van die Elsiesrivier Biblioteek het klem gelê op die feit dat een tot een kommunikasie in die bekendstelling van enige so 'n projek van uiterste belang is. Projekte wat nie van nature populêr sal wees nie, vereis persoonlike advertering. Dit is noodsaaklik dat personeel met toewyding aan die projek en die reklame daarvoor sal deelneem. Alhoewel gedrukte programme met inligting oor die beplande September vakansieprojek by skole gedurende die eksamens versprei is, het dit nie die gewenste uitwerking gehad nie aangesien die verspreiding tydens die eksamens plaasgevind het. Tydsberekening is dus van groot belang.

## Gee iets terug aan die gemeenskap

Die Jazz-Art aanbieding waarna vroeër verwys is, was die ideale item om iets in ligte luim, in 'n anders redelik ernstige program, aan die gemeenskap te bied. Die reaksie op die aanbieding was oordadig en die belangstelling so groot dat ekstra stoele in die saal moes ingedra word om die groot aantal belangstellendes te kon akkommodeer. Die Jazz Art-groep was so beïndruk met die natuurlike dansaanleg wat die kinders en tieners openbaar het dat hulle aangebied het om vanjaar gratis dansklasse in die gemeenskapsentrum aan te bied. Die enigste vereiste deur hulle gestel is

dat die ploeterwerk deur die personeel gedoen word, dit sluit in die advertering en organisering van die program. Vir die personeel van Elsiesrivier biblioteek is dit die minste want die geleentheid



Die span van Elsiesrivier wat vir niks stuit nie

wat deur hierdie aanbieding aan die jeug gebied word is van onskatbare waarde.

Ons kan dus werklik 'n paar belangrike lesse van Elsiesrivier leer. 'n Biblioteek wat waarlik as 'n gemeenskapsbiblioteek beskou word, inspireer hulp vanuit alle oorde. So het die werkstudie-aanbiedings en die danslesse alles op die end nie 'n sent geld gekos nie aangesien mense vanuit die gemeenskap hul dienste gratis aangebied het. As personeel tieners as deel van die leersfamilie van die biblioteek en nie as 'n aparte 'ras' beskou nie, sal gevind word dat hulle eintlik maklik is om mee te kommunikeer.

Soos Grace Smith, die bibliotekaris en haar personeel tereg opmerk, is dit duidelik dat, net soos met al die ander dienste wat die biblioteek aanbied, die noodsaaklikheid van kommunikasie en toewyding teenoor tieners nie oorbelemtoon kan word nie.



# Technikon RSA Nasionale Diploma Biblioteek- en Inligtingspraktyk

Saamgestel deur Johanna de Beer : Hoofbibliotekaris, Reklame en Publikasies

**T**echnikon RSA verskaf beroepsgerigte, tersiêre opleiding deur middel van afstandsonderrig en bied dus aan studente die geleentheid om te studeer terwyl hulle werk. Die onderrigfilosofie van die Technikonwese is dat studente deur middel van koöperatiewe onderwys voorberei moet word vir die beroepe wat hulle beoog om te beoefen. Koöperatiewe onderwys is dus 'n opleidingsmetode wat studie aan die technikon kombineer met ervaringsonderrig.

Vanaf 1993 word die Nasionale Diploma: Biblioteek- en Inligtingspraktyk aangebied met die doel om studente wat reeds in die betrokke praktyk werksaam is, toe te rus met die kennis, vaardighede en gesindhede wat nodig is om hulle gekose beroep suksesvol te beoefen. Een van die vereistes is dat studente reeds voltyds in diens van 'n biblioteek en/of inligtingsdiens moet wees. Die praktiese werksonderrig saam met die formele onderrig vorm dan 'n geïntegreerde koöperatiewe opleidingsseenheid.

## Professioneel versus paraprofessioneel

Daar word in die biblioteek- en inligtingkundige praktyk, soos by ander beroepe, onderskeid getref tussen

professionele, paraprofessionele en nie-professionele personeel lê hoofsaaklik op die vlak van besluitneming en die bepaling van beleid terwyl die paraprofessionele personeel in biblioteke oor die vaardigheid en bedreweheid moet beskik om standaardtegnieke en prosedures toe te pas. Nie-professionele personeel word gebruik vir klerklike en roetine-take.

Vereistes wat aan hierdie onderskeie kategorieë van personeel gestel word, bevat dus ook verskille in die opleiding wat hierdie personeel ondergaan. Paraprofessionele bibliotekaris moet beskik oor die Nasionale Diploma: Biblioteek- en Inligtingspraktyk, wat by teknikons aangebied word. Die diploma is minder teoreties en meer ingestel op die vestiging van spesifieke vaardighede. Dit is belangrik om te besef dat die paraprofessionele kursus 'n volledige beroepskursus is en nie 'n inleidende kursus tot die professionele kursus nie.

Vir soverre dit professionele voorvering betref, is die huidige siening dat paraprofessionele personeel tot op middelbestuursvlak in biblioteek- en inligtingsdienste kan vorder of aan die hoof van klein biblioteke en/of inligtingsdienste kan staan. Maar daar kan nie van meet af aan 'n plafon op paraprofessionele personeel se vorderingsmoontlikhede geplaas word nie.

## Inhoud van die kursus

• **Eerste jaar**  
Inligtingsherwinning 1  
Biblioteek- en Inligtingspraktyk 1  
Biblioteek- en Inligtingstechnologie 1  
Communication in English A of Kommunikasie in Afrikaans A of Sotho A of Zulu A of Xhosa A  
Kommunikasie in Afrikaans A of B; Communication in English A or B ('n keuse varr'n tweede taal op A- of B-vlak)  
Tik  
Praktiese Sielkunde

• **Tweede jaar**  
Inligtingsherwinning 11  
Biblioteek- en Inligtingspraktyk 11  
Biblioteek- en Inligtingstechnologie 11  
Biblioteekbeoordeling  
Inleiding tot Rekenaarswetenskap  
Kultuurstudies

• **Derde jaar**  
Inligtingsherwinning 111  
Biblioteek- en Inligtingspraktyk 111

Hierdie indeling maak voorsiening vir voltydse studente wat die kursus in drie jaar kan voltooi. Aangesien studente deur middel van afstandsonderrig studeer en nie meer as drie vakke per jaar met gemak sal kan hanteer nie, sal dit

sommige studente dus langer neem om die kursus te voltooi.

## Werkswyse

Die kursus word deur middel van afstandsonderrig aangebied en studente sal dus wanneer hulle inskryf 'n volledige stel studiegids vir die vakke waarvoor hulle ingeskryf het, ontvang, sowel as 'n werksprogram wat hul op hul eie moet deurwerk. Die dosent in die vak sal egter beskikbaar wees om vroeë telefonies, skriftelik of persoonlik te beantwoord.

Daar is ook voorsiening gemaak dat studente onder die toesig van 'n gekwalifiseerde bibliotekaris sekere vaardighede in die praktyk sal bemeester. In kontakonderrigsituasies sal dit gewoonlik in die vorm van praktiese klasse plaasvind maar vir die student van dié kursus sal die biblioteek en/of inligtingsdiens waar hy werk, as 'praktiese klas' dien waar verskeie praktiese werkopdragte uitgevoer en vaardighede bemeester moet word.

Studente het leiding en ondersteuning nodig vir die uitvoer van praktiese werkopdragte en dit is die mentor wat dit gaan verskaf. 'n Mentor kan beskryf word as 'n ervare, toepaslik opgeleide persoon wat as raadgever optree. Elke student moet iemand identifiseer om as sy mentor op te tree. Hierdie persoon moet 'n gekwalifiseerde bibliotekaris met minstens twee jaar onderrig wees en hoef nie in dieselfde biblioteek as die student werksaam te wees nie. Gereelde skakeling moet moontlik wees. Die mentor moet ook deur die Technikon RSA geakkrediteer word. Die pligte van die mentor is om die student raad te gee en by te staan met die uitvoer van praktiese opdragte en die evaluering daarvan.

## Toelatingsvereistes

- Studente moet in besit wees van 'n Senior- of Matrieksertifikaat.
- Studente wat vir hierdie diploma aan Technikon RSA registreer moet in 'n biblioteek of inligtingsdiens werksaam wees.

- Studente moet skriftelik bevestig dat hulle toegang tot 'n rekenaar het.
- Studente moet op eie inisiatief 'n tikkwalifikasie (gelykstaande aan 'n Standard 9- of N2-kwalifikasie) verwerf.

## Koste

Vir die 1993 akademiese jaar beloof die koste R330 per vak per jaar vir biblioteek- en inligtingkundige vakke. Ander vakke kos R310 per vak per jaar.

## Taalvoorkeure

Met die uitsondering van die taalkursusse is die studiemateriaal in beide Engels en Afrikaans beskikbaar en studente moet dus net aandui aan watter taal hul voorkeur gee.

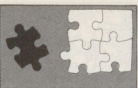
## Navrae

Indien daar enige navrae omtrent die diploma is, kan voornemende studente met die volgende persone skakel:

- administratiewe sake:  
Mev M Coetzee, tel. (011) 471 2382
- vakkundige navrae:  
Mev H Vos, tel. (011) 471-2370  
Mev AJ van Vuren, tel. (011) 471-2359
- aanvra van registrasievorms:  
die Afdeling Openbare Betrekkinge van die Technikon, tel. (011) 471-2167 of skryf aan:  
Die Registrateur  
Technikon RSA  
Privaatsak X6  
Florida  
1710

Die aanbied van hierdie diploma deur afstandsonderrig voorsien in 'n behoefte wat lank reeds bestaan en studente word aangemoedig om die geleentheid om hulle beter te kwalifiseer vir hul gekose beroep, ten volle te benut.  
Die sluitingsdatum vir die 1993-kursus is 15 Februarie 1993.





# SELECTION

Veronica Adams, Chief Librarian: Acquisitions

For many of us the library services have become part and parcel of our lives with little or no thought given to what actually makes up the whole. We have, therefore, decided over the next few months, to give our readers some insight into the activities behind the scenes. Once, when even those far away from the hub of it all, get a glimpse of how the pieces fit into the puzzle, the effort that goes into the seemingly smallest part of our activities, will take on greater significance. The Selection department is perhaps as good a place as any to start with.

This department is responsible for selecting the bulk of materials available for use by the public in all libraries affiliated to the Cape Provincial Library Service - 478 in total. To do this requires a staff of nine professionally trained reviewers who are specialists either in the type of material to be reviewed, for example, audio visual material, or in a particular language like Afrikaans or black languages, or they are subject specialists in childrens' literature, study books, poetry, science fiction, et cetera.

To satisfy adequately such a variety of needs as those presented by Kimberley and Khayelitsha, Pofadder and Pinelands, Milnerton and M'bekweni is an almost impossible task, necessitating a rethink on selection strategy. Fortunately, computerisation has come to the rescue. At the time of writing, most regions are already linked up to the system with the tremendous advantage of being able to play a far greater role in the selection process. (For more detailed information, see the article on computerisation by Graine Clarke on page 20.)

Hoping thus to be able to provide what is actually needed and rely less on guesswork, the next stage for the Selection Department is to concentrate on refining the approvals system so that material is available at the earliest possible opportunity. A system whereby approval copies will be requested directly from the publishers' representatives, instead of from the bookshops, may soon be implemented.

The Tracing Section is responsible for all the titles and copies submitted for approval. With a staff of four clerical

assistants they enter new titles onto the OPAC (Online Public Access Catalogue), check on basic bibliographic details as required, liaise with the suppliers and handle all special requests which the regions or SN cannot supply.

Book selectors also help in the tracing

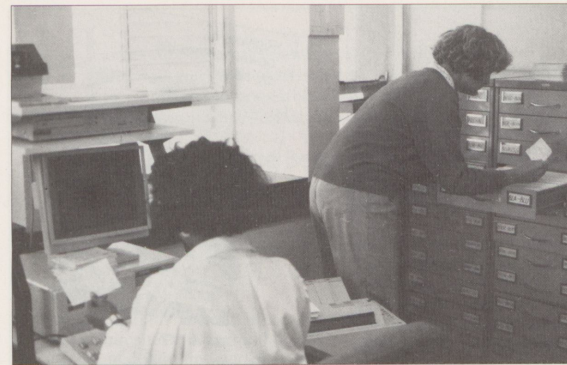
of subject requests, stock requests and the buying of replacements/additional copies. Compiling bibliographies, writing articles for *The Cape Librarian* and talking about books at training courses and other gatherings also form part of their work.



Cherie Davison unpacks the latest approval copies which have been received from local suppliers

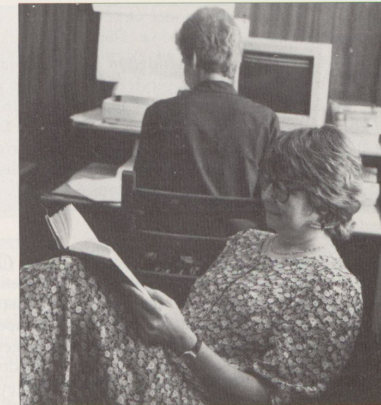


Sabrina Gosling and Nozuko Phakela pre-selecting approval copies. This is done to weed out all those titles which would definitely be rejected at the book selection meeting



All special requests have to be checked in the review index, on OPAC as well as on Bookbank, to see if the title is still in print.

Jasmina Hendricks (l) and Sonja Snetler (r) so engaged



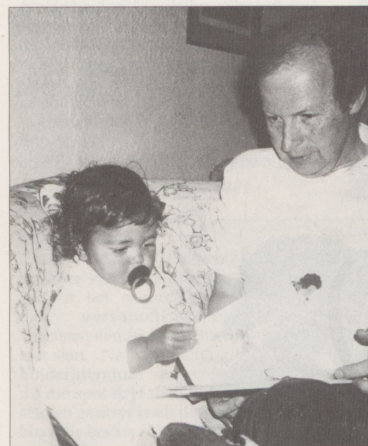
Selectors divide their time between reading their allocated quota of books each week and entering their reviews onto SELECTION OPAC. Here Cecily van Gend enjoys a good book, while Elizabeth de Roubaix feeds her review into the system



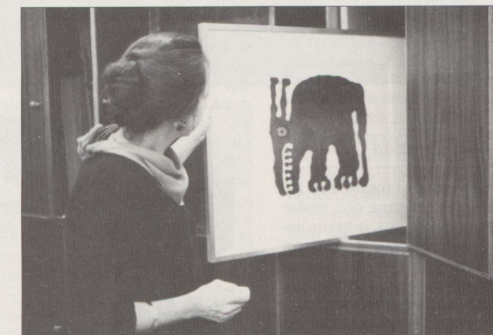
May Ulys is responsible for indexing and tracing published reviews which are consulted in the selection process



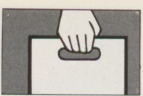
The weekly book selection meeting is the ideal opportunity for public librarians and regional staff to see the new books and play a part in the selection process



Trying out a new picture book on a potential client, Freddy Ogterop, with his son, Andrew. Freddy is also responsible for the selection of films and videos



Besides selecting art works for exhibition in public libraries, Marlene Nielsen is also responsible for art displays at Head Office



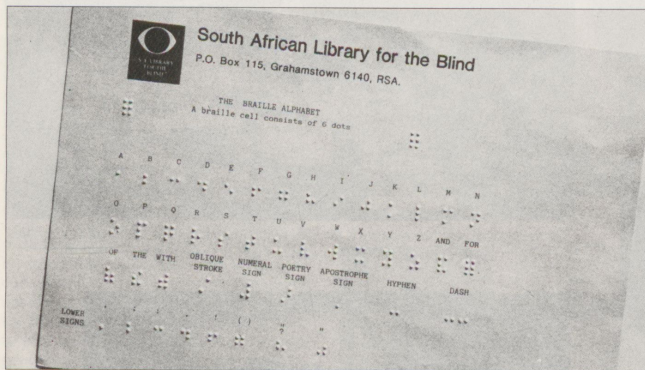
**T**his column is intended to draw librarians' attention to new products, brochures, posters, services and freebies which can be used in libraries. All librarians are invited to participate in this service. Contributions in either Afrikaans or English can be sent to the Editor, The Cape Librarian, P O Box 2108, Cape Town, 8000. Details are correct at the time of going to press, but confirm prices and availability before ordering.

**Reading for the blind**

A pamphlet, which contains the Braille Alphabet, is now available, free of charge, from the South African Library for the Blind.

It is 16,5 cm by 25,5 cm in size and is produced on a durable board type paper. This free national library service of braille and audio books for individuals contributes greatly towards an increasing and intensive use of library facilities.

To obtain a free copy of the alphabet, write to: S A L B, P O Box 115, Grahamstown, 6140.



**Michellspas**

'n Pragtig geïllustreerde brosjure met interessante brokkies inligting oor, onder andere, die bou van die pas, is gratis beskikbaar by Dieter Odendaal, telefoon (021) 483-3182, of as u wil skryf, Kamer 100, 6de verdieping vloer, Provinsiale kantore, Waalstraat, Kaapstad, 8001. Die brosjure, wat waardevolle inligting vir diegene wat in bergpasse belangstel, bevat, kan by u pamfletversameling gebêre word.

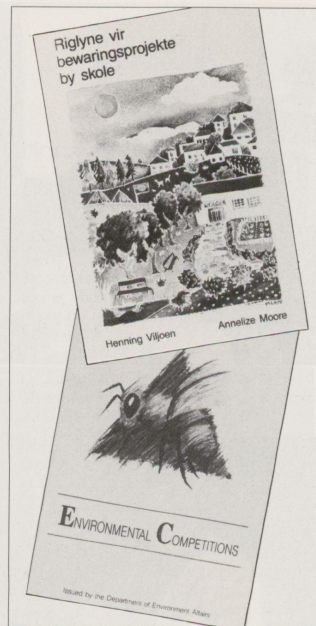


**Omgewingskompetisie**

Daar word jaarliks omgewingskompetisies deur die Departement van Omgewingsake gereël met die uitsluitlike doel om die jeug van Suid-Afrika by omgewingsbewaring betrokke te maak. Hierdie is 'n geleentheid waartydens die jeug gestimuleer kan word om probleme in hul omgewing te identifiseer en om moontlike oplossings daarvoor te vind.

Die kompetisie word in twee afdelings aangebied, naamlik vir laerskoolleerlinge van standerd 3 tot 5 en vir hoërskoolleerlinge van standerd 6 tot 10.

Be en behalwe pragtige pryse wat



gewen kan word, staan die algehele streekweners die kans om tydens die Nasionale Jeugsimposium 'n mikrobus te wen.

Alhoewel die kompetisies primêr deur skole bevorder word, kan biblioteke hier 'n belangrike rol vervul in die bekendstelling van die projek aan ander jeugroepe in die gemeenskap.

Vir verdere besonderhede en inskrywingsvorms skakel gerus met Elma Hoon by (021) 948-7490.

**H**ierdie rubriek bevat resensies van tydskrifartikels en boeke oor biblioteekwese wat bibliotekarisse sal interesseer. Alle materiaal wat gesensuur word, is op versoek beskikbaar by die Inligtingsbiblioteek, Kaapse Provinsiale Biblioteekdiens, Posbus 2108, Kaapstad, 8000.

Johanna de Beer, Hoofbibliotekaris,  
Reklame en Publikasies

**SAGER, Donald J** *Managing the public library.* - 2e uitg. - Boston: GK Hall, c1989. 025.1975 SAG

Hierdie praktiese handleiding oor biblioteekadministrasie is gegrond op die skrywer se ondervinding oor 25 jaar as biblioteekbestuurder. Hy bespreek die basiese beginsels van biblioteekadministrasie wat na sy mening op groot sowel as klein biblioteke toegepas kan word.

Alhoewel talle aspekte van openbare biblioteekbestuur soos beplanning, biblioteekontwerp en inter-biblioteeksamewerking bespreek word, laat die skrywer die klem val op begrotingsbeheer, personeelbestuur en beplanning sowel as die aanwending van nuwe tegnologie, omdat hy van mening is dat dit vir vandag en môre vir biblioteekadministrasie van die grootste belang is. (bl. xi)

In hierdie tweede uitgawe word die jongste ontwikkelings op biblioteekgebied uit 'n praktiese oogpunt bespreek. Uitsers bruikbare riglyne word gegee vir die opstel van 'n verbruikersprofiel en daar is ook insiggewende uitsettings van die rol en funksies van die verskillende afdelings in 'n openbare biblioteek, soos byvoorbeeld die naslaan- en kinderafdeling. Hierdie goed geskrewe werk bevat 'n indeks, sowel as 'n geselekteerde bibliografie.

**LURIE, Alison** *Don't tell the grown-ups: subversive children's literature.* - London: Bloomsbury, 1990. 809.89282 LUR

Alison Lurie, bekende eietydse skrywer van verhalende sowel as vaklektuur, het 'n uiters boeiende en leesbare versameling essays oor 'ondermynde' kinderliteratuur die lig laat sien. Na haar mening is die beste kinderliteratuur ondermyndend omdat dit die spot dryf met die grootmensewêreld en geskryf is uit die oogpunt van 'n kind. Sy beskryf hierdie siening so: "The great subversive works of children's literature suggest that there are other views of human life besides those of the shopping mall and the corporation. They

mock current assumptions and express the imaginative, unconventional, non-commercial view of the world in its simplest and purest form. They appeal to the imaginative, questioning, rebellious child within all of us, renew our instinctive energy and act as a force for change. This is why such literature is worthy of our attention and will endure long after more conventional tales have been forgotten." (bl. xi)

In haar essays bespreek sy van die belangrikste kinderboeke uit die negentiende en vroeë twintigste eeu. Sy wys ook daarop dat die lewens en persoonlikhede van skrywers soos Beatrix Potter en Kate Greenaway hulle skryfwerk beïnvloed het. Hierdie boek is vol heerlike verrassings, byvoorbeeld in die essay 'In the folklore of childhood', bespreek sy die soorte humor wat byval vind by kinders van verskillende ouderdomme.

Hierdie leesbare boek sluit 'n omvangryke indeks, bibliografie en aantekeninge in.

**UCT School of Librarianship. 50th anniversary symposium (1989). The future of library and information science: social, technological and educational challenges / edited by M Nassimbeni and K de Jager.** - Cape Town: UCT, 1990. 020.968 UCT

Hierdie tweedaagse simposium is gehou om die vyftigste bestaansjaar van onderrig in biblioteekwese aan die Universiteit van Kaapstad te vier. In sy inleiding tot hierdie publikasie, sê prof Kesting, toenmalige Direkteur van die Skool vir Biblioteekwese: "Uit die onderwerpe van die lesings oor die volgende twee dae blyk dit dat ons as bibliotekarisse en inligtingkundiges teen twee oënskynlik onversoembare teenpole te staan kom. Aan die een kant is daar sekere basiese sosiale behoeftes wat vervul moet word en aan die ander kant gesofistikeerde tegnologiese ontwikkelings (veral wat die bevordering van plaasvervangende menslike kommunikasie betref) in 'n land wat tereg as 'n mikrokosmos van nasies wêreldwyd



beskou kan word insoverre dit gekenmerk word deur die naasbestaan van Eerste- en Derde-wêreldse gemeenskappe binne die grense van 'n konstitusionele eenheidsstaat." (bl. vi)

Die lesings gee hierdie wye verkeidenheid onderwerpe en die rol wat biblioteke in 'n dinamiese gemeenskap kan speel, weer. Die gesaghebbende sprekers wissel van Francis Wilson oor 'Armoede en ontwikkeling', SJ Terreblanche oor 'Biblioteke as 'n openbare aanwys' tot by Peter Lor oor 'Die toekoms van opleiding in biblioteek- en inligtingkunde in Suid-Afrika'.

**WILLIAMS, Patrick** *The American public library and the problem of purpose.* Westport, Connecticut: Greenwood Press, 1988.

027.473 WIL

In hierdie agt essays laat die skrywer die lig val op die doel en funksie van openbare biblioteke in die Verenigde State en hulle plek in die gemeenskap. Hy benadruk die veranderende rol van biblioteke uit 'n historiese oogpunt en wys op die uitdagings waarvoor die beroep tydens elke era te staan gekom het.

Die uitdagings wat openbare biblioteke in die verlede die hoof moes bied, weerspieël sosiale vraagstukke van daardie tyd. Na en tussen die twee wêreldoorloë was daar byvoorbeeld druk op die biblioteek om aan sy opvoedkundige rol reg te laat geskied omdat baie mans hulle formele opleiding moes onderbreek. Talle van die uitdagings van die verlede, geld steeds vandag en lok nog steeds heftige bespreking in professionele kringe uit. Die vraag of biblioteke ligte ontspanningsleesstof met min opvoedkundige waarde moet aanhou, het reeds in die laaste helfte van die negentiende eeu ontstaan.

'n Deeglike oorsig van die verlede, sreek Morrow in hierdie leesbare, prikkelende boek sy mening uit oor aspekte waaraan biblioteke in die onmiddellike toekoms aandag sal moet skenk. Volgens hom moet die openbare biblioteekgemeenskap daarna streef om die beeld van die openbare biblioteek as 'n informele opleidingsinstelling te laat herleef. Om dit te bewerkstellig, sal die biblioteek moet terugkeer na dit wat hom aanvanklik laat groei en ontwikkel het en hom die ondersteuning en respek van die gemeenskap laat kry het. Dit sal beteken dat die biblioteek moet terugkeer na die enigste werklik belangrike rol wat dit tot nog toe vervul het, die opvoeding van almal wat dit nodig het. (bl. 137)



## LITERATURE SETWORKS FOR 1993

### VOORGESKREWE WERKE VIR 1993

Herewith a list of the 1993 Afrikaans and English literature setworks for Standards 8 - 10 as prescribed by the following education departments: Cape Education Department, House of Representatives, House of Delegates, SA Certification Council, Department of Education and Training and those required for the National Senior Certificate. It is hoped that this information will prove useful to librarians in assisting scholars and students.

We would like to thank Mrs Dawn Tucker of Guidelines Study Aids for kindly providing this information.

Every effort has been made to verify the information and we apologize for any inaccuracies.

Hiermee 'n lys van voorgeskrewe werke vir standerd 8 - 10 vir 1993 soos voorgeskryf deur die volgende onderwysdepartemente: Kaapse Onderwysdepartement, Huis van Verteenwoordigers, Huis van Afgevaardigdes, SA Sertifiseringsraad, Departement van Onderwys en Opleiding asook dié vir die Nasionale Senior Sertifikaat. Ons vertrou dat hierdie inligting bibliotekarisse met die bestaan van skoliere van hulp sal wees.

Ons dank aan mev Dawn Tucker van Guidelines Study Aids vir haar bereidwilligheid om hierdie inligting aan ons beskikbaar te stel.

Die inligting hierin vervat is so noukeurig moontlik nagegaan. Vir foute wat moontlik mag ingeglip het, hiermee ons verskoning.

▲ Poetry Set Work / Voorgeskrewe poësiowerke  
\* Choice / Keuse

### Cape Education Department Kaapse Onderwysdepartement

#### English first language

##### STD 10: 1993

- ▲ A kind of glory (HG, SG, LG) edited by J Gardner
- Antony and Cleopatra (HG, SG) Shakespeare, W
- \* Far from the madding crowd (HG, SG) Hardy, T
- \* Wuthering Heights (HG, SG) Brontë, E
- Short stories of our time (HG, SG, LG) edited by D R Barnes
- \* Ten Western stories (LG) edited by C E J Smith
- \* Buddy's song (LG) Hinton, N
- Jennie (LG) Gallico, P

##### STD 9: 1993

- ▲ The wild wave: an anthology of poetry (HG, SG, LG) edited by H Houghton-Hawksley
- \* The importance of being earnest (HG, SG) Wilde, O
- \* A man for all seasons (HG, SG) Bolt, R
- \* Our town (HG, SG, LG) Wilder, T
- \* A separate peace (HG, SG) Knowles, J
- \* To kill a mocking bird (HG, SG) Harper, L
- \* Empire of the sun (HG, SG) Ballard, J G

- \* Granny was a buffer girl (SG, LG) Doherty, B
- \* A begonia for Miss Appelbaum (LG) Zindel, Paul
- \* Cider with Rosie (HG, SG) Lee, L
- \* The quickening pulse 4 (HG, SG) selected by D J Brindley
- \* More famous short stories (HG, SG) edited by N Steward
- \* 16 stories by South African writers (LG) edited C Millar
- \* Across the board (LG) edited by H Houghton-Hawksley
- \* Gallipoli (Film) (HG, SG)
- \* The Mission (Film) (HG, SG)

##### STD 8: 1993

- ▲ The merchant of Venice (HG, SG) Shakespeare, W
- ▲ In summer light (HG, SG, LG) O'Neal, Z
- \* Take 23 (HG, SG) edited by Ewers and Weston
- \* Spotlight (HG, SG) edited by B Hugo
- \* The radium woman: life of Madame Curie (HG, SG) Doorly, E
- \* One more river (LG) Banks, L R
- \* Gallipoli (Film) (HG, SG)
- \* The Mission (Film) (HG, SG)

#### English second language

##### STD 10: 1993

- ▲ A kind of glory (HG) edited by J Gardner
- Antony and Cleopatra (HG) Shakespeare, W
- \* Wuthering Heights (HG) Brontë, E
- \* Far from the madding crowd (HG) Hardy, T
- \* Ten Western stories (HG, LG) edited by C E J Smith
- \* Short stories of our time (HG, LG) edited by D R Barnes

##### STD 9: 1993

- ▲ The wild wave: an anthology of poetry (HG) edited by H Houghton-Hawksley
- \* The importance of being earnest (HG) Wilde, O
- \* A man for all seasons (HG) Bolt, R
- \* Our town (HG) Wilder, T
- \* Granny was a buffer girl (HG, LG) Doherty, B
- \* To kill a mocking bird (HG) Harper, L
- \* Empire of the sun (HG) Ballard, J G
- \* Z for Zachariah (HG, LG) O'Brien, R C
- \* Pied Piper (HG, LG) Shute, N
- \* 16 stories by South African writers (HG, LG) edited by C Millar
- \* Across the board (HG, LG) edited by H Houghton-Hawksley
- \* Stories with appeal (HG) edited by A Swann

##### STD 8: 1993

- The merchant of Venice (HG) Shakespeare, W
- Spotlight (HG) edited by B Hugo
- \* One more river (HG, LG) Banks, L R
- \* In summer light (HG, LG) O'Neal, Z
- \* Stories with appeal (HG, LG) edited by A Swann
- \* The radium woman: life of Madame Curie (HG) Doorly, E

#### Afrikaans eerste taal

##### ST 10: 1993

- ▲ Senior verseboek (HG, SG, LG) Opperman, D J
- Raka (HG, SG, LG) Louw, N P van W
- Spektrum (HG, SG, LG) de Swart, H B
- Die leeu kuil (HG, SG, LG) Steytler, K

##### ST 9: 1993

- ▲ Senior verseboek (HG, SG, LG) Opperman, D J
- De witte boot (HG, SG) Dros, I
- Die rebellie van Lafras Verwey (HG, SG, LG) Barnard, C
- \* Fiela se kind (HG, SG, LG) Matthee, D
- \* Kringle in 'n bos (HG, SG, LG) Matthee, D

##### ST 8: 1993

- ▲ Nuwe verseboek vir seniors (HG, SG) saamgestel deur H Snyman en J Vosloo
- Somernagdroom (HG, SG, LG) Leroux, M
- Die Afrikaanse kortverhaalboek (HG, SG, LG) De Vries, A
- \* Pendoring (HG, SG, LG) Van Straten, A S
- \* Die man met die alibi: 'n moord komedie (HG, SG, LG) Smit, B

#### Afrikaans tweede taal

##### ST 10: 1993

- ▲ Senior verseboek (HG, LG) Opperman, D J
- Raka (HG, LG) Louw, N P van W
- Spektrum (HG, LG) de Swart, H B
- Die leeu kuil (HG, LG) Steytler, K

##### ST 9: 1993

- ▲ Senior verseboek (HG, LG) Opperman, D J
- Spektrum (HG, LG) de Swart, H B
- Die rebellie van Lafras Verwey (HG, LG) Barnard, C
- \* Kringle in die bos (HG, LG) Matthee, D
- \* Fiela se kind (HG, LG) Matthee, D

##### ST 8: 1993

- Somernagdroom (HG, LG) Leroux, M
- Die Afrikaanse kortverhaalboek (HG, LG) de Vries, A
- \* Pendoring (HG, LG) Van Straten, A S
- \* Die man met die alibi: 'n moord komedie (HG, LG) Smit, B

#### French

##### ST 10: 1993

- Poésie de Langue Français edited by E R Sienaert
- Vol de Nuit Saint-Exupéry, A de

### House of Representatives Huis van Verteenwoordigers

#### English first language

##### STD 10: 1993

- Twelfth Night Shakespeare, W
- Story plus 5 edited by R Jones
- 1984 Orwell, G
- ▲ New inscapes: a collection of verse compiled by R Malan



##### STD 9: 1993

- Two of the following:
- \* The merchant of Venice Shakespeare, W
- \* The great Gatsby Fitzgerald, F S
- \* The glass menagerie Williams, T
- \* Things fall apart Achebe, C
- ▲ Seeds in the black earth edited by B O'Brien

##### STD 8: 1993

- Two of the following:
- \* Romeo and Juliet Shakespeare, W
- OR
- \* The admirable Crichton Barry, J M
- \* To Sir with love Braithwaite, E R

#### English second language

##### STD 10: 1993

- Two of the following:
- \* Twelfth night Shakespeare, W
- OR
- \* A man for all seasons Bolt, R
- \* To kill a mocking bird Harper, L
- \* Stories South African Lennox-Short, A
- ▲ New inscapes: a collection of verse compiled by R Malan

##### STD 9: 1993

- Two of the following:
- \* The Winslow boy Rattigan, T
- OR
- \* The admirable Crichton Barry, J M
- \* Animal farm Orwell, G
- OR
- \* Of mice and men Steinbeck, J
- \* Aspects of the short story compiled and edited by E L Black and J P Parry
- ▲ The wind at dawn: an anthology of poems selected by Smyth and Swacina

##### STD 8: 1993

- Two of the following:
- \* Kaleidoscope edited by K Vice
- OR
- \* Shades of fear edited by G E de Villiers
- \* Drama workshop 2 edited by C P Lloyd
- \* Across the barricades Lingard, J
- OR
- \* The pearl Steinbeck, J
- \* Appreciating poetry Sadler, Hayllar and Powell

#### Afrikaans eerste taal

##### ST 10: 1993

- Spektrum De Swart, H B
- Het gevaar Vandelooy, J
- Voort met die spel: 'n eenbedryf keur saamgestel deur J B Vermaak
- ▲ Senior keur saamgestel deur M Crafford, P Meyer en A L Cillie

##### ST 9: 1993

- \* Weerkaatsings: 'n sprokie Baker, E
- \* Die val van 'n regvaardige man Louw, N P van W
- \* Verlore paradys Snyman, N J



▲ Senior keur  
saamgestel deur M Crafford, P Meyer en A L Cillié

**ST 8: 1993**

\* Is sagie Van Tonder, J  
\* Kinders van die aarde saamgestel deur C Fryer  
\* Son op die water: 'n elegie Kruger, L  
\* Die spieël en die weerkaatsing: 'n versameling eenbedrywe saamgestel deur T Hauptfleisch

▲ Senior keur  
saamgestel deur M Crafford, P Meyer en A L Cillié

**Afrikaans tweede taal**

**ST 10: 1993**

\* Weerkaatsings: 'n sprokie Baker, E  
\* Spektrum de Swart, H B  
▲ Senior keur  
saamgestel deur M Crafford, P Meyer en A L Cillié

**ST 9: 1993**

\* Anna Rodolphus Hendricks, P G  
\* Triptiek: tekste in die verhoog, radio en televisie Smuts, J P  
\* Verlore paradys Snyman, N J  
▲ Senior keur  
saamgestel deur M Crafford, P Meyer en A L Cillié

**ST 8: 1993**

\* Vlindervlug Steyn, E  
\* Skaduwees in die see Thiele, C  
\* Kinders van die aarde: verhaalbundel saamgestel deur C Fryer  
▲ Senior keur  
saamgestel deur M Crafford, P Meyer en A L Cillié

**House of Delegates**

**Huis van Afgevaardigdes**

**English first language**

**STD 10: 1993**

Othello Shakespeare, W  
The grapes of wrath Steinbeck, J  
A web of feeling compiled by P A Scanlon  
▲ New inscapes: a collection of verse compiled by R Malan

**STD 9: 1993**

At least one of the following:  
\* The tempest Shakespeare, W  
\* Henry IV part 1 Shakespeare, W  
\* Twelfth night Shakespeare, W  
\* Richard II Shakespeare, W  
\* The winter's tale Shakespeare, W

At least one of the following:

\* Things fall apart Achebe, C  
\* Down Second Avenue Mphahlele, E  
\* Silas Marner Eliot, G  
\* The nowhere man Markandaya, K  
\* A member of the wedding McCullers, C  
\* The beadle Smith, P  
\* Lord of the flies Golding, W  
\* The bachelor of arts Narayan, R K

\* Great expectations Dickens, C

At least one of the following:

\* Pygmalion Shaw, G B  
\* The bridge of San Luis Rey Wilder, T  
\* The royal hunt of the sun: a play concerning the conquest of Peru Shaffer, P  
\* The crucible Miller, A  
\* Short stories from southern Africa edited by A G Hooper  
\* Between the thunder and the sky edited by J Gardner  
\* The blood knot Fugard, A  
\* Death of a salesman Miller, A

**STD 8: 1993**

At least one of the following:  
\* A midsummer night's dream Shakespeare, W  
\* Romeo and Juliet Shakespeare, W  
\* The merchant of Venice Shakespeare, W  
\* As you like it Shakespeare, W  
\* Much ado about nothing Shakespeare, W

At least one of the following:

\* Cry the beloved country Paton, A  
\* Cider with Rosie Lee, L  
\* To Sir with love Braithwaite, E  
\* The guide Narayan, R K  
\* The adventures of Huckleberry Finn Twain, M

At least one of the following:

\* The old man and the sea Hemingway, E  
\* The pearl Steinbeck, J  
\* Bosman at his best: a choice of stories and sketches edited by L Abrahams  
\* Close to the sun: stories from southern Africa selected by G E de Villiers  
\* Four South African one-act plays compiled by R Beeton  
\* The Winslow boy Rattigan, T

**The SA Certification Council**

**Die SA Sertifiseringsraad**

**English first language**

**STD 10: 1993**

▲ New inscapes: a collection of verse compiled by R Malan  
Hamlet Shakespeare, W  
\* Wuthering Heights Brontë, E  
OR  
\* The story of an African farm Schreiner, O

At least one of the following:

\* No longer at ease Achebe, C  
\* Conrad's four tales Conrad, J  
\* Death of a salesman Miller, A  
\* A high wind in Jamaica Hughes, R A W

**English second language**

**STD 10: 1993**

Two books to be examined:  
\* Romeo and Juliet Shakespeare, W  
OR  
\* Great expectations Dickens, C

The Penguin book of South African short stories  
edited by S Gray

OR

▲ The wild wave: an anthology of poetry  
compiled by H Houghton-Hawksley

**Afrikaans tweede taal**

**ST 10: 1993**

Choose two of the following:  
\* Raka Louw, N P van W  
Kringe in 'n bos Matthee, D  
By fakkellig Schoeman, K  
Keursteen: 'n literatuurhandboek  
Van den Berg, D Z en van Coller, H P

**Department of Education and Training (DET)**

**and National Senior Certificate (NSC)**

**Departement van Onderwys en Opleiding (DOO)**  
**en Nasionale Senior Sertifikaat (NSS)**

**English first language**

**STD 10: 1993-1996**

▲ The wind at dawn (HG, SG, LG) edited by Smyth and Swacina  
Julius Caesar (HG, SG) Shakespeare, W  
Maru (HG, SG, LG) Head, B  
Focus (HG, SG, LG) compiled by R Meyer  
Encounters (LG) compiled by H B Maloney and R Picozzi

**STD 9: 1993-1996**

▲ The oak and the peach: an anthology of poems (HG, SG, LG) edited by Olver, F  
Miller, A  
The crucible (HG, SG) Miller, A  
Plays from near and far: twelve one-act plays (SG, LG) edited by G Butler and T Peacock

\* The pearl (HG, SG, LG) Steinbeck, J  
OR  
\* I heard the owl call my name (HG, SG, LG) Craven, M  
Close to the sun: stories from southern Africa (HG, SG, LG) selected by G E de Villiers

**STD 8: 1993-1996**

▲ The beaten drum Rumball and Walter  
Players Hauptfleisch and Townsend  
Huberta's journey van Straten, C  
Ex-Africa stories Olver and van Straten

**English second language (DET)**

**STD 10: 1993-1996**

Julius Caesar Shakespeare, W  
Focus compiled by R Meyer  
Maru Head, B  
▲ The wind at dawn: an anthology of poems selected by Smythe & Swacina



**STD 9: 1993**

Short plays for students Dube, H  
Across the board compiled by H Houghton-Hawksley

**STD 8: 1993**

Pride of the hunter Sherman, D R  
Poetry quest Southey, P

**Arikaans eerste taal (NSS)**

**ST 10: 1993-1996**

Fiela se kind Matthee, D  
▲ Voorspraak saamgestel deur H Askes en J N Landman  
Die keiser: variasies op 'n sprokie van Hans Andersen Smit, B  
Verlore paradys Snyman, N J

**ST 9: 1993-1995**

Kringe in 'n bos Matthee, D  
Voorspraak saamgestel deur H Askes en J N Landman  
Raka Louw, N P van W  
Moderne Nederlandse verhale (HG, SG) Haantjies, J

**ST 8: 1993-1996**

Die haasvanger van Niekerk, D  
▲ Pret met poësie Cillié, A L  
Die goue kring: 'n legende in vier bedrywe Krige, U  
Jangroentjie Smuts, J P

**Afrikaans tweede taal (NSS)**

**ST 10: 1993-1996**

▲ Skakering saamgestel deur D J Opperman en G H J Coetzee  
Kinders van die aarde Fryer, C

**ST 9: 1993-1995**

▲ Skakering saamgestel deur D J Opperman en G H J Coetzee  
Seun uit die see Strijdom-Meij, R

**ST 8: 1993-1996**

Rondomtalie en ander jeugverhale saamgestel deur G Basson  
▲ Pret met poësie Cillié, A L

**Afrikaans tweede taal (DET)**

**ST 10: 1993**

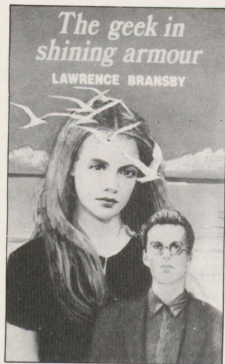
▲ Skakering saamgestel deur D J Opperman en G H J Coetzee  
Kinders van die aarde Fryer, C

**ST 9: 1993**

Die vuurfontein van Rensburg, R  
Die edelvalk van Donkerkruin van Blerk, H S

**ST 8: 1993**

Kleinbegin in die prosa Malan, C  
Koning Kalahari van Niekerk, C

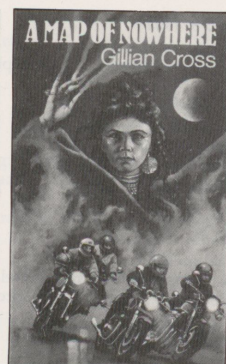
**TEENAGE FICTION**  
VERHALENDE TIENER-LEKTUUR**BRANSBY, Lawrence**  
*The geek in shining armour.*  
Human & Rousseau, 1992

After her parents' divorce and the move from the farm to an impersonal flat in Durban, fifteen-year-old Emmaleen feels lonely and unsure of herself. She longs to meet her own special 'knight in shining armour'. But handsome Darrin and his friends are too sophisticated for her and Emma feels uncomfortable with the sexual demands he makes on her. After running away from Darrin one evening, she meets Mike who is in her class at school, wears glasses and whom Darrin's crowd calls a geek. But he seems considerate and interesting and is willing to fight Darrin when he insults her. Bransby writes about modern teenagers and the issues they have to face like premarital sex and drugs. Even though he may have tried to cram too many issues into this novel, straining credibility at times, this is still an enjoyable teenage read.

AO

**CROSS, Gillian**  
*A map of nowhere.*  
Oxford U.P., 1988

Nick is a bit of a loner -



his best friend has left the school, and he is too young to be part of his brother's motorcycle gang. Until his friend left the school, Nick used to spend his time playing fantasy role-playing games; now that has ended too. Terry sends him on a quest: make friends with Joseph Fisher and his sister; find out about their shop; the motorcycle gang plans to break in. Despite his reservations about Terry's motives Nick does meet Joseph, and gets on well with him. It gives him the opportunity to join in Joseph and Ruth's fantasy game. Joseph and Ruth's family are very religious; making the right and honest choice in any situation is important. Ruth and Joseph give the role-playing game a different emphasis, providing an opportunity to test characters in difficult situations. Ruth uses the game to reveal more about the others playing and after the gang eventually do break into the shop and it is burned to the ground, the game brings the issues of truth and honesty into sharp focus for both Nick and Joseph, helping them to come to their own difficult decisions. A cleverly constructed plot, using the imagery of role-playing to mirror events and tests in the lives of the main characters, this is a thoughtful but still exciting and gripping read, sure to be enjoyed.

GC

**GREYLING, Franci**  
*Kort voor cul de sac.*  
Tafelberg, 1992

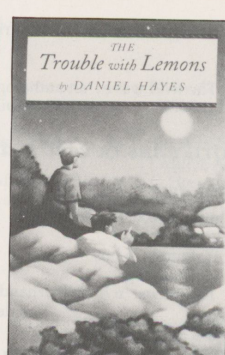
Die Henning-familie is op die oog af 'n gewone suksesvolle hoër-middelklas familie. Pa is 'n suksesvolle sakeman en Ma 'n mediese dokter. Theo, sewentien en Estie, vyftien jaar oud, is aantreklike, talentvolle tieners. Maar dinge begin skeef loop wanneer Theo en sy pa stry kry en Theo van die huis af wegloop. Estie is baie lief vir Theo en wanneer sy vir hom begin soek kom sy in aanraking met 'n volwasse wêreld wat ook nie volmaak is nie. Estie dien as tussenganger tussen Theo en haar ouers en sy word geforseer om te besluit waar haar lojaliteit lê - 'n moeilike keuse vir 'n vyftienjarige dogter.

Die karaktertekening is oortuigend en trefend en die spanning word deurgaans goed gehandhaaf. Tienerprobleme binne die familie en skoolopset word vernuftig aangespreek. 'n Baie bevredigende leeservaring. Aanbeveel vir 13- tot 15-jariges.

AO

**HAYES, Daniel**  
*The trouble with lemons.*  
Godine, 1991

Tyler McAllister and his friend, Lymie, discover a dead body while swimming in the quarry at night; Tyler reports their find anonymously, and no-one else

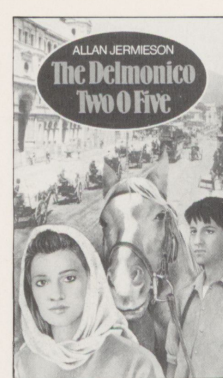


knows that they were also there to see a red car speed away into the night. Tyler has other problems to deal with too - his endless allergies and asthma and absentee family, mother and brother away shooting films and his father dead. As such Tyler sees himself as a "lemon" - a bit of a failure compared to the rest of his glamorous, achieving family. The murder changes Tyler's life around as he and Lymie set out to track down the murderer, little suspecting who they would eventually find. Tyler is a sympathy-inspiring character, and his story well-told with warmth and humour; this is a great read.

GC

**HEWETT, Lorri**  
*Coming of age.*  
Holloway House, 1991

This story deals with the experiences and relationships of a group of black teenagers in their final year in high school. Ruthie, intelligent and conscientious, comes from a stable middle class family. She had previously been to a white school and has difficulty adjusting at the mixed Centennial where most of the black students think she is a 'wannabe (white)' and uppity. AJ is a talented baseball player with promises of college sports scholarships but, academically he is lazy. His family circumstances are

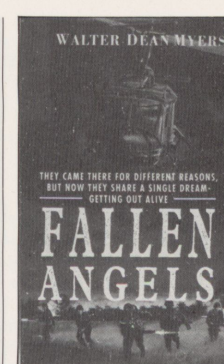


also difficult: his mother committed suicide and as his older brother is a dope dealer, AJ has to accept responsibility for his kid brother. Erika, AJ's girlfriend, has a beautiful voice and comes from a mixed marriage that has since broken up, and her insecurity from not really belonging to the whites or the blacks makes her aggressive and unhappy. Although rather American, it is a fairly realistic portrayal of teenage hopes and problems that should appeal to especially black teenagers - much of the story deals with relating to being black.

AO

**JERMIESON, Allan**  
*The Delmonico Two O Five.*  
Tafelberg, 1992

Set in District Six and Cape Town 1936 - 1939, this tells the story of Cassiem, a Malay boy who loves working with horses and is at his happiest when he is allowed to leave school and help his father and brothers with their hawking and transport business, especially learning to drive his brother Youssef's coach, the Delmonico Two O Five. The reader is aware that the first rumblings of World War II and the beginning of racial segregation only hinted at, will, however, soon irrevocably change this peaceful existence. The book also affords



a nostalgic journey to old Cape Town: in the epilogue the author charts some of the changes that have since taken place and invites the reader to go and look at landmarks that still exist.

A gentle, unhurried story that beautifully evokes a sense of place and times gone by.

AO

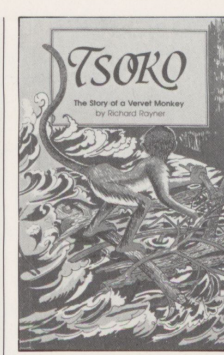
**MYERS, Walter Dean**  
*Fallen angels.*  
Lions, 1991

Perry, a young black American fresh out of high school, joins the army and is accidentally sent to Vietnam. Once there, he soon stops expecting to be returned and is sucked into the Vietnam soldiers' way of life - living from day to day, and dreaming of getting out alive. Perry and his friend Peewee make it, many others don't. Although superficially this covers the same ground as other Vietnam novels, it's specifically intended teenage audience makes it somewhat different. Plenty of heart and introspection, this is thoughtful but still enjoyable reading.

GC

**RAYNER, Richard**  
*Tsoko / illustrated by Lis Davis.*  
Boabab Books, 1990

The story of Tsoko, a vervet monkey who was orphaned as a baby and fell into the hands of humans, is

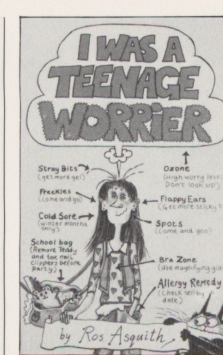


told with great sensitivity. Through ignorance Tsoko is ill-treated by his human captors, until he meets Wordsworth, a wise black man with whom he develops an extraordinary friendship and instinctive communication. Eventually Tsoko is released, mates, and becomes part of an ambitious scheme to resettle a troop of tame vervet monkeys on an island in Lake Kariba. Based on meticulous observation and research into the habits of vervets and the results of an actual resettlement project, it gives fascinating information. This book can be recommended to the older J reader with an interest in wildlife.

AO

**SWINDELLS, Robert**  
*Daz 4 Zoë.*  
Penguin, 1992

Set in Britain in the 21st century, this is a futuristic novel of a society where the gap between the 'haves' and the 'have-nots' has widened even more. The Subbies live in the affluent suburbs behind huge fences, and the Chippies live outside in what is left of the cities. Zoë, a Subbie, meets Daz, an almost illiterate Chippie, and their meeting changes the way each of them views the world. Written alternately by Zoë and Daz, but mainly by Zoë (fortunately as Daz's spelling and



grammar make his sections slightly more difficult to read) this is the story of teenagers challenging the ideas they have been taught and of love across barriers.

SG

**URE, Jean**  
*Dreaming of Larry.*  
Doubleday, 1991

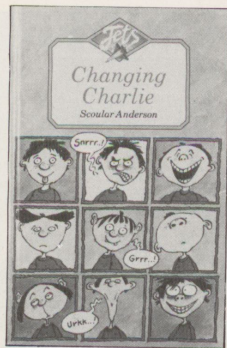
This teenage romantic novel is about the relationship between Judith and Larry and between Judith and her best friend Hatty. Ure depicts teenagers well, and her dialogue especially always rings true. Her treatment of young love and sexual desire is more candid and credible than one finds in most young adult novels. This is not a 'Sweet Dreams' type of romance but is very accessible, has an attractive cover and is a thoroughly enjoyable story.

SG

**TEENAGE NON-FICTION**  
TIENER VAKLEKTUUR**ASQUITH, Ros**  
*I was a teenage worrier.*  
Piccadilly P., c1992

The author is a cartoonist and this humorous survey of the concerns of teenagers is liberally laced with funny illustrations of teen dilemmas, characters and anxieties.

The text is alphabetically

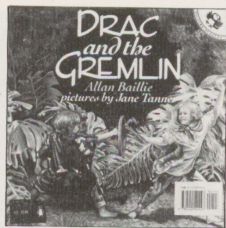


arranged, starting with Acne, 'one of yooof's BIGGEST Number One Worry in this alphabet'. The text has a narrator, young Scarlett Jane Chubb, who declares, under the heading NAMES, that she is 'a victim of Gone with the wind'. Each chapter commences with extracts from Scarlett Jane's journal and we are told all about her family, friends, not quite reliable boyfriend Daniel and the traumas and triumphs of her life.

Her comments on the various topics are breezy and funny, but beneath all the jokes, colloquialisms and passionate outbursts she is shrewd and sensible as well. Sue Townsend's readers will relate to this, and it will be enjoyed by teenagers who may find comfort for their own worries in between their giggles. Parents will also appreciate this book. **MD**

**GRANT-THOMPSON, Jeanette**  
**Jodie's story.-**  
**Anzea, 1991**

Biography of Jodie Cadman, an Australian teenager who fled from an emotionally unstable and loveless family into a spiral of drug abuse and prostitution, to be saved by the Teen Challenge Programme and led to Christianity. Told in the Cruz/Wilkerson tradition, Jodie's experiences are



related unsentimentally and realistically and something of her desperate situation grips you. Although the story remains rather personal, it could be of use with teenagers, also in promoting local Christian teen help programmes. **AO**

**JUVENILE FICTION**  
**JEUGLEKTUUR**

**ANDERSON, Scoular**  
**Changing Charlie.-**  
**Black, 1992**

Charlie has an amazing ability to do impressions of things - he can make himself look like a cat, any of the neighbours - anything. This ability is so refined that Charlie is mistaken for a puppy while doing puppy imitations outside the pet shop and stolen away by the horrible Clogpot brothers whose ghastly sister, Rosabella, wants to win the cup for the best dog at the summer fête. Like the other in the *Jets* series, text, illustrations and speech bubbles are all used together to present the story. This is extremely entertaining, with wonderfully appropriate illustrations; a nice one for children still learning to enjoy reading. **SG**



**BAILLIE, Alan**  
**Drac and the gremlin /**  
**illustrated by Jane Tanner.-**  
**Puffin, 1991**

A fantasy game between a little girl and her younger brother transforms an ordinary backyard into a jungle full of adventure and challenges. She is Drac the Warrior Queen of Tirlon Two and he the Gremlin of the Groaning Grotto; their cat, Minnie, becomes General Min of the Hissing Horde and their dog, the Terrible Tongued Dragon. Close-up, almost realistic colour illustrations perfectly capture the feeling of adventure. Joint winner of the 1989 Australian Picture Book Award, this is a delightful fantasy for the modern child of the television era. Suitable for 6 - 8 year-olds. **AO**

**BROWN, James Ambrose**  
**Archibald Abercrombie en**  
**die hiëroglief-tikmasjien.-**  
**HAUM, 1992**

Die verhaal speel af in die woestyn gedurende die Tweede Wêreldoorlog. Die held, 'n jong soldaat, besit 'n klein draagbare tikmasjien waarop hy boodskappe in hiërogliewe ontvang wat deur 'n Skarabeekewer getik word. Op hierdie wyse word Archibald, die jong soldaat en sy makkers na die verlede teruggevoer



waar hulle spannende avonture beleef.

Hierdie lekkerlees-verhaal is gevul met avontuur, humor en fantasie en sal so reg in die kraal van lesertjies tussen die ouderdom van tien en twaalf jaar val. **E de R**

**GERTZ, David**  
**Thin air.-**  
**Bodley Head, 1992**

Jacob is asthmatic, with all sorts of allergy problems, but just wants to be treated normally and be allowed to get on with his life. He is frustrated by the protectiveness of his family and doesn't want to be in a special class at school, or be handled with kid gloves. He campaigns not to be in a special class and on his first day in a normal class, he is appalled to discover everyone has been briefed about his difficulties, and has written essays on how they would like to be treated if they were disabled. He takes off and finds an ally in the blind news vendor on the corner, who also manages to be matter-of-fact and make jokes about his situation. He meets and makes a friend of Cynthia, who sees him as the Fred Astaire dancing partner she needs. On the surface, Jacob doesn't seem to have much to laugh about, but his wit and spirited rebellion make one want to laugh out loud.



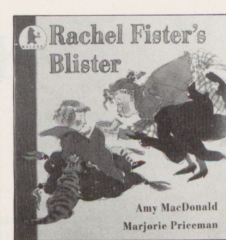
This is a hugely entertaining and perceptive book for older J's. **CvG**

**HALAM, Ann**  
**Dinosaur junction.-**  
**Orchard, 1992.**

Ben knows his dinosaurs and has a dream: that he will one day be famous and have a dinosaur fossil named after him. At the digworks for the new junction, layers of Jurassic rock have been exposed and Ben starts his own secret mini-archaeological expedition. But his older sister, Rowan, sees an opportunity to make money from his fossil finds and she lands them in trouble with apparently ruthless fossil traders. Escaping into a deep cave, they also escape into the time of the dinosaurs. A very interesting time fantasy, well motivated by Ben's dreams and fascination with dinosaurs. Boys of 9 - 11 years, especially those interested in dinosaurs, will enjoy this. **AO**

**MCDONALD, Amy**  
**Rachel Fister's blister /**  
**illustrated by Marjorie**  
**Priceman.-**  
**Walker, 1992**

'Rachel Fister found a blister / on her little left-hand toe / Just a tiny little blister / but she thought her mum should know...' Thus starts this pacy, silly romp which,



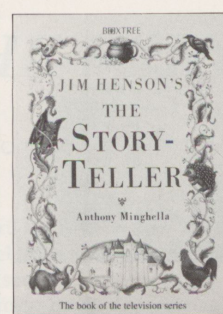
after all possible and impossible cures have been tried, ends with sensible advice to kiss it better. The infectious rhythm and rhyme and playful humour, make this an excellent read-aloud for the slightly older picture book audience. The energetic watercolour illustrations capture the movement and capitalize on the ridiculous elements. **AO**

**MINGHELLA, Anthony**  
**Jim Henson's 'The**  
**storyteller' / illustrated by**  
**Darcy May.-**  
**Boxtree, 1992**

Taken from Jim Henson's award-winning television series, 'The storyteller', this is a retelling of nine traditional European folk and fairy tales. It includes well-known tales like 'The three ravens', 'Hans my hedgehog', 'The true bride' and 'Fearnot'. A wonderfully readable retelling, capturing the true magic of the stories. A good choice for a read-aloud. **AO**

**MOREY, Walter**  
**Death walk.-**  
**Blue Heron Publ., c1991**

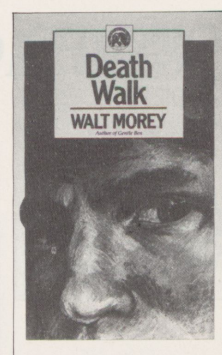
Joe, stranded in the Alaskan Arctic after his friend is killed and the plane they arrived in destroyed, must try and find his way home. In the midst of winter this is impossible and he is lucky to meet Mike



Donovan, a trapper who agrees to let him stay with him until spring. But Mike is not the only person living in Alaska, which turns out to be a land of hidden people, fugitives from the law. Amongst them are Hank and Emmitt, who have no desire to let Joe return to civilisation with information about their whereabouts. Life becomes increasingly dangerous and Joe is forced to grow up quickly. A fast paced, exciting read which should appeal to boys. **GC**

**SCIESZKA, Jon**  
**Knights of the kitchen**  
**table.-**  
**The not-so-jolly Roger.-**  
**Viking, 1992**

Joe is given a boring old book for his birthday by his magician uncle; the book turns out to be not boring at all. It is, as should be expected from an uncle in that line of work, a magic book, which transports its readers back in time to wherever they wish to go. In *Knights of the kitchen table*, Joe and his two friends travel to the time of King Arthur, where people believe that they are magicians (because they can read) and call upon them to sort out some difficulties they are having with a giant and a dragon. No easy task, but Joe deals with it admirably, as he does with Blackbeard in *The not-so-jolly Roger*. Extremely



entertaining reading, with some delightfully bizarre situations, lively and believable dialogue and most engaging characters. **GC**

**STORIES vir die vaak:**  
**voorleesstories vir wakker**  
**kinders / uitsoek en**  
**oorvertel deur Linda Rode**  
**en geïllustreer deur Cora**  
**Coetzee.-**  
**Tafelberg, 1992**

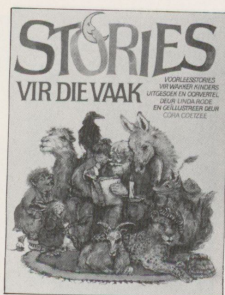
Stories wat in hierdie bundel opgeneem is, is al vir baie eeue aan kinders oorvertel en Linda Rode het al die verhale of nuut oorvertel of aangepas vir haar lesertjies. Daar is bekende verhale soos 'Ou mamma bok se sewe boklammejies', 'Anansie se pot', 'Die prinses en die ertjie' en 'Die sneeuconingin' sowel as verrissende nuwe stories soos die skreeu-snaakse 'Die platbekpadda' of dié wat oor rare kreatuur-tjies gaan, soos in 'Snater en die parrapokke' beskryf.

Hierdie bundel verhale is ryk aan verbeelding en fantasie en humor is altyd aanwesig. Daar word met 'n uitbundige baldadigheid met woorde en klanke gespeel. Die pragtige kleur-illustrasies pas uitstekend by die teks.

'n Pragtige voorlees- en deurkyboek vir kleuters en grootmense.

**EdeR**





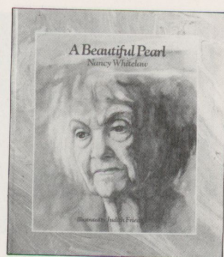
**WHITELAW, Nancy**  
**A beautiful pearl / illustrated by Judith Friedman.**  
**Whitman, 1991**

Lisa's grandmother has Alzheimer's disease and on Lisa's birthday she and her mother visit her grandmother. Although her grandmother is confused and forgetful at times, she remembers to give Lisa her special birthday gift: a pearl to collect for a full string when she is grown-up. A moving story showing in a sympathetic way the debilitating effects of this tragic disease, as seen through the eyes of a young child. The muted colour illustrations suit the slow, quiet mood of the story. Together with the author's note on Alzheimer's disease at the back, the story could be a useful point of departure for a discussion of the disease.  
**AO**

**JUVENILE NON-FICTION**  
**JEUGLEKTUUR**

**BACKHOUSE, Halcyon**  
**Die herder se storie.-**  
**Marta en Maria.-**  
**Dawid en Goliath.-**  
**Die storie van Noag.-**  
**Struik Christelike Boeke, 1992**

Die Bybelstories wat ek self kan lees-reeks bestaan uit vier bekende Bybelverhale in groot formaat



uitgegee, met helderkleurige illustrasies en 'n eenvoudige teks in 'n groot lettertipe gedruk, wat dit geskik maak vir beginner-lesers om self aan te pak, asook vir voorlees aan kleuters.

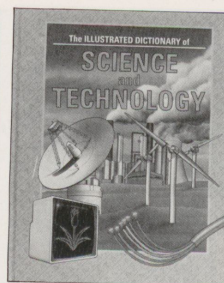
Die skepping, die sonvloed, Marta en Maria se optrede teenoor Jesus en die geboorte van Jesus word hier behandel.

Hierdie aantreklike reeks Bybelverhale belooft om baie gewild te wees en 'n leemte in die Afrikaanse boekevoorraad vir jonger kinders te vul.

Hierdie titels is ook in Engels beskikbaar.  
**EdeR**

**MELLETT, Peter, et al.**  
**The illustrated dictionary of science and technology.**  
**Merlion Publ., 1991**

The illustrated dictionaries of science form a series of six reference books for children. Each volume contains approximately 850 entries on an individual science topic. This particular title is a simple dictionary of science and technology explaining a wide variety of terms such as absolute zero, gamma ray, laboratory, nuclear fusion, north pole, scale, satellite. Alphabetically arranged and illustrated with numerous colour drawings, each entry gives the part of speech of the word or phrase, a brief description of the meaning and a sentence demonstrating the



term's use. Terms that are cross-referenced are printed in bold type. This is a useful introductory science dictionary for children.  
**SG**

**STUDIEPROJekte: Deel 2, Sosiale wetenskap: omgewingsleer, aardrykskunde.-**  
**Albertyn, 1992**

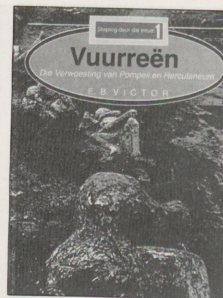
Die aardrykskunde en omgewingsleer-leerplanne wat in die juniorskool gevolg word, word in hierdie volume gedek.

Dit sluit onder andere temas soos weerkunde; oseane, seestrome en die kus; die waterkringloop; bevolking en bevolkingsgroei; elektrisiteit; bedreigde fauna en flora; en omgewingstreke van die aarde in. Die belangrikste feite oor die onderwerpe word op toeganklike en maklik verstaanbare wyse uiteengesit. Die teks word toegelig met diagramme, tekeninge en foto's in kleur. 'n Uitgebreide indeks vergemaklik die gebruik van die boek nog meer.

Die boek kan met vrug gebruik word deur die laerskoolkind wat inligting vir projekte soek.  
**EdeR**

**VICTOR, EB**  
**Vuurreën: die verwoesting van Pompeii en Herculaneum.-**  
**Perskor, 1992**

Die vulkaniese uitbarsting van die berg Vesuvius op 24



Augustus in die jaar 79 nC is voorafgegaan deur 'n geweldige aardbewing wat sewentien jaar tevore plaasgevind het. Hierdie uitbarsting het tot gevolg gehad dat duisende inwoners van die stede Pompeii en

Herculaneum omgekrom was. Die verhaal van hierdie uitbarsting en die daaropvolgende ramp lees soos 'n spanningsverhaal, en die skrywer van hierdie boek slaag daarin om die leser enduit te boei. Hy verduidelik ook waarom dit gebeur het en kyk dan na die opgrawings wat geleidelik die herontdekking van hierdie twee stede wat onder vulkaniese materiaal begrawe was. Sommige van die fascinerende argeologiese vondse word beskryf. Die skryfstyl is toeganklik en onderhoudend en die aanbieding van die inligting is visueel en aantreklik.

Aanbeveel vir kinders 9 tot 12 jaar.  
**EdeR**

*Note: at the time of going to press, some of these titles were still on order.*

**GC: Graine Clarke**  
**MD: Marguerite Dekenah**  
**EdeR: Elizabeth de Roubaix**  
**SG: Sabrina Gosling**  
**AO: Alta Oosthuizen**  
**CVG: Cecily van Gend**



# THE EYE OF THE BEHOLDER

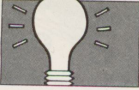
Freddy Ogterop, Film and Video selector

The admonition not to judge a book by its cover also holds for videos and is equally likely to be ignored. Thus much of the educational material that comes our way is sometimes under-utilised, not because of poor quality or a lack of interest in the subject, but because the boringly blank covers used by local distributors cannot compete with the professional designs of the sell-through market. In order to give these worthwhile titles a better chance on the library shelves, we have decided to provide them with more attractive packaging. For obvious reasons we have gone for programmes of which we have purchased a fair number of copies, either individually or as a series.

The artists responsible for the covers illustrated below are Vivien Botha, Jill Venish, Gabriella Kaplan and Debbie Odendaal.

- Ark van Afrika
- At the wheel - series
- By design - series
- Concerto grosso modo
- George and Rosemary
- Glastnost Film Festival - series
- Honderd meesterwerke - series
- The next step - series
- Noel's lemonade stand
- Perspective - series
- The romantic spirit - series
- Runaway Ralph
- Simon's new sound
- Six kinds of light - series
- Songololo: voices of change
- The tiger and the big wind
- War - series
- Wildlife in miniature - series

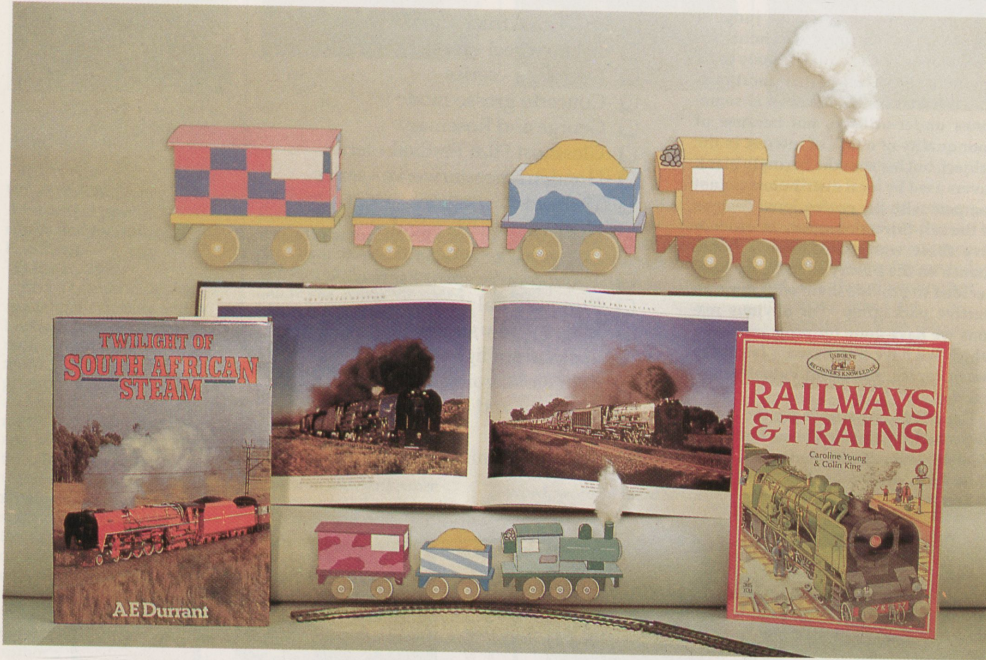




# TRAIN MURAL

BRIGHTEN UP YOUR BOOK DISPLAY

Ian Nurock, Graphic Designer



With the summer holidays upon us, we have come up with a train mural which is easy to assemble. Encourage your younger members and especially the boys, to colour in the line drawings on the facing page. These shapes can be photostatted to any size. The youngsters can then brighten them up, using poster paints, pencil crayons or inks.

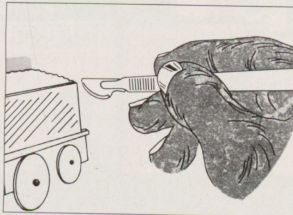


Fig 1

After colour has been added, they can be stuck onto bright backgrounds (as shown on the photograph), or be joined in one continuous strip running the length of the library wall.

If you would rather the mural be three dimensional, cut out the shape, as in figure 1 and attach to a packet or box as shown in figure 2.

As it is holiday time, sweets and 'one liners' on the history of rail in South Africa can be placed in our train making for a cheerful book display.

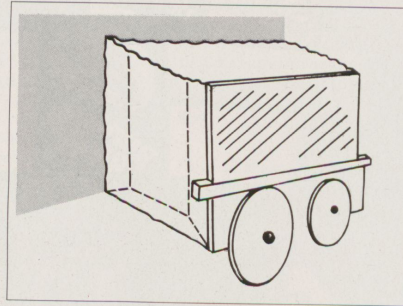


Fig 2

