



# NATIONAL ENGLISH LITERARY MUSEUM

an agency of the  
Department of Arts and Culture



*Africa Day – 25<sup>th</sup> May Annually*



DVD Screening and discussions of 'Nothing But The Truth' at various schools

## EPP Booklet: 2016/17



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REFERENCE: Booklet 2016/17  
DATE: Dec 2015

### **Education Services at NELM**

The National English Literary Museum (NELM) is a declared cultural institution in terms of the Cultural Institutions Act and is funded by the national Department of Arts and Culture.

NELM's mission is to promote social cohesion and national identity by sharing its diverse collections through exemplary research, exhibitions and public programmes. Our aim is to support the teaching and learning of a range of subjects by presenting relevant educational programmes that promote the discovery, understanding and enjoyment of South African literary and cultural heritage. The richness and diversity of South African literature is an ideal medium for building a national identity and social cohesion. The challenge is to make more people, especially children, aware of this national asset and to encourage reading for pleasure and writing as a means of creative expression.

This pamphlet describes a number of tried and tested educational programmes. However, our education team is eager to develop additional programmes to suit the needs of individual schools. We are willing to present programmes at schools throughout the Eastern Cape. We are also able to receive groups of up to 50 learners at our education facility attached to the Eastern Star Gallery, centrally located in Anglo-African Street, Grahamstown.

**DIRECTOR: BEVERLEY THOMAS**

**NELM**

## NELM EDUCATION AND PUBLIC PROGRAMMES: 2016 / 17

Nelm aims to play its part through its education and public programmes. In – house educational programmes, as well as mobile services are offered in order to enrich the diverse South African communities from various backgrounds. These programmes enable learners, teachers and members of the community to meaningfully engage in issues affecting their daily lives, developments and their well-beings in order to better their livelihood.

Nelm mainly utilises its collection to achieve its goals. The huge collection of books include children's stories, journals, press clipping and the massive database enable Nelm to deepen the nation's understanding of literary heritage.

Permanent, temporary and travelling Exhibitions are also part of the endeavours to encourage schools and communities to use the Nelm spaces for discussions, debates and social cohesion.

National public holidays such as Human Rights Day, and other commemorative days such as the World Book Day, World Press Freedom Day and International Museum Day are also used to enable South Africans to reflect and imagine where we come from, where we are now and where we want to be in the future as a rainbow nation.

The numerous camps are aiming at ensuring that learners spend some of their weekends, public holidays and school holidays in a fun, but edutainment environment. The camps incorporate heritage studies, especially literary heritage, as well as life skills.

## THE BLAAUKRANTZ IN HISTORY AND LEGEND

**GRADES:** 4-5

**VENUE:** At the Blaaukrantz Bridge

**DURATION:** 4-5 hours

### OBJECTIVE OF PROGRAMME

To introduce learners to the history and legends associated with the Blaaukrantz Bridge disaster of 1911, and the Blaaukrantz River over which the bridge is built.

PRE-EXCURSION PREPARATION Learners must read up about the Blaaukrantz Bridge disaster (resources supplied).

### ACTIVITIES

- Learners visit site of the accident.
- Learners recount their observations.
- Full account of accident presented by NELM staff, and popular articles compared.
- Group travels on to sangoma pool on Blaaukrantz River.
- Learners introduced to Xhosa legends associated with water.
- Readings presented eg. *The Tokoloshe Stone* by Jay Heale.
- Scavenger hunt.

## DISCOVERY CAMP: NONGQAWUSE AND DIAS CROSS

**GRADES:** 5-6

**VENUE:** Boknes

**DURATION:** 1½ to 2 days

### OBJECTIVE OF PROGRAMME

To introduce learners to the history and legends of the Eastern Cape coast and hinterland, in particular the Xhosa Cattle Killing of 1857 – 8, the Dias Cross, and shipwrecks.

PRE-EXCURSION PREPARATION Learners are encouraged to read up about Dias Cross and Nongqawuse before visits to sites.

### ACTIVITIES

#### Day 1

- Learners visit Glen Shaw, Alexandria District, site of the grave of Nongqawuse.
- At grave site, learners are introduced to the historical background of the cattle killing, and to the story of Nongqawuse.
- In milkwood grove opposite grave site, reading of “*At Nongqawuse’s grave*” by Tony Voss, followed by comprehension exercise on poem.
- Visit to Cannon Rocks.
- History of the cannons discussed.
- Myths and legends of the sea.
- Ecological exercise on beach.

#### Day 2

- Reading from *Ghamka: Man of men* by Eve Merchant.
- Walk along beach to Khoekhoen archaeological site.
- Walk along beach to Dias Cross.
- Introduction to the theme of explorers, and arrival of Dias in 1488.
- Discovery of Dias Cross by Eric Axelson.
- Consequences of arrival of Europeans on African soil.

## **THOMAS PRINGLE CAMP**

**GRADES:** 5-6

**VENUE:** Assegai Trails, Salem

**DURATION:** 1½ to 2 days

### **OBJECTIVE OF PROGRAMME**

To introduce learners to the history of the arrival of the 1820 Settlers in the Eastern Cape, and some of their leaders, in particular Thomas Pringle.

### **PRE-EXCURSION PREPARATION**

Learners are encouraged to read up about the 1820 Settlers and identify historical clothing to wear.

### **ACTIVITIES**

#### Day 1

- Learners arrive at camp dressed as 1820 Settlers (or as Xhosa women or warriors).
- Greeted roughly by Captain Trappes.
- Settlers required to register and retain identification cards.
- Background to the coming of the 1820 Settlers, both in South Africa and England.
- Extract read from the Journals of William Guybon Atherstone, detailing the voyage as a child from London to Cape Town and on to Algoa Bay.
- Rules and Regulations on board ship: learners to explain why these rules were necessary.
- Thomas Pringle's influence on the Settlers and subsequent history.
- Scenarios of four play sketches distributed.
- Groups prepare their presentations for later presentation to whole class.

#### Day 2

- During long hike into valley, useful indigenous plants pointed out. Explanations of how Settlers and indigenous people used the plants.
- Discussion of role of Boer farmers and indigenous peoples in the establishment of settlements.
- Discussion of the significance of Richard Gush of Salem.

## ENVIRONMENT AND LITERATURE CAMP

**GRADES:** 5-7

**VENUE:** Thomas Baines Nature Reserve

**DURATION:** 1 or 2 days

### OBJECTIVE OF PROGRAMME

To underline the importance of environmental education for the learners and to show the close links between the environment, art and literature.

### ACTIVITIES

#### Day 1

- On arrival, talk on camp rules and leadership.
- Icebreaker activity and team building.
- Story trail to the Xhosa homestead. Xhosa cultural beliefs discussed.
- African water stories at dam.
- Prepare plays for presentation in the evening, using stories and legends discussed during the day.

#### Day 2

- Hike to the Mitford-Barberton leopard statue and leopard stories.
- Hike to Seven Oaks followed by reading of "*In the withaak shade*" by HC Bosman. Work sheet in groups.
- African legends about cycads, followed by art work.

## **SPIRIT OF TREES**

**GRADES:** 5-7

**VENUE:** Assegai Trails, Salem.

**DURATION:** 1 or 2 days

### **OBJECTIVE OF PROGRAMME**

To underline the importance of environmental education for the learners and to show the close links between the environment, art and literature.

### **ACTIVITIES**

#### Day 1

- On arrival, learners have talk on camp rules and leadership.
  - Icebreaker activity and team building.
  - Introduction to theme of metamorphosis. Myth of Daphne.
  - Discussion of significance of myths.
  - Metamorphosis 1
    - Reading of *The Seed Children* by Bontekanye Botumile.
    - Discussion of themes and significance of metamorphosis in story.
    - Discussion of possible themes for plays to be prepared by groups or of individual writing by learners.
    - Hike into valley, working on tasks set by Outreach Leader.
  - Metamorphosis 2
    - Reading from *The Lord of the Rings* by JRR Tolkein (Ent episode).
    - Prepare plays for presentation in the evening, using stories and legends discussed during the day.
    - Presentation of plays.

#### Day 2

- Hike into valley, working on tasks set by Outreach Leader.
- Metamorphosis 3
  - African legends about cycads, followed by art work.

## HOGSBACK CAMP

**GRADES:** 6-7

**VENUE:** Hobbiton

**DURATION:** 2 ½ days

### OBJECTIVE OF PROGRAMME

To introduce the learners to the history, legends and ecology of the Eastern Cape Interior and the poetry of Hogsback, whilst encouraging team-building.

### ACTIVITIES

#### Day 1

On arrival, learners have talk on camp rules and leadership.

Riddles as an example of problem-solving in words.

Xhosa examples.

Reading from *The Hobbit* by JRR Tolkein.

Interpretation of riddles from several cultures.

#### Day 2

During very long walk in the lower valley, readings from poetry of local poets, Mzi Mahola, Francis Carey Slater, etc.

Reading from *Witch woman on the Hogsback* by Carolyn Parker.

#### Day 3

Team building.

## **GRAHAMSTOWN AND THE ANGLO-BOER WAR**

**GRADES:** 8-9

**VENUE:** Grahamstown Golf Club

**DURATION:** 1-2 hours

### **OBJECTIVE OF PROGRAMME**

To enrich the learners' understanding of the history of the Anglo-Boer War in the Eastern Cape and the role played in it by learners at Grahamstown schools.

PRE-EXCURSION PREPARATION Learners read up about Anglo-Boer War in the Eastern Cape, particularly *The Boer War* by Thomas Pakenham, before visit to site of trenches.

### **ACTIVITIES**

Learners visit site of the trenches constructed by Grahamstown school learners during the Smuts' Commando incursions into the Eastern Cape, September 1901.

History of the fortunes of the Smuts' Commando recounted.

Extracts from *Commando* by Denys Reitz read and discussed.

Follow-up to the incidents discussed.

Inspection of trenches and discussion of reasons for their particular siting.

## SCHREINER IN CRADOCK

**GRADES:** 7-10

**VENUE:** Schreiner House, Cradock and environs of Cradock

**DURATION:** 2 ½ days (dependent on travelling time from school).

### OBJECTIVE OF PROGRAMME

To introduce the learners to the life history of Olive Schreiner, her environmental concerns, her writings, most particularly *The Story of an African Farm*, and her time in Cradock, whilst encouraging team building.

### ACTIVITIES

#### Day 1

- On arrival in Cradock, learners have talk on camp rules and leadership.
- Team building; pitching tents.
- Move to Ikhamanga Hall, Schreiner House: illustrated talk on Schreiner's life and her time in Cradock.
- Groups: various roles assigned: researchers, collators, etc for the time-line problem.
- Researchers: work with reference sources provided, to find out the answer the questions posed.
- Collators: feed researchers with questions from cards, and provide the time- liners with correct information.
- Time-liners: place cards in correct sequence with the information provided by researchers and collators.
- Evening: viewing of Part 1 of Edgar Bold SABC production of *The Story of an African Farm*.

#### Day 2

- Travel to Mountain Zebra Park.
- Identification of animals and plants.
- During break at picnic spot selected readings from Schreiner presented: "*The Child's Day*" from *From Man to Man*; *The Story of an African Farm*; extracts from *The Life of Olive Schreiner* by her husband, SC Cronwright Schreiner.
- Learners taken to Plaat and shown the vista of the Karoo.
- Evening: viewing of Part 2 of Edgar Bold SABC production of *The Story of an African Farm*.

#### Day 3

- Before trip to Oukop, illustrated talk on the Karoo plants mentioned in Schreiner's novels.
- Learners at Oukop: to identify as many of the species of plants as possible from notes.
- Striking of camp and general clean-up.

## **A to Z Authors @ Nelm**

**GRADES:** Intermediate (4 – 6) to Senior Phase (7 – 9)

**VENUE:** Eastern Star Gallery

**DURATION:** 1 hour

### **OBJECTIVE OF PROGRAMME**

This is a practical exercise aiming to sensitize learners, students, communities about authors and book titles in the collection of Nelm. It emphasises the teaching of Alphabets for primary school learners (intermediate and senior phases), and vocabulary. It also teaches the recalling of names.

### **Activity**

Learners are encouraged to write and name all the Alphabets

Learners are involved in a word, spelling and meaning alphabetic game

Learners are also encouraged to write ten (10) letters starting with each Alphabet

How fast and how many AUTHORS can you recall from A to Z?

How fast and how many TITLES can you recall from A to Z?

Match Authors and Titles of their books from A to Z.

Pick up A to Z vocabulary from a particular author, and give the meaning for each word.

This game can also be used as competition with timers set to ring when the time is up, or balloons to burst, or bombs countdown to explode, BO-O-O-O-MMMMM !!!

### **Vocabulary**

Author, vocabulary, alphabets, dictionary

## Being a Proudly South African

**GRADES:** Intermediate (4 – 6), Senior Phase (7 – 9) and FET (10 – 12) / **Community – All Ages**

**VENUE:** Eastern Star Gallery

**DURATION:** 1 – 2 hours (to be followed by Lesson on National Orders)

### OBJECTIVE OF PROGRAMME

This aims to teach the youth, which are tomorrow's leaders, about good citizenry. Every country needs dedicated citizens that are patriotic to good cause of the country.

### Activity

Discussions centre around doing good and putting the country on the world map.

Learners discuss what various individuals win for themselves, and what teams win their communities or for the country, how, where, when and why? e.g.

In sport, teams that do great win . . . . (trophies / cups / titles)

In music, artists that do great win . . . . (awards) such as (SAMAS, Metro Awards and Grammys)

In films, actors that do great win . . . . (awards) such as (Oscars, SAFTAS)

In literature, authors that do great win awards such as (**SA Literary Awards**)

Learners are then engaged in discussions on what it takes to be a good country, using sites such as:

South Africa is a great country (visit [www.valuedcitizens.co.za](http://www.valuedcitizens.co.za) and [www.goodnews.co.za](http://www.goodnews.co.za))

Learners are encouraged to engage on social cohesion, Ubuntu values, TRC, forgiveness, injustices, humanity, perseverance (*umonde nonyamezelo*), and triumph of the human spirit. This is done either through case studies or role-plays.

Other fellow citizens of the country may notice your efforts and request the State President of South Africa to award you with one of the National Orders.

### Vocabulary

Awards, patriotism, citizen.

## DVD Screening and Discussions

**GRADES:** Senior Phase (9) and FET (11 – 12) / **Community – All Ages**

**VENUE:** Eastern Star Gallery

**DURATION:** 2 hours

### OBJECTIVE OF PROGRAMME

To screen available DVDs based on the prescribed set works / literature and follow that by participatory discussions.

### Activities

Learners are introduced to Nelm, the museum's purpose and programmes.

A DVD screening of a prescribed setwork such as the English First Additional Language's *Nothing But The Truth* (depending on availability) is then shown. DVD screening for the community will be listed and invites sent out.

The screening is to be followed by a 30 to one-hour long discussion on several aspects emanating from the setwork and the screening. From the screening of *Nothing But the Truth*, these may include the plot, characters, Rivalry, TRC, personal meaning of "Truth" and "Reconciliation", Amnesty, Trial, Liberation Struggle, Politics, Political Climate, Comrades, Funerals, freedom, Beliefs, Literature, and Library. This list is not exhaustive.

## Role-Play Prescribed Setworks

**GRADES:** Senior Phase (9) and FET (11 – 12)

**VENUE:** Eastern Star Gallery

**DURATION:** 2 hours

### OBJECTIVE OF PROGRAMME

To encourage learners and the communities to write and act on stage some of the interesting and challenging things in their lives. For learners, they will be encouraged to write, rehearse and act on stage, through improvisation, their setworks and other challenging topics in their various learning areas.

### Activities

Learners are introduced to Nelm, the museum's purpose and programmes.

A prescribed setwork is discussed with the aim of producing an improvised 10-minute stage play. The production had to incorporate dance, music, and poetry.

Learners are introduced on the very basics of acting that include characterisation, stage-craft, miming, voice projection, improvisation, et cetera.

This is then followed by a 45 to one-hour long rehearsing of an improvised stage production by different groups. The 10-minute performance follows thereafter.

Discussions on several aspects emanating from the setwork are then dealt with.

For example, from the performance of *Nothing But the Truth*, these may include the plot, characters, TRC, Amnesty, Trial, Liberation Struggle, Funerals, Beliefs, Literature, and Library. This list is not exhaustive.

## UNDERSTANDING BOOKS BETTER WITH NELM

**GRADES:** Intermediate (4-6) and Senior Phase (7-9)

**VENUE:** Eastern Star Education Centre, Anglo-African Street / Own Site (Mobile Services)

**DURATION:** 1 hour

### OBJECTIVE OF PROGRAMME

To introduce learners to the other world of books in order for them to have a deeper understanding of books.

PRE-TASK PREPARATION – Learners must have all their school textbooks and story-books with them.

### ACTIVITIES

Learners usually wait for the teacher to tell them to take out their books. Then they will wait for the teacher to tell them to turn to a certain page number.

Do they ever consider:

What the cover of the book entails?

Reading through the contents page?

Who the author/s and publishers are?

What type of a book is it, for which subject or genre?

And, most importantly, how to make their own judgement whether it is a good or bad book?

Benefits of Reading: Silent Reading; Reading Aloud; Group Reading

### Vocabulary

Cover, Author, Publisher, Fiction, genre, reference, index, bibliography, Acknowledgment

## What Lessons Are In That Story

**GRADES:** GET Phase (4 – 6); Senior Phase (7 – 9) and FET (11 – 12)

**VENUE:** Eastern Star Education Centre

**DURATION:** 2 hours

### **OBJECTIVE OF PROGRAMME**

The Lesson focuses on the books that readers are interested in, and that they read, and the moral lesson behind the story. This is an interactive round-the-table discussion where readers discuss book and invite comments from others. Dethridge's 4Ps and Voegler's 12 stage Formula are some of the strategies that are to be applied.

### **Activity**

Read a particular book and then tell what is the story all about, and what lesson does the story teaches us.

### **Vocabulary**

Lesson; Moral; characterisation; plot; problem.

## **Short Programme (1)**

### **BACK-TO-SCHOOL-CAMPAIGN**

**GRADE** : All Grades  
**VENUE** : Various Schools  
**DURATION** : 1 Hour

### **OBJECTIVE OF PROGRAMME**

The campaign is in conjunction with the Makana Libraries and Department of Education. It aims at promoting the culture of reading and learning by taking library, education and museum services to the community and schools.

### **ACTIVITIES**

Various identified primary and high schools in and out of Grahamstown will be visited throughout the second week of schools' opening for the year in January. The Makana library staff will introduce the library services as well as mobilise for membership; the DoE will dwell on the importance of education, schooling, learning and teaching; and Nelm will offer story-telling and the importance of South African literature (writers and their works).

The programme may be repeated in July, a week after schools have re-opened. It may target those schools that have not been visited at the beginning of the year.

### **Vocabulary**

Library; spelling; education; literature; museum; membership; services

## Short Programme (2)

### SETWORKS FESTIVAL

<b>GRADE</b>	:	Grades <b>12</b>
<b>VENUE</b>	:	Various Schools
<b>DURATION</b>	:	3 Days

### OBJECTIVE OF PROGRAMME

This festival aims at instilling the love for the prescribed setworks in matric (grade 12) and other grades. It also aims at bringing live on stage the setworks by allowing learners to narrate them in an entertaining and educational manner. The overall aim is that of love for writing and writing, as well as understanding South African literary heritage.

### ACTIVITIES

The programme will run over three days, from 09h00 until 15h30 every day. It will be held at the end of the coastal schools' first term. Each of the days will be catered either for poetry, drama or short stories. Although the main focus will be on the matriculants, the programme will strive to accommodate other lower grades. Wednesday may be set aside for university students, with the morning session dedicated to undergraduate students, and the afternoon to postgraduate students.

Each participating school will be allocated 10 minutes for presentation (for poetry / drama / short-story). That will be followed by 5 minutes questions (of not more than 5 questions) and answers.

The school will be allowed to use props and costumes in presenting their setwork, and a maximum of 10 learners.

A maximum of twenty schools will be registered for the event. Application Forms and other details will be made available on the Nelm website and Facebook.

Schools will present the setworks that they are studying only, entering it in the relevant genre.

### Vocabulary

Literature; museum; writer; setwork; drama; genre; matriculants;

## Education and Public Programmes EXTRAS:

1. Nelm, through its Education and Public Programmes unit offers numerous in-site and off-site storytelling educational lessons on a range of themes. These covers, but not limited to folktales, environment, national orders and national symbols, literary heritage and tour of Grahamstown / Cradock.
2. The Public Programmes are also important for social cohesion. These are informal in nature, and cover a wide range of national and international themes. South African public holidays such as Human Rights Day, Freedom Day and Heritage Day are central in these programmes. Others days which are not part of public holidays include days such as International Museum Day, World Book Day, World Press Freedom Day, Mandela Day and International Literacy Day. Nelm also aims to commemorate many of the important days and weeks in our calendars, such as World Read Aloud Day (WRAD), Arbor Week, Water Week, Fathers Story Week, and Library Week.

Nelm mainly utilises its collection to achieve its goals. The huge collection of books include children's' stories, journals, press clipping and the massive database enable Nelm to deepen the nation's understanding of literary heritage.

Permanent, temporary and travelling exhibitions education-based lessons are also part of the endeavours to encourage schools and communities to use the Nelm spaces for discussions, debates and social cohesion.

3. **Printing Workshop and the History of the Printing Press** – This was piloted at the 2014 Scifest and proved a success. Schools are invited to visit the Eastern Star and taken through a practical printing skills and be told the History of the Printing Press in South Africa.
4. **Scifest / National Arts Festival** – these are two well-known national festivals based in Grahamstown, and Nelm is proud to be situated in the festival city and making a valuable contribution to the young and old. Programmes are developed based on the year's theme.
5. **Puku isiXhosa Children Storytelling Festival** – this an annual event started in association with Puku in 2013. It happens around the 21 February, the International Mother-tongue Day. The festival aims to promote the availability and reading of isiXhosa story books, and storytelling in isiXhosa.
6. **Schreiner Karoo Writers Festival (SKWF) Youth Programme**– this aims at introducing and integrating the youth and students of all races within the ever growing SKWF in Cradock. The Nelm funded programme runs over 2 – 3 days.
7. **Collaborations** – Nelm collaborates with a number of institutions for the betterment of education and sustainable livelihood of all South Africans. Please visit us if you are interested.

## BOOKINGS – Terms and Conditions

Please copy and fill in the booking form over the page.

### FEES (2016 / 17)

No fees are charged for any programmes presented at NELM, its satellite museums or at schools.

For off-site excursions, inclusive of overnight camps that necessitate travel, a small fee to cover travelling costs at the rate of R2.00 per kilometre will be charged in **addition to** a fee per learner as follows:

Independent schools	–	R35.00 per learner per day or part thereof.
Former model C schools	–	R20.00 per learner per day or part thereof.
Township schools	–	R5.00 per learner per day or part thereof.

- NELM will not make refunds for non-attendance.
- A separate invoice will be issued where more pupils attend a camp than what was already booked and paid for.
- In the case of excursions or camps in the Cradock area, travelling distances will be measured from Schreiner House.
- NelM will on certain occasions take pictures of the camps and education lessons, for promotion via various media platforms that include, but not limited to newsletters, website, blogs and flyers.
- Provision exists for waiving of fees entirely for disadvantaged schools upon application in writing to the Director.
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### ENQUIRIES

Please direct all enquiries to the Manager: Education and Public Programmes.

Telephone 046 622 7042, fax 046 622 2582 or e-mail [Z.Matshoba@nelm.org.za](mailto:Z.Matshoba@nelm.org.za)

### PLEASE NOTE:

Schools are responsible for:

- (i) The arrangement of and payment for accommodation, where required;
- (ii) The provision of transport for learners and school staff to and from the excursion/camp, and for any other transport required during the excursion/camp;
- (iii) The provision of all meals;
- (iv) The maintenance of discipline by respective teachers.
- (v) The safety and welfare of all learners and staff of its school.

**VERY IMPORTANT:** Educators must accompany learners at all times. It is strongly recommended that all learners be prohibited from using the mobile phones, ipods, tablets, etc. during the presentation of learning programmes.



**BOOKING FORM: 2016 / 17**

NAME OF SCHOOL: .....

POSTAL ADDRESS: .....

..... CODE: .....

TELEPHONE: (     ) ..... FAX: (     ) .....

EMAIL: .....

Please book the following programme (s) for the month:

GRADE	NUMBER OF LEARNERS	EXCURSION/CAMP	PREFERRED DATE(S) & ESTIMATED TIMES
			DATE:  TIME:           to

SPECIAL REQUESTS: ..... (T & C Apply)

CONTACT PERSON: .....

**NB:**

- Please refer to the **Booklet** for the **Banking Details** and read the **Terms and Conditions** carefully the before completing this form.

FOR OFFICE USE ONLY

DATE(S) CONFIRMED	INVOICE ISSUED	
	PAYMENT RECEIVED	



Suggestions, comments, and advices on how we can improve our approaches are welcomed.

Other lessons and topics can also be developed on request, including special programs during school vacations, depending on the availability of resources and expertise.

**Banking Details:**

**Account Name :** National English Literary Museum  
**Bank :** Standard Bank  
**Branch :** Grahamstown  
**Branch Code :** 050917  
**Account No. :** 082 000 956

**CONTACT:**

The Manager: Education & Public Programmes

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**NELM**

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*Schreiner Karoo Writers Festival – Youth Programme*



**Nelm @ SAIAB's National Science Week**