

## Amagama Abantwana Esixhosa

Have You Seen Zandile? is a wonderful South African resource, still as fresh and absorbing as when it was first written. Perfectly scripted, and with Gcina Mhlophe’s sure instinct for stagecraft, it recounts the very personal story of Zandile, who is snatched away from her grandmother’s loving care and taken to live with her matriarchal family in rural Transkei. Movable, shrewd, youthful insights, the play offers an illuminating window into the 1960s world that it depicts, with its issues of white dominance, rural hardship and black female repression. Have You Seen Zandile? is already an established favorite in performance circles, and is fast becoming a South African classic.

In this fast-paced, semi-autobiographical novel, Head exposes the complicated life of Elizabeth, whose reality is intermingled with nightmarish dreams and hallucinations. Like the author, Elizabeth was conceived out-of-wedlock: her mother was white and her father black—a union outlawed in apartheid South Africa. Elizabeth eventually leaves with her young son to live in a remote area of the country, where she finds stability for herself and her son by working on an experimental farm. As readers grow to know Elizabeth, they experience the inner chaos that threatens her stability, and her constant struggle to emerge from the torment of her dreams. There she is plagued by two men, Selio and Dan, who represent complex notions of politics, between good and evil. Elizabeth’s troubling but amazing roller-coaster ride ends in an unfettered discovery.

“In this first modern history of the Xhosa, J.B. Peires relates the story of one of the most numerous and important indigenous peoples in contemporary South Africa from their consolidation, through an era of cooperation and conflict with whites (whom the Xhosa regarded as uncivilized), to the frontier wars that eventuated in their present position as a subordinate state”--Back cover.

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Executive English

A Dictionary of South African Names

Historical Development, Present Status and Future Challenges

Masonic Questions and Answers

The Rich Man of Pietermaritzburg

This volume is a collection of research cases illustrating the interrelationships among education, dominance and identity in historical- and contemporary contexts. The cases reflect particular ways in which local-, group, and indigenous identities have been affected by a dominant discourse, how education can support or undermine identity, and how languages (including dominant and sub-dominant languages) and the language of instruction in schools are at the centre of challenges to hegemony and domination in many situations. Examining the issues in their research, the contributors reveal how members of minority-, disadvantaged-, or dominated groups (and the teachers and parents of children in their schools) struggle for recognition, for education in their own language, for acceptance within larger society, or for recognition of the validity of their responses to reform initiatives and policies that address a wider agenda but that fail to take into account key factors such as perceptions and subaltern status. Collectively, the chapters document research employing a variety of methodological approaches and theoretical perspectives, illustrating an array of universal and global issues in the field of comparative and international education. However, each of the cases its own unique character, as research findings and as personal reflections based on the authors’ experiential knowledge in particular social, cultural and political contexts. The contexts and regional settings include Chile, Canada, the United States, Hungary and elsewhere in East-Central Europe, France, Germany, Spain, Malaysia, Tanzania, South Africa, Cyprus, Tunisia, Egypt, Iran and elsewhere in the Middle East.

This stimulating study focuses on mathematics as a language with its own rules and conventions and explores the implications of this for classroom practice.

An urban swindler finds his way to the village of Nyanyadu in rural South Africa where he dupes the villagers with the promise of untold riches.

Tortoise Finds His Home

Zulu Treasures

Documents of Life

Issues in African Education

Iziganeko zesizwe

Londolozani isiXhosa

**The broad aim of this lively and engaging book is to examine relationships between the linguistic patterns, the stylistic functions, and the social and cultural contexts of humour. The material used in illustration is of corresponding breadth: schoolyard jokes, graffiti, aphorisms, advertisements, arguments, anecdotes, puns, parodies, passages of comic fiction, all come under Dr Nash’s scrutiny.**

**The experience of colonization and the challenges of a post-colonial world have produced an explosion of new writing in English. This diverse and powerful body of literature has established a specific practice of post-colonial writing in cultures as various as India, Australia, the West Indies and Canada, and has challenged both the traditional canon and dominant ideas of post-colonial literatures. Investigate the powerful forces acting on language in the post-colonial text, and show how these texts constitute a radical critique of Eurocentric notions of literature and language. This book is brilliant not only for its incisive analysis, but for its accessibility for readers new to the field. Now with an additional chapter and an updated bibliography, The Empire Writes Back is essential for contemporary post-colonial studies.**

**Tortoise Finds His Home**Bookdash

**Joseph’s Cradle**

**The Wrath of the Ancestors**

**Why Fight Against Apartheid**

**Speaking Mathematically**

**A Question of Power**

**Indyebo**

Jabulani Means Rejoice is a dictionary comprised of hundreds of African names in local South African languages, meticulously assembled and expounded upon for the curious reader. Names are listed in alphabetical order with gender indications, as well as information regarding their ethnographic origins and meanings. Yet, Jabulani Means Rejoice is so much more than simply a list of names and their meanings. The author skillfully interweaves cultural context and history, including issues surrounding naming rituals, domestic disputes and the curse of the evil eye. As a reference work, the book stands as an invaluable contribution to the growing interest in African cultural history. With its names ranging from the traditional to the unconventional, it will appeal to linguists, family historians and anyone with an interest in names.

Reflecting on the theoretical and ideological work that has contributed to the growth of mathematics education research in South Africa, this study provides a historical analysis of forces that have changed and shaped mathematics curricula over the years. The themes researched and explored include radical pedagogy, progressive classroom practices, ethnomathematics, and South African mathematics education research within both its local and international contexts.

Tortoise sets off in search of his house. Along the way, he meets new friends to help him. But the sky is darkening, and lightning flashes in the distance. Will Tortoise find his house in time?

D.L.P. Yali-Manisi: Historical Poems

Of Kings and Commoners : a Celebration of Material Culture of the Zulu People

Blood on the Tides

Voices from the Classroom

The Language of Humour

The Empire Writes Back

*The first formally elaborated theory of a generative approach to word meaning, The Generative Lexicon lays the foundation for an implemented computational treatment of word meaning that connects explicitly to a compositional semantics. The Generative Lexicon presents a novel and exciting theory of lexical semantics that addresses the problem of the "multiplicity of word meaning"; that is, how we are able to give an infinite number of senses to words with finite means. The first formally elaborated theory of a generative approach to word meaning, it lays the foundation for an implemented computational treatment of word meaning that connects explicitly to a compositional semantics. In contrast to the static view of word meaning (where each word is characterized by a predetermined number of word senses) that imposes a tremendous bottleneck on the performance capability of any natural language processing system, Pustejovsky proposes that the lexicon becomes an active—and central—component in the linguistic description. The essence of his theory is that the lexicon functions generatively, first by providing a rich and expressive vocabulary for characterizing lexical information; then, by developing a framework for manipulating fine-grained distinctions in word descriptions; and finally, by formalizing a set of mechanisms for specialized composition of aspects of such descriptions of words, as they occur in context, extended and novel senses are generated. The subjects covered include semantics of nominals (figure/ground nominals, relational nominals, and other event nominals); the semantics of causation (in particular, how causation is lexicalized in language, including causative/unaccusatives, aspectual predicates, experienter predicates, and modal causatives); how semantic types constrain syntactic expression (such as the behavior of type shifting and type coercion operations); a formal treatment of event semantics with subevents); and a general treatment of the problem of polysemy. Language, Speech, and Communication series.*

*Obi Okonkwo, a Nigerian country boy, is determined to make it in the city. Educated in England, he has new, refined tastes which eventually conflict with his good resolutions and lead to his downfall.*

*Paul M. Bessel gets to the heart of understanding Freemasonry with this light, easy to read and understand question and answer book. Designed to take the reader and Masonic student through the three craft degrees in a step by step, section by section manner. This work can help new Masons, and those interested in Freemasonry, learn the basic facts about our Craft. Cover design by Michael R. Poll*

*A comparative and transdisciplinary analysis*

*No Longer at Ease*

*The Ozidi Saga and Oral Epic Narratology*

*Researching Mathematics Education in South Africa*

*Nada the Lily*

*Stories of Africa*

*David Livingstone Phakamile Yali-Manisi (1926-1999) was a Thembu imbongi, the most powerful exponent of the art of praise poetry in the Xhosa language in the second half of the 20th century. His literary career, however, was blighted by circumstances beyond his control, and he died in total obscurity. Manisi was obliged to seek his audiences throughout the lifetime of South Africa’s reviled policy of apartheid; and, the poet’s reputation, initially full of promise, waned as a consequence. He was a lifelong supporter of Nelson Mandela and the author of the earliest poem in praise of Mandela (1954), but he was never able to fulfill his ambition of performing a poem in honor of Mandela in a liberated South Africa. Manisi exhibited a marked penchant for extending the paegeyric mode of the imbongi into explicit narrative. He also displayed an astonishing capacity to compose poetry in the act of performance. This volume presents eight of his narrative poems, in isiXhosa and in English translation. Four poems are drawn from his earliest published books, together with the complete text of his epic poem on the War of Mlanjeni, published in 1983. Also included are three remarkable spontaneous poems produced with little forethought. The poems address events of the 19th century, and feature blunt assessments of figures such as Ntsikana, Ngqika, Nonesi, Sandile, Sir Harry Smith, Nongawuse, and Sir George Grey. David Yali-Manisi ardently anticipated the restoration of black control under those imprisoned on Robben Island; fighters for liberty, quite as heroic as the crane-feathered warriors of the 19th century. His poetry, both written and performed, plumbed the past to inspire resistance to present injustices. (Series: Publications of the Opland Collection of Xhosa Literature - Vol. 2) [Subject: African Studies, History, Literary Criticism, Poetry]*

*Le ncwadi yimbongo izele yimbonga eyahlukahlekeneyo nenika umdla kakhulu. Le mibongo iveza izinto ngezinto abafundi abadibana nazo imihla nezolo. This poetry book covers various types of poems. Readers will find these poems very interesting.*

*Samuel Edward Krune Mqhayi (1875-1945) was the most prominent South African imbongi of his day, a Xhosa oral poet who declaimed his impromptu poetry on occasions of significance to his people. The author of numerous works of poetry, fiction and non-fiction, biography, autobiography, and translation, Mqhayi’s contributions to Xhosa-language newspapers remains unparalleled in scope and volume. This book reclaims and assembles a chronological sequence of Mqhayi’s occasional poems, for the most part now unknown. Sixty poems celebrate significant events in the calendar, on occasions of national or international importance. They constitute Iziganeko zesizwe, a chronicle of the nation, between 1900 and 1943: poetic responses to events from the perspective of the greatest figure in Xhosa literature. Wars feature prominently in these occasional poems-the Boer War, the First World War, the invasion of Abyssinia, and the Second World War-as do political deputations to England, visits from British princes and the death of British kings, the appearance of Halley’s Comet, and meetings with Ministers of State. Running through the collection is Mqhayi’s proud and fierce determination to maintain an identity rooted in custom and history in the face of territorial dispossession, the loss of title deeds and the vote, and the steady erosion of human rights. Throughout these years, Mqhayi remained constant in offering praise and encouragement to his people, in celebrating their achievements, and in expressing Christian consolation and an unflinching faith in the future liberation of South Africa’s black population from foreign control. (Series: Publications of the Opland Collection of Xhosa Literature, Vol. 4) [Subject: African Studies, Poetry]*

*Tales from Southern Africa*

*Introduction to Xhosa Culture*

*Register of Documents*

*Insurance in Ethiopia*

*Jabulani Means Rejoice*

A Xhosa prince reluctantly leaves the University College of Fort Hate and goes back to the land of his ancestors to take his place as king of the Mpondomise. The clash of his modern ideas and the traditional beliefs of his people mirrors the dash of the western way of life with African custom and tradition -- church-people versus tradition, activities versus the *inkundla* or assembly at the royal place. The conclusion, that disaster can be averted only by the willingness of opposing forces to work together for mutual comprehension of the legitimate claims of tradition and modernity, gives a foretaste of the spirit that governed modern South Africa’s political transformation. In Xhosa literature. A C. Jordan has a keen eye for detail, a delightful sense of humour and a dramatic style. Literal translations of Xhosa images, idioms and proverbs transport readers to the Tsolo district and conjure up the memorable speeches of the Mpondomise counsellors.

Mhlophe tells stories from African folklore.

This collection examines academic genres - types of writing produced by students in secondary school and college - from the perspective of genre as social action. Such a perspective expands the understanding of what students do when they learn new school genres, of what teachers and institutions do to enhance and constrain such learning, and of how genres are used in the classroom. The book begins with an overview of the reconception of genre study. The essays that follow have an interest in genre, particularly those that appear in educational settings as instances of either student reading or writing. Common motifs recur throughout: questions are raised concerning learning and teaching new genres, the teacher, curriculum planner, or student to invent new genres or to resist and subvert those that exist. Throughout, the contributors give detailed accounts of successful classroom practices. Learning and Teaching Genre brings recent developments in research and thinking about written genres to the attention of high school and college teachers.

The greater dictionary of IsiXhosa: A to J

A History of the Xhosa People in the Days of Their Independence

Perspectives, Practices and Possibilities

Languages and Education in Africa

Communication in Mathematics Classrooms

Education, Dominance and Identity

*Another of Henry Rider Haggard’s renowned action-adventure tales, Nada the Lily tells the story of revered warrior Umslopogaas, an illegitimate son of the Zulu monarch Chaka, who is forced into exile and must fight to defend his honor -- as well as to win the love of the sought-after and seemingly unattainable beauty Nada. With plenty of battlefield action and stirring romance, this rollicking tale has something to offer every reader.*

*This book addresses major sociological issues in sub-Saharan African education today. Its fourteen contributors present a thoroughly African world-view within a sociology of education theoretical framework, allowing the reader to see where that theory is relevant to the African context and where it is not. Several of the chapters bring a much-needed cultural nuance and critical theoretical perspective to the issues at hand.*

*The sixteen chapters thus aim to be of interest internationally, to those who work in such fields as social and political foundations of comparative and international education, and development studies, including university professors, teacher educators, researchers, school teachers, tertiary education students, consultants and policy makers.*

*The theme of this book cuts across disciplines. Contributors to this volume are specialized in education and especially classroom research as well as in linguistics, most being transdisciplinary themselves. Around 65 sub-Saharan languages figure in this volume as research objects: as means of instruction, in connection with teacher training, language policy, lexical development, harmonization efforts, information technology, oral literature and deaf communities. The co-existence of these African languages with English, French and Arabic is examined as well. This wide range of languages and subjects builds on recent field work, giving new empirical evidence from 17 countries: Botswana, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe, as well as to transnational matters like the harmonization of African transborder languages. As the Editors – a Norwegian social scientist and a Norwegian linguist, both working in Africa – have wanted to give room for African voices, the majority of contributions to this volume come from Africa.*

*Theory and Practice in Post-Colonial Literatures*

*An Introduction to the Problems and Literature of a Humanistic Method*

*Sociological Perspectives*

*Learning and Teaching Genre*

*Have You Seen Zandile?*

There is much attention currently being given to argument-based inquiry in national and state curriculum documents. Students are being required to be able to generate and evaluate science knowledge, and to think critically and judge the value of evidence and explanations. The intent of the book is to provide a rich and broad view of the impact of argument-based inquiry in the elementary classrooms from the perspective of the teacher. All the teachers and professional development authors were engaged in promoting and using argument based inquiry as the approach to teaching science. They were implementing the Science Writing Heuristic (SWH) approach as the argument based approach for classroom practice. As researchers we constantly work to present our views of these experiences with the voice of the teachers only being relayed through the perspective of the researcher. The intent of this book is to provide an opportunity for us as a community to listen to what the teachers are telling us. Importantly as demands are being placed on classroom experiences that provide opportunities for students to pose questions, make claims, and provide evidence, that is, to think critically and reason like scientists, we need to understand what this looks like from the perspective of the teacher. This book brings together a range of elementary teachers from kindergarten through to year 6 who have used the Science Writing Heuristic approach to teach argument-based inquiry. These teachers have all gone through professional development programs and successfully implemented the approach at a high level.

UNoventli emva kwethuba elide, ude afumane unyana amnika igama lokuba ngu Fumanekile. Uthando lukamama lumenza angafumani ngogqesho uFumanekile ngoko kude agwetyelwa intambo ngenxa yezigigaba azenzileyo. Unina ubona sekonakele yonke into aze naye abhubhele kuloo ntlungu.

Examines the Ozidi Saga -- one of Africa's best-known epics -- as an example of oral literature and as a reflection of the specific social and political concerns of the Nigerian Delta.

The English Hymnal

occasional poems (1900-1943)

The Generative Lexicon

Intshuntshe

Intlola

umsebenzi wakwa form 1

A moving and warm-hearted celebration of community and creativity, inspired by a true story

The House of Phalo