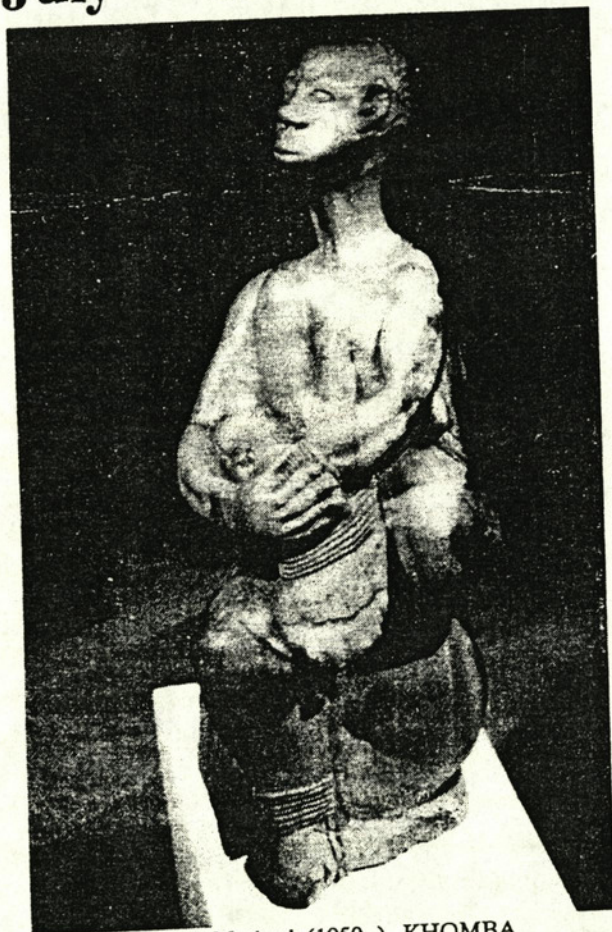


# Pretoria Art Museum

## NEWS LETTER

July 1991



RAPHALALANI, Meshack (1950 -). KHOMBA Wood

Arcadia Park  
ARCADIA 0083  
Tel: (012) 344-1807/8

Tues - Sat: 10:00 - 17:00  
Sun: 13:00 - 18:00  
Wednesdays also 19:30 - 22:00  
Closed on Mondays

### TEMPORARY EXHIBITIONS

#### IN 3 DIMENSIONS

• Wednesday 10 July - 14 August 1991

A selection of sculptures done by living artists mainly from the museum's permanent collection will be on display in the Albert Werth Hall.

Five works done by sculptor David Brown will be on show. Through a powerful combination of a variety of materials he creates metaphors for a power-hungry and brutal world that seems to have gone mad.

Bruce Arnott ironically creates a "Young Dove" from lead. Another work by Arnott on exhibition, "Herakleanine Head", is cast in bronze.

Several artists utilize the wealth of indigenous woods in South Africa. Five works by Lucas Sithole, such as "The Birth of a Vulture", "Raingod" and "Just a few drops", can be seen. Other artists that have used wood as their medium of expression are Michael Zondi, Jackson Hlungwane, Hendrik Nekhofe, Meshack Raphaelalani and Koos den Houting.

A bronze "Helmet" done by Gunther van der Reis, better known as a painter, has a heavy patinated surface and is a dynamic shape that creates an awareness of an existing duality between helmet and man.

Mike Edwards, Ian Redelinghuys and Guy du Toit are three other artists from Pretoria who will be represented.

Clay is also a popular medium used for sculptures and can be manipulated in a variety of individual ways. Ian Calder remains true to the inherent aesthetic qualities of the material when he creates a structure with the minimum of manipulation. Diek Grobler's sculpture, "The Delegates", is made of painted clay and reflects a playful and humorous quality.

### OTHER EVENTS

#### LECTURE : FRIEDA HARMSSEN

• Wednesday 3 July 1991 at 20:00

**The Contemporary Challenge.** In the last of her series of lectures on the role of women in South African art Frieda will be discussing contemporary artists. Artists such as Marion Arnold, Noria Mabasa, Penny Siopis, Pippa Skotnes and a host of others, become more involved with, and committed to, their environment and fellow human beings. Paradoxically, perhaps, they also are far more self-conscious and assertive than most of their predecessors. It is they who offer the contemporary challenge that will be parried and counterchallenged by the speaker in her last talk.

#### FRIENDS' LECTURE : ALBIE SACHS

• Wednesday 10 July 1991 at 20:00

**Art and culture in Mozambique.** Prof Albie Sachs was appointed Professor of Law and director of research in 1977 in the newly independent state of Mozambique. Prof Sachs will be discussing his experiences and involvement with community art and culture in Mozambique. This lecture will be the official opening ceremony for an exhibition of a selection of Mozambique art from his own collection. The role played by community art as reflected in this collection is of particular relevance when we look at art in the new South Africa.

#### CONCERT FOR A BRASS QUARTET

• Sunday 14 July 1991 at 15:00

This varied programme will include a Sonata composed by D. Speed, an extract from the Suite in D by J.S. Bach, a Sonata by Corelli, a Suite by Beethoven, a Drinking Song by Berlioz and a composition of the late John Lennon.

The quartet consists of trombone players Albert Hrubovcak and Michael Jasko from Czechoslovakia, Deon du Plessis bass trombone player and Andrew Jarvis (tuba).

#### WORKSHOPS

##### HIGH SCHOOL CHILDREN AND ADULTS : BRONZE CASTING

• Saturday 20 July 1991 from 10:30 to 16:00

Guy du Toit, well-known sculptor and art lecturer at UP, will run a day-long workshop for adults from 10:30 to 16:30 with a break for lunch. Objects made will be small, with moulds carved from the bones of cuttle-fish before casting. This unique and easy method can also be used for casting silver or gold. Fee: R35 (includes all materials). Please book in advance: phone Mercia at 344-1807/8.

##### PRIMARY SCHOOL CHILDREN : MASKS

• Saturday, 27 July 1991 from 09:30 to 12:00

Primary school children, seven years and older, are invited to attend this workshop. Each child will make a mask. These masks will then be painted. There is no cost involved, but children must book by 1807/8 as soon as possible.

##### GUIDED TOURS

• Every Saturday afternoon at 15:00

Voluntary Guides are at hand on a regular basis to view the current exhibitions with visitors, provide information and help to make the visit more enjoyable. Groups of five persons or more may request guidance for other times. Phone 344-1807/8 to book visits.

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7. Our mechanical equipemnt enables us to be aware of the environment. The precise response we make, and its intensity, depends on our emotional equipment. Although psychologists are not entirely in agreement, Mc Dougall's Hoemic Theory is a useful concept which helps us to understand a possible explanation. This, much simplified, considers that we have either a single inborn urge to action - the "life-force", expressed through a number of emotions, or several such forces, each acting through a single emotion. When an emotion is aroused by reacting to the environemnt, it produces a recognisable state. Thus the emotion of FLIGHT produces FEAR, that of PUGNACITY, ANGER.

8. The general process is that we become aware of an environmental situation - this is COGNITION. We react to it by deciding what action to take - Response. Our response sets us a target or goal. Goal-seeking humans are said to be Theological. The action we take either achieves the goal, in which case we experience satisfaction, or we fail to reach our target, when we experience dissatisfaction.

9. The kinds of cognition and response we make is determined by our environment, and this, certainly during our early years, is again largely a matter of chance. The economic, social and cultural levels of our parents are the main determinants. If they are poor, our diet may not be adequate, and our "Mechanics" may not develop properly. If they are in the habit of reading and discussing current affairs, we are likely to become interested in the same topic. Similarly, the economic, political and social characteristics of the place in which we live are important. There may be a shortage of schols. The quality of teaching varies from school to school. The subjects we can learn are limited to those taught in the schools to which we go.

10. It can be difficult not to "blame" parents for shortcomings in providing us with the "right" environment: but there is blame attaching to anyone in these matters: they are purely the result of chance factors.

11. We might now consider the difficult problem of the will. Again there is no general agreement on what this springs from: but most people would agree that the determination with which goals are pursued varies greatly from one person to another. This, too, is a matter of chance, apparently being another inborn characteristic. It is very important indeed in deciding the progress of the child, however. Two children of about the same "mechanical" and "emotional" equipment levels, born in the same village to parents about the same social and economic level, may have very different histories. One seems to accept what life has to offer, and makes no attempt to help himself: if there is no school nearby, he stays at home. The other will make every effort to get to school. He may impose himself on relatives near a school. He may travel long distances each day to get to school. He may search until he finds a sponsor, or some form of award so that he can enter a boarding school: but, somehow, he achieves his aim. We don't know why these differences in will-power exist, but we need to recognise that they do.

12. Just as the repetition of physical action makes them easier, so repeated similar results of responses tend to build up attitudes towards certain states of the environment. Children quickly learn to take avoiding action when they foresee pain as a result of an environmental pattern. Pain becomes associated with punishment, which arouses the emotion of flight, expressed as fear. If a father is continually punishing his child, it is likely to fear, not only the punishment, but the father as well. At a later stage, this may develop into a fear of any authority.