

## 12 BIBLIOKRAFI

### 12 .1 Matseno

Bibliokrafi ya nyakišišo ye, e arotšwe ka dikarolo tše tharo, e lego, dipuku tša mothopo, dipuku tša teori le dipuku tša teori tseo di badilwego di sego tša tsopolwa.

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### **13 Summary**

The aim of this investigation is to examine and discuss the growth and development of the Sepedi drama. With the aim in mind, both written (stage) dramas and radio dramas that were broadcast and appeared in book form at a later stage were taken into account. Traditional rituals that are regarded as dramas by some researchers also received attention. A comparison of these various works shows (a) how the way of life and cultural views of the Bapedi have changed due to adaptation to changing circumstances, (b) how the authorship of the authors has developed and (c) which tendencies are present in drama.

In a study such as the one undertaken here, it is essential that the concept 'drama' be defined very clearly, mainly because the so-called traditional production differs vastly from conventional works such as the stage drama and the radio drama. The works of Finnegan (1970) and Dhlomo (1939) played a very important role in the discussion of the traditional drama. Differences and similarities between stage, radio and traditional drama were recorded in detail.

The period from 1935 (the year in which the first written literary work appeared in Sepedi) to 1994 is covered with regard to written works. Problems in connection with the publication of literary works compelled the researcher to use 1994 as the cut-off date in his research. Such problems are only briefly mentioned.

The growth and development of the Sepedi drama is presented mainly in the form of an evaluative historical report. At the same time, it is also pointed out how the writing skills of the dramatists improve, particularly after the sixties when radio dramas were first broadcast in Sepedi. In order to point out the different tendencies in Sepedi drama, other literatures were examined for criteria that can be used for such groupings. The Serudu (1983) and Groenewald (1983) classifications that cover phases or periods in literature as a whole and not just drama were also examined. Whereas the English discuss the growth of drama in terms of

historical, social and political happenings or circumstances, Serudu (1983) and Groenewald (1983) divided their discussion of the phases of development into periods of ten years.

In order to discuss the development of Sepedi drama in terms of tendencies or phases, this study has concentrated on two issues, namely the content and the arrangement of the facts by the author. Authors started writing more and more about apartheid and the decay of traditional manners and customs. The latter clearly represents the drastic changes that took place on a socio-cultural level. With regard to the second task, namely the processing of material to form a drama, there are two distinct groupings in connection with written works: (a) stage drama and (b) radio drama. Although the writing skills in the creation of stage drama did improve in the course of time, the stage drama was never of the same standard as the radio drama. The reason for this is obvious; stage drama has hardly ever been performed and there is no feedback from the spectator body (like critics). These works were furthermore kept alive artificially by the school syllabus. This has the result that these two drama groupings constitute the important development phases of the Sepedi drama.

One may not, however, lose sight of the fact that the traditional drama not only still exists and is still being ‘performed’ but that it has been renewed and has adapted to modern circumstances. Three groupings that reflect the development and growth of Sepedi drama can thus be distinguished at present.

### **13.1 Key Concepts**

Traditional drama

Stage drama

Radio drama

Performance

Production

Apartheid

Dialogue

Development/growth

Grouping

Feedback

## 14 Samevatting

Die voorneme en doel van hierdie ondersoek is om die groei en ontwikkeling van die Sepedi-drama na te gaan en te beskryf. Met die oog hierop is nie slegs geskrewe (verhoog-) dramas in aanmerking geneem nie, maar ook die radiodramas wat uitgesoek is en daarna in boekvorm verskyn het. Aandag is ook aan tradisionale rituele gegee wat deur sommige ondersoekers as dramas beskou word. Deur 'n vergelyking van hierdie werke word daar aangedui (a) hoe die lewenswyse en kulture opvattinge van die Bapedi deur aanpassing by veranderde omstandighede verander het, (b) hoe die skrywerskap van die outeurs ontwikkel het, en (c) watter tendense in die dramakuns werksaam is.

In 'n studie soos hier aangepak, is dit noodsaaklik dat die dramabegrip behoorlik omskryf word, hoofsaaklik omdat die sg. tradisionale opvoeringstuk ruimskoots van die konvensionele werke soos die verhoog- en die radiodrama verskil. Om die tradisionele drama te beskryf, is daar swaar op die werke van Finnegan (1970) en Dhlomo (1939) gesteun. Verskille en ooreenkomste tussen die verhoog-, radio- en tradisionele dramas is noukeurig aangeteken. Wat die geskrewe werke betref, word die tydperk vanaf 1935 (toe die eerste geskrewe literêre werk in Sepedi verskyn het) tot 1994 gedek. Probleme rakende die publikasie van literêre werke het die ondersoeker genoodsaak om 1994 as afsluitingsdatum in sy navorsing te gebruik. Dié probleme word slegs kortliks genoem.

Die groei en ontwikkeling van die Sepedidrama word in hoofsaak as 'n evaluerende historiese verslag aangebied. Terselfdertyd word ook aangedui hoe die outeurs se vaardigheid in die skryf van dramas toeneem, veral na die sestigerjare toe begin is met die uitsaai van die radiodrama in Sepedi. Om die verskillende tendense in die Sepedidramakuns uit te wys, is daar na ander letterkundes gekyk om te sien watter maatstawwe vir sodanige groeperinge gebruik kan word. Ook is die fase- of tydperkindelinge van Serudu (1983) en Groenewald (1983) nagegaan waar hulle egter die hele terrain van die letterkunde bestryk het, en nie net

die dramakuns nie. Waar die Engelse die groei van die dramakuns in terme van historiese, sosiale en politieke gebeurtenisse of omstandighede beskryf, het Serudu (1983) en Groenewald (1983) periodes van 10 jaar geneem om ontwikkelingsfases te beskryf.

Om die ontwikkeling van die Sepedidramakuns in terme van tendense of fases te beskryf, is in hierdie ondersoek op twee sake gekonsentreer, te wete, die inhoud en die samestelling van die feite deur die outeur. Inhoudelik het outeurs toenemend oor apartheid en die verval van tradisionele sedes en gewoontes geskryf. Laasgenoemde bied 'n duidelike voorstelling van die ingrypende veranderinge wat op sosio-kulturele vlak plaasvind. Wat die tweede saak betref, nl. die verwerking van gegewens tot 'n drama, is daar t.o.v. die geskrewe werke, twee duidelike groeperinge: (a) die verhoogdrama en (b) die radiodrama. Hoewel die skryfvaardigheid by die daarstelling van die verhoogdrama met die gang van die tyd verbeter het, het dit nooit die peil bereik wat die radiodrama daarstel nie. Die rede lê voor die hand; die verhoogdrama ken haas geen opvoering nie, en 'n terugvoer van die toeskouerkorps (soos kritiek) bestaan nie. Verder is dié werke deur die skoolsillabus kunsmatig aan die lewe gehou. Dit bring mee dat hierdie twee groeperinge van die drama die belangrike ontwikkelingsfases van die Sepedidrama bied. Wat egter nie uit die oog verloor mag word nie, is dat die tradisionele drama nie net nog bestaan en 'be-oefen' word nie, maar dat hy 'n nuwe baadjie aangetrek en by moderne omstandighede aangepas het. Dit kom dus daarop neer dat daar teenswoordig drie groeperinge in die Sepedidramakuns onderskei kan word wat die ontwikkeling en groei daarvan weerspieël.

## **14.1 Sleutelbegrippe**

Tradisionele drama

Verhoogdrama

Radiodrama

Uitvoering

Opvoering

Apartheid

Dialoog

Ontwikkeling/groei

Groepering

Terugvoering