

2013.9.1

DRAWING

Rushman Art

2 drawings of arrow release  
taken int. # 31 & 32

Nothing else from this  
folder has been photostated

F20.36

Child 1 = zoto Child 2 = Qui 7/25/2

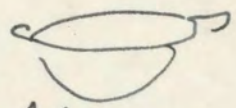
1. Bottom page from 2.

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2. He took the crayon - showing not too much surprise - 1 gave him a green one - 1. took a green one + drew the squiggles - in green. 2 drew WW in green. Then ~~2 got a~~ <sup>1 gave 2</sup> a red, 1 took red. Then I gave 1 blue, 2 took black. Then 1 chose black, 2 took blue.

Gaw Chit Gow told them to draw things.

2 drew red bird spoor - 1 copied.

Then began a series of spoors - then objects - trees - the  pail <sup>handle</sup> <sub>pail</sub> on (1. - p. 1) ~~o = handle~~ = pail.

zoto x Qui x + lee!ai

July 26, Gum. Drawing

1952

interpreter = Gao

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Offered a paper and red crayon to a small boy about 9. Name, Qui. Much laughter from a group of boys the same age - no doubt about writing, because Qui, who was also laughing, pretended to write. Later, when the interest had died away, he pretended to write for a while, then settled down to draw. Gow, the interpreter, came up and said something in Bushman which I assume was telling Qui to draw pictures. He drew careful, slow drawings, upside down on the page. I moved to sit beside him so that I could be sure that he wasn't drawing them for my benefit but he kept it up. He moves around but does not point the drawings at me.

I gave him a red crayon, but he broke it accidentally. I gave him another red which he used till I handed him a green. Also a purple, to see what he would do. He took green, the one nearest him.

He filled up page 1, I gave him a clean sheet. He drew the two center green figures, then changed to yellow, then to purple. Some figures he draws sideways. He picked up another crayon, found that it was purple, put it down again. I took out three, a mauve, a blue, a pink, he chose pink, the nearest to him.

I gave paper and crayon to Kakurumehi, a small Bechuana boy about the age of Qui. He filled up his page with imitations of writing, never got the idea to draw. He and Qui exchanged colors of crayons at the suggestions of Kakurumehi.

Wednesday, July 30. 1952

Gum, Group I

Pages 1,3,5,7,9,13,15,17,19 by Khwa, a young boy of group I of about 7 or 8. Pages 2,4,6,8,10, 14,16,18,20 by !Gai, boy, 9 yrs.

Khwa drew page 1 as if he were writing, his hand goes from left to right. He held the crayon in his right hand. The 2 boys began the session with lots of laughing, then lapsed into complete absorption, each child sat on one leg with one knee in the air, breathing softly, drool. Then someone would say something and they would all look up and laugh.

Neither boy seemed to show a color preference. I handed them the box but the crayons they chose seemed to be the ones that were nearest.

Both boys change the colors they use often. They keep a supply of new colors in their hands and take a new one out often. !Gai seems to show a slight aversion to yellow. Yellow doesn't show up on the white paper well, especially not in the bright sunlight. This might be the reason.

!Gai draws with his right hand, but his "writing" goes from right to left.

Note the very similar patterns made by each child on p. 1, and 3 ( Khwa ) and 2 and 4 ( !Gai ). Both boys receive advice continually from an old woman that is sitting near them. She speaks long speeches and points at the drawings with her little finger. She obviously was telling them something about it but due to a scarcity of interpreters I never found what she said.

Note the pattern of orange and purple stripes on page 4. This was naturally done as a deliberate design. The yellow pinkish orange that appears here seems to be pretty much of a favorite color.

After a long series of writing lines I asked them to draw something. They said they couldn't. I asked them to draw themselves, !Gai, whose drawings have been by far less inhibited and tight than Khwa's, drew p. 16.

Diagram of figs.

1      2      3      4 ( orange & purple )

Fig. 1 he said was himself. Later he drew the others. I asked him for more drawing, Fredrich told him to draw his mother. He drew 2. Then Fredrich asked for the father and !Gai drew 3. Fredrich went away and !Gai volunteered the last figure, which he didn't identify. Later I asked again what the figures were, and !Gai said that 4 was himself, 3 his father, 2 his mother and 1 his grandmother.

I asked Khwa for drawings too, and he said he couldn't. Then he drew the red scrawl on page 15, which was supposed to be himself, and said again that he couldn't draw.

Page 18, figures right to left 1 and 2. !Gai said 1 was his aunt, 2 was his relative. Page 19, Khwa's last effort of the day. I asked him once more for a new drawing, he said he couldn't and quit.

!Gow, the headman, and another man, Gow, were watching the kids draw. Then I gave crayon and paper to the Gow hunter, and he drew page 12. Numbers of figures on back.

- |             |                    |
|-------------|--------------------|
| 1) giraffe  | 5) ruibok          |
| 2) eland    | 6) hartebeeste     |
| 3) gheimbok | 7) ? ( Buffalo ? ) |
| 4) steimbok | 8) ostrich.        |

Wednesday July 30 p. 2

125  
This Gow <sup>Gao</sup> was using a brown crayon, he drew for a while then asked for a different crayon. I gave him a choice, he took the blue and put the trimmings on the ostrich.

We asked had he ever drawn before, he said No, never.

Gow the headman is a youngish man of no more than 25. He watched Gow the hunter draw, then he held out his hand for a crayon, which I gave him, then asked for a paper, which I gave, then he drew the one figure on page 11 and stopped. What is that, we asked. Eland, he said, and away he went. He came back in a few minutes ~~for~~ with his bow, arrows and assegai, and said he was going hunting.

11  
Gam, August 11, Monday.

SCULPTURE

Notes on Photography:

Leica series:

- 1) Lion Ogiagma Jo/o ( Second film exposed on Leica, first image )
- 2) Horse Cacambe /Nau
- 3) Hyena Bo ngu /Gau
- 4) Horse Cacambe /Qui
- 5) Kudu Orongo Kai shay
- 6) Horse Cacambe /Gai
- 7) Kudu Orongo //au
- 8) ~~Kudu Orongo~~ Eland Nganagombe n/nau ( Faceless animal )
- 9) Kudu Orongo jo/o ( Non horns on animal } female ? )
- 10) Cacambe Horse Jo/o
- 11) Cow Ongombe /Nau ( Faceless animal )
- 12) Springbok Omenye n/nau ( Faceless animal )
- 13) Horse Cacambe /Qui
- 14) Kudu Orongo //au ( Hump on the back )
- 15) Cow Ongombe /Gai
- 16) Horse Cacambe /Gau
- 17) Horse Cacambe /Gai
- 18) Horse Cacambe Jo/o
- 19) Cow Ongombe By ?
- 20 ) Truck /ge/gi

a copy in image and method of the truck by Kakurumehi made the other day. It looks the same but rougher and was made with the same technique even the axels of sticks. But Kakurumehi only put a driver in the cab. This one puts himself in the back

Graphic: Pictures 5 - 8 P 565

- 5) Horse Gai #6 Leica notes
- 6) Cow Gai #2 " "
- 7) Kudu //au # 14. " "
- 8) Horse Jo/o # 18 " "

Gam

Notes Painting, August 3 1952 /Gam

125  
I was typing the genealogies in the tent when Jo/o came under the flap and asked to draw. \*\* He drew the day before, this drawing is included in the back of Aug. 3. If there is no name on a drawing that has both sides of the paper covered the chances are that it's Jo/o.

He was joined in a few minutes by Gao, no click, sounds like Go.

These two drew together until /Gui came, then he drew too.

Then /No, or /Now came, and /ai, who is the son of Dam.

Also the little Bechuana boy Kakurumehi, who did a series of very lightly packed drawings that are bright. He is a swell kid.

Many other children, mostly wandering in and out.

The man /Gui, who was given the goat. Gr. I, Gao headman.

Those drawings are interesting to me because they show what the kids want to draw when left to their own devices, when they don't feel they have to show something as a result, when they don't feel that their pictures are being taken, in short, when there is an informal atmosphere. They were too sweet, they wanted more and more paper, they finally used up two blocks of it. I must get more in Windhoek.

Since I was so busy I couldn't supervise the drawing and consequently we have a few kids drawing on the papers of others. I have noted this whenever I saw it.

See how much freer the drawings are than the usual tight squiggles of kids first attempts. /ai, /No drew for the first time today, at least the first time for me.

After a few hundred pages of squiggles I got sick of the squiggles and I asked the kids to draw something. I got a kudu or so from each child to please me, then they went back to the scrawls. They draw one careful scrawl, stop, sit back, look at it, draw another, look at that one, on and on. Only at the very end when they got tired of it did I get scribbles, see drawing of Go, last, after last, next to last, so on. Here he did it so fast he couldn't have been careful.

1952

NOTES - DRAWING

July 25

gum

3 boys - /Qui, Zoto, lee!ai.

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Began with /Qui and Zoto - lee!ai joined later. I handed them the papers + crayons. They smiled - hid their faces with their hands, slightly. I handed ~~Zot /Qui~~<sup>Zoto</sup> a green crayon + he took it and made a mark. Then ~~Zoto~~<sup>/Qui</sup> took a crayon-green and made the wiggly W marks. After a few min. I gave ~~Qui~~<sup>Zoto</sup> a red crayon. ~~Zoto~~<sup>/Qui</sup> dropped his green crayon + took a red one. Then I gave ~~Qui~~<sup>Zoto</sup> a blue crayon. ~~Zoto~~<sup>/Qui</sup> took a black one. ~~I gave~~ Then ~~Zoto~~<sup>Zoto</sup> took black, ~~Zoto~~<sup>/Qui</sup> took blue.

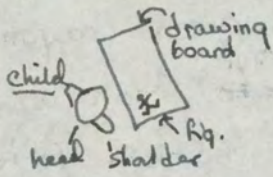
gao ↑

Now, our interpreter came up then and spoke to the boys. I asked Fredrick what he told them, he had told them to draw animals, kudu, etc.

After this, /Qui drew a spoor. a red, bird spoor. Zoto copied. They both drew a series of spoors, then a series of small objects around the camp - like dishpans, frying pans, trees, chairs etc. Then lee!ai joined them and looked at his paper for a while during which time /Qui and Zoto drew animals. Horses, goats, were predominant. lee!ai drew a few squiggles, then started a tree, one goat, then his self portrait. This he drew in green, the torso and legs. He drew other fig.s with a purple crayon and came back to his self portrait later. ~~Zoto~~<sup>lee!ai</sup> saw ~~/Qui~~<sup>Zoto</sup> draw his ~~(his)~~<sup>Zoto's</sup> self portrait - head with eyes, arms, legs - no body - and lee!ai returned to his self portrait with the purple crayon to fill in arms



legs and hands. He drew the picture (this seems to be common with most children) at an oblique angle.

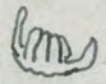


So.) These were the only 2 pictures of people during the day. The rest-

mostly game animals, horses + goats. One child, <sup>Iqui</sup> ~~mentioned~~ drew a figure and then made

a noise like a donkey. They seem to like to communicate. Iqui and Zoto would get up and

point to things they had drawn. See!ai was not so communicative - he accepts the gesture of

the hand in a fist with thumb + little finger pointing up  as meaning animal with horns.

The other 2 made sounds. ~~one~~ Iqui said "Baah!"

for a sheep or goat - very distinctly - the B sound of baah distinct.

Drawings: Except for the colors mentioned before, the 3 boys chose their own colors.

They told Mom that they had seen the Herero children draw. The Herero children had been to school.

August 15, 1952

Films of sculptures: Co ordinate with yesterday's notes.

Leica: : #k23 thru 31

- 23) Horse and rider by ? (22)  
24) Horse and rider Jo/o (23)  
25) Two headed Kudu, /Gao (24)  
26) Lion, Ogiama, /gi/ge (25)  
26) Warthog, Kakurumehi  
27) Eland " "  
28) Donkey Okasino -/gi!ge  
29) Human fig. /gi!ge, designed to ride a horse, hence the long legs.  
30) " " Kakurumehi, made for a small horse.  
31) Obscene figure, /gi!ge.

125  
Figs: 22 23 24 made Aug. 13 in the evening. The kids dropped into the tent for a little while and made these, then I told them to hurry or they would miss their ride, and in the morning they came back and asked to sculpt, and when they did made these, 25 thru 31.

The obscene figure was made by /gi!ge, made after the work had been done - the rest of the sculptures. He made it to play with, what I think happened is that he made it to put on a horse and started fooling around with it. I was working and looked up when they laughed to see them playing with this. They put it away when I looked but didn't break it. They put it on the box with the other things when they stopped modeling.

I wanted to photo the fig, and when I put it out to photo one kid came up and smoothed it over so that the penis was gone. I remembered how it was so I put it back, and they were all very embarassed when I photoed it. They laughed, etc. But /gi!ge, who made it wasn't there. It was another child, either Kakurumehi or Jo/o who smoothed it.

Another interesting thing. An example of toy use. The kids were waiting for me to ~~xxxxxxx~~ photo the models and they did the usual retouching job on their works when Jo/o and Kakurumehi started chasing Kakurumehi's eland with Jo/o's horse and rider. There is a Herrero here who h unts on horse back.

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1952

August 14th. Sculpture of the Bushman children.

Observations on the technique of sculpting:

The kids begun animals by rolling a long section of clay, then fanning it out at the ends so that it looks like a spool. Then they divide the spool end in 2 parts for the hind legs and pinch the tail out, three parts for the front legs and neck, and pinch the head out.



Typing by Jo/o

Sometimes the kids make the back legs first, then the head, sometimes the other way around. Feet, ears, horns, ect, are always pinched out.

But today I saw that they were all making udders on the horses and cows. ( /Gi !ge made a horse, then saw the udder on the ~~horse~~ /Naoxx Cow of /Nao and made an udder for his horse too. But the udder on the horse is a cow's udder. Anyway, the udders were made off the animals, with little ~~xxxx~~ points on each end to hitch the udder on with. Then the udder was attached and smoothed on.

Horses and riders were made in the same way, the saddles for the horses were made apart, the riders too, and the rider's hats. Then all were assembled. I went off for the afternoon for a moment and when I came back I found that the horses had been unsaddled and that the riders and saddles lay together beside the mounts.

When left alone and unhurried the kids make their models in much better detail than they do when rushed. If they feel they can fool around with one thing the whole afternoon they do better.

The manes of the horses are interesting to me, made the same way lion's manes are made. They make a very sophisticated looking ridge on the back of the neck, they know just how it grows, instead of the long hairs drawn on the models by kids at home. Tyy yn usu sseq yuioy yy iouyt  
u tr :knbv x; jtyiu yyy yyt jialoptrewqr Yui  
axcvbnm fidsfghym,kl.; / lkm,.l;k;jhnmhgbvfrtyhgfbank/bgv  
x cvonm /; lk;jmhtbn z  
cxdfvbnm,./ p jhgfiev m,./mnovcvxsz fghhjm,./l;k,  
czxcvbnm,./ xzsad fghk;l nm. /; lk;jhnnbgyecxzvxcvbnm,k

GROUP IV

*Gam*  
/Gam, August 1952  
Frederick, Gao, LJM.

caaaaaase rtyu iop jhgggtyr..m,mnbbhgfdrt56ytreuyjhb  
zsaigf ytrtyu i hgfdiafrtyuuioplkjjhgf saaa eryh nbvnm  
odsfg fdagjkl:l.,mnbvcxzsas gfgtrewqrytrertytui  
jhgfiasawcertyu jhgfd/.,mnbvcfdsewqetyuu hgfd  
sdffghhkjhttrewwdfigffghhjiuuyhggfdqq

z dsfghjjkkiuytrrewwfrtfdhgjkiuytrewwsdfgvhjuytr  
ewerre54rrfda fgghytrewqiuytjhgfbcvxbvghytre  
q23certy7yuiojhgf dscvnmnk,mnbvgftrewsazscfrftfg  
ewsfdrtuyhjigfdtrewqzzzfgtyuhghuyhggvjhuytewgftiu  
dfhgytrhnbvcgfhjuytrewwsdfghjkkiuytresdfghgftrehuy  
if g gfdrytuiohuytrewwdfghjknbcvxcfdsewetr  
dsdftrefguyhkjmlouytrewqsaedcxdrtfewhuyjnuytrewwswe  
4wertddfaqa bhgfdcxgfdrewrtyuuiokjjhgftre  
...mnbvcxzdsawrewq23ewasdfghjkjkkkkhjkklkjhgfdtre  
ewq wertdsifgghjbvxtrewqewqsaascxzdsfgtrewqfv eww3qqs  
zaasdfgvhbhbhjmnhgytrewwazcxdfcthgbn mjkh ftm

This is typing by Jo/o and Gui who went to Kyky with us. It looks like something out of James Joyce. I was waiting for the proverbial chimpanzees prediction to come true, but so far no word makes sense over three letters long.

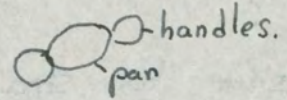
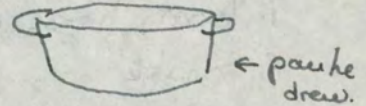
The sculpture:

Another interesting thing is the way pigs and warthogs faces are made, by molding a long face and pinching the sides flat to make the details of the faces.

Drawings.

p. 1. / Qui. Scrawls drawn first.

1. Bird spoor
2. " "
3. " "
4. Tree
5. Bird spoor
6. Tsama, he says. (a melon)
7. "
8. "
9. Bird track
10. Tree
11. A pan, imitated from drawing by Toto p. 2.
12. Tree

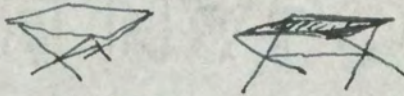


p. 2. Zoto

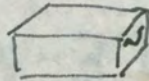
He began with the page "upside down;" he turned it to draw the figures. The scrawls were drawn first.

1. Kudu or goat. drawn last.

2. Table-



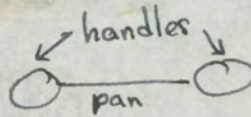
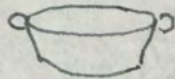
3. Tin box -



with handles. drawn after pan-

4. Tree

5. Pan-



6. ?

7. Bird track

8. Bird track

9. ?

10. The second thing (after the scrawls) he drew. Writing?

11. horse or goat

12. Chair


13. Tree.

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p-16

July 25 Gum - 1952

p. 3 / Qi Zoto Second page.

1. Elaud
2. Self portrait. Arms legs head eyes.
3. ?
4. Goat or horse
5. Pot - 
6. Tree
7. Goat, horse or game animal
8. Snake
9. ?

The gesture for snake here was interesting. He looked slyly out of the corners of his eyes, quickly pinched his left arm with his right hand, a tiny soft pinch, and rushed his right hand towards the bushes.

p. 4. Qi - Second page

1. Bird spoor
2. Game animal
3. tree
4. Table
5. Goat or horse
6. " "
7. " " he said (?)
8. " "
9. Tree
10. "
11. Frying pan
12. Goat or horse
13. Tree - Shows indication of "scene" rather than "object."  
see how ground is shown.

July 25 - Sun. 1952

p. 5. lee!ai Scraps & circles first.

1. Self portrait. Green done first. Then all the little purple animals - then the arms and legs in purple. after lee!ai had seen Tofo's self portrait.

2, 3, 4, game animals

5. Chicken (he says - must mean track.)

6. Frying pan

7. Game animal

8. " "

9. " "

10. " "

11. Bird track.



Word list.  
Bushman

Sua - Tsua. fox.

Dama

Ngombi - cow.

Do - truck.

1. Ombo - Jolo
2. Horse - Kakurumehi
3. Ombake - Jolo
4. ~~Gagambi~~ - Qui Kakurumehi
5. Gasino - Qui

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6. Oogasino - Qui
7. Ongombe - Kakurumehi
8. Ongombe - Igi!ge
9. Ombriela - Kakurumehi
10. Onadi - Joto

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11. Qui - Ongombe
12. Jolo - Ongombe
13. Kakurumehi - Ongombe
14. Igi!ge - Ongombo
15. Jolo - Ngombi

16. Ngombe Kai shay
17. Ngombe Qui
18. Ngombo - Igi!ge
19. kakurumehi Do



Aug. 5. 1952

125 Gave plastecene to see what the kids - Qui +  
Zolo would do with it. I worked it up first into  
a soft mass, gave each half. They wanted to  
know what it was for. I said not to eat.  
To wash with? No, not to wash with. To smell?  
Yes, you could smell it but it can't be eaten.  
What is it then? I showed them how to roll  
it, bend it, stick it together - its properties.  
Zolo made a hand ax. Qui copied.

Then rings. Qui copied. Then the fascinating  
little person animal. Zolo did this. I took the  
person animal, he asked to have it back to  
fix the feet. He fixed one foot, gave it back.  
Kakhurumehi came in. Zolo requested clay  
for Kakhurumehi - I gave it. Iqé!qe came in  
I gave him clay.

Notes. Aug. 28 1952 Baobab tree between Gaetscha + (Sigaret) Cigarette

531

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The figures are carved on a baobab tree. They are I think unquestionably carved - (on the drawings the line inside the figure indicates a deep cut.) The depth of the deepest cut is about 1". The shallow cuts are often no deeper than the outer bark removed.

The highest figure is abt 5'8" from the ground.

The lowest " " " abt. 3 1/2' " " "

The figures are among pegs made to climb on, on the South (SSW) side of the tree, in shadow at noon. This side of the tree presents a wide flat surface, like a wall, but the bark is pretty rough. The figures are carved where the bark is smoothest. There are a lot of holes in the bark, probably occurring naturally.

The tree is much smoother on the other side, the branches are a <sup>tiny</sup> bit nearer the ground, but the other side has thorn bushes growing by it, right next to the trunk, and it is in the sun. No pegs for climbing are on the other side.

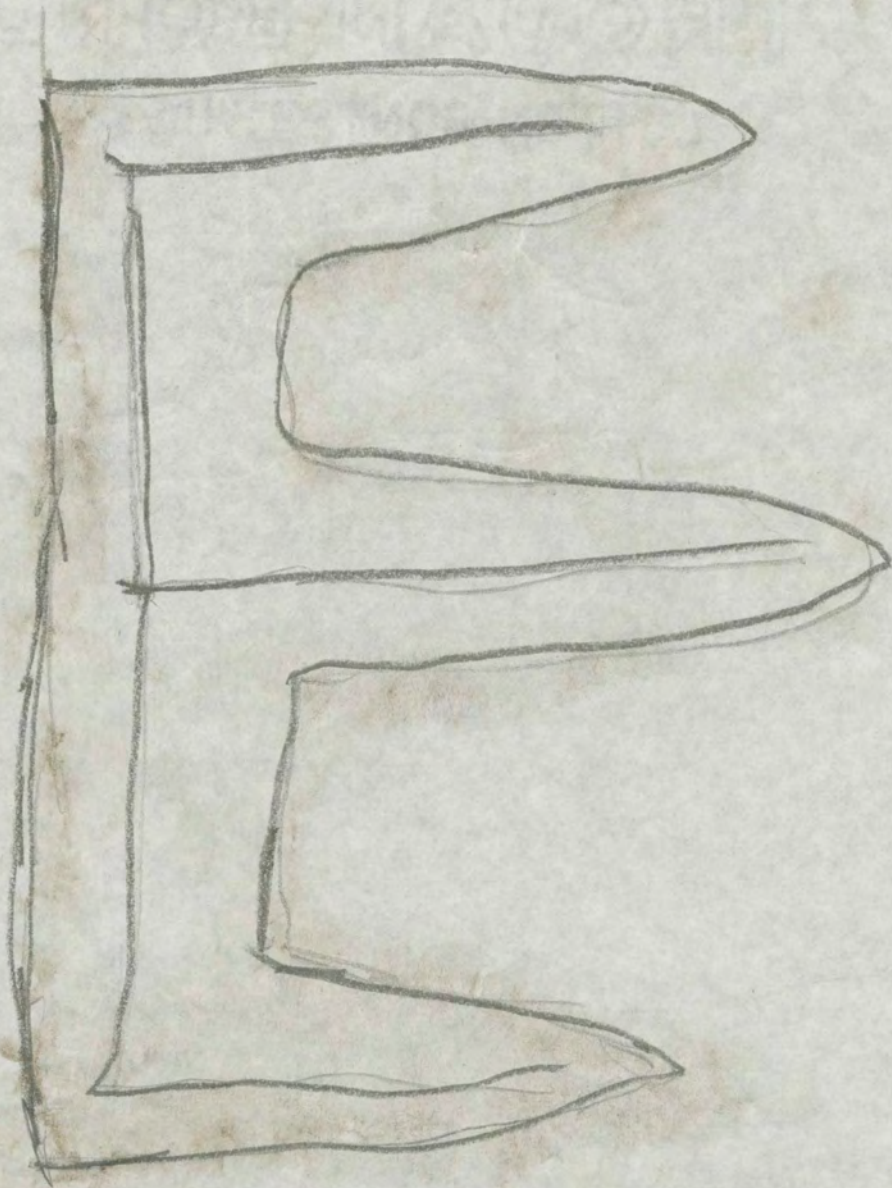
(While I was here many people came up to see what I was doing. Women who I had met on the road gathering veldkos, also men who were hunting. 2 men came up whom I had never seen before,

hunters, with bows + arrows + no spears - In a sweat when they  
came up -  
/Gow ( //ao ) and /ni hi. Never saw them before -

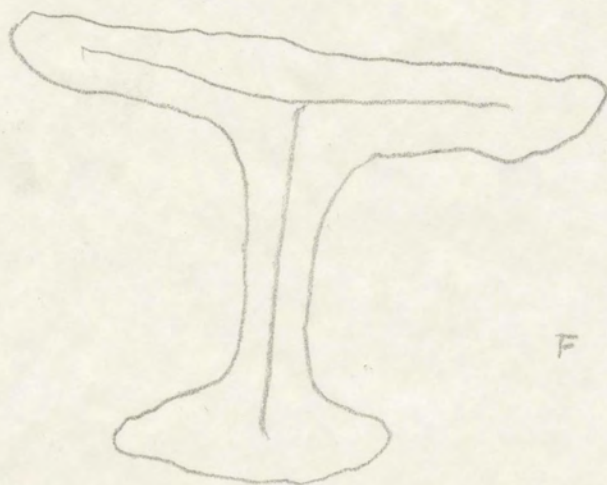
The tree is used very much apparantly for eating  
the fruit - shells all over.

✓

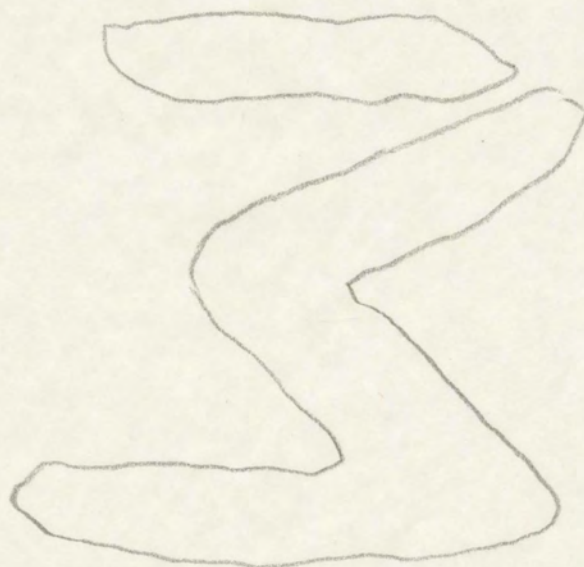
EAGLE BRAND  
TROYAN BOND  
COTTON CONTENT 100%



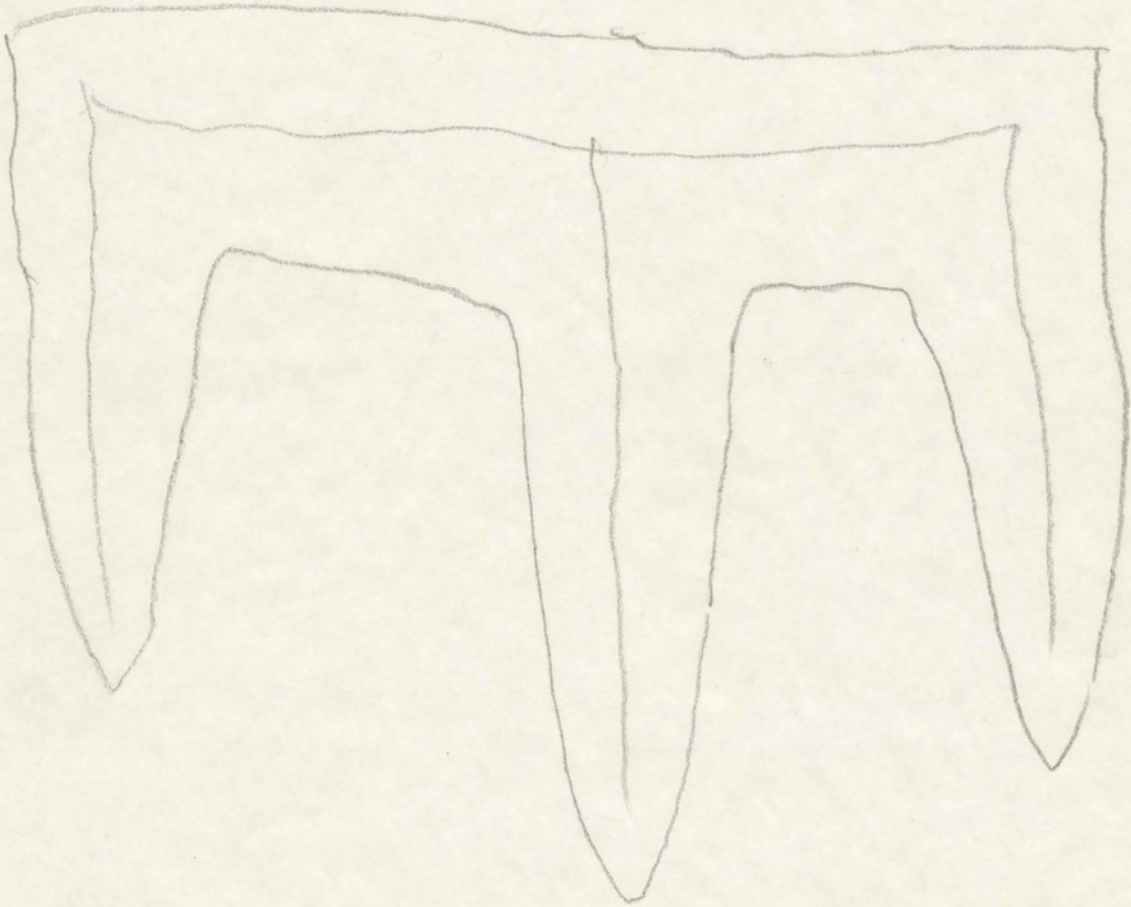




F



G

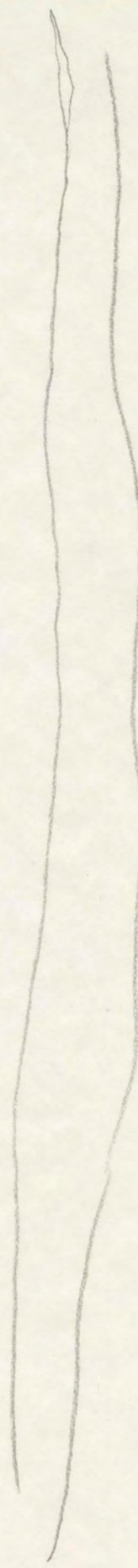


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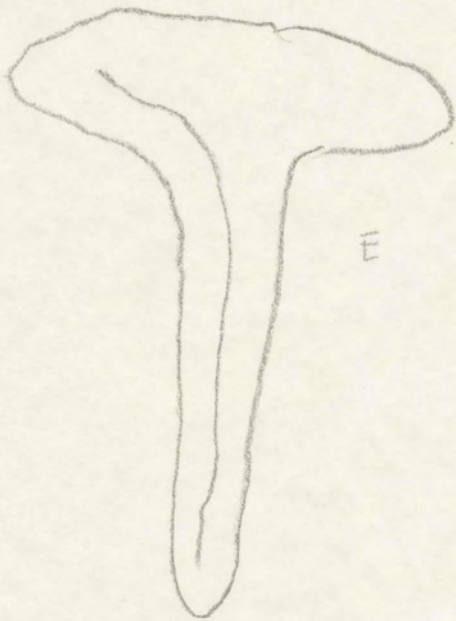
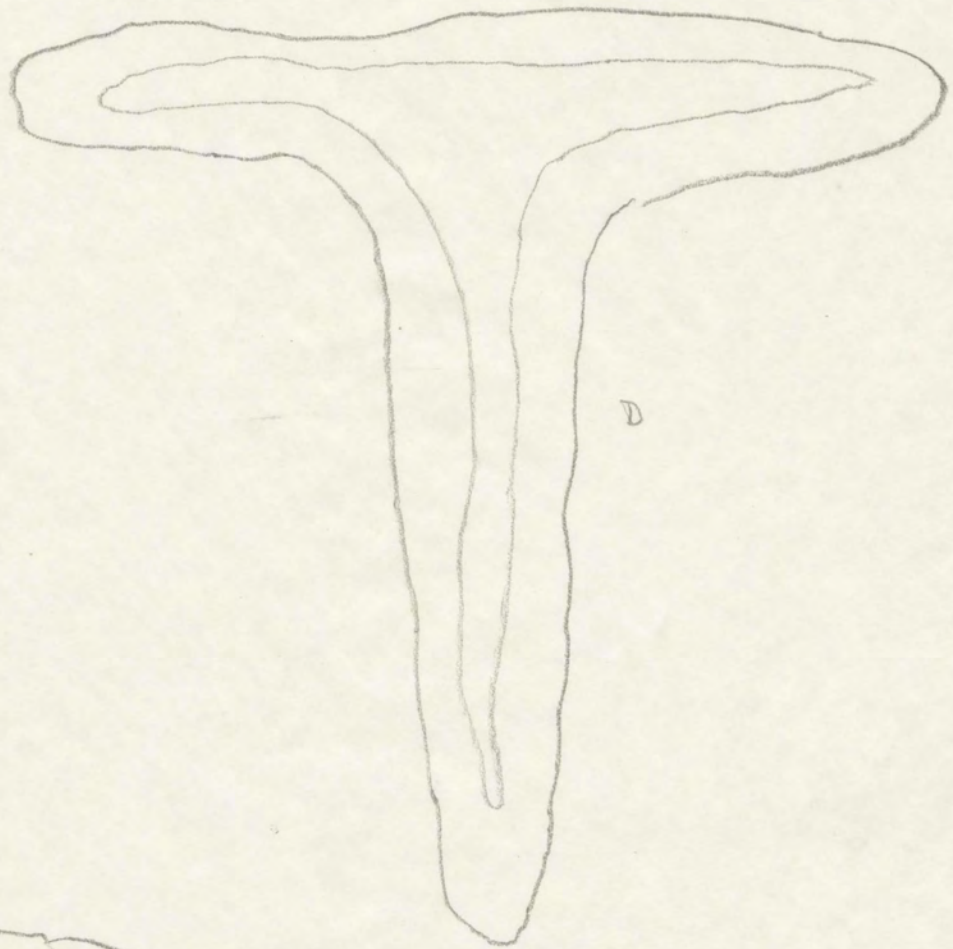
H



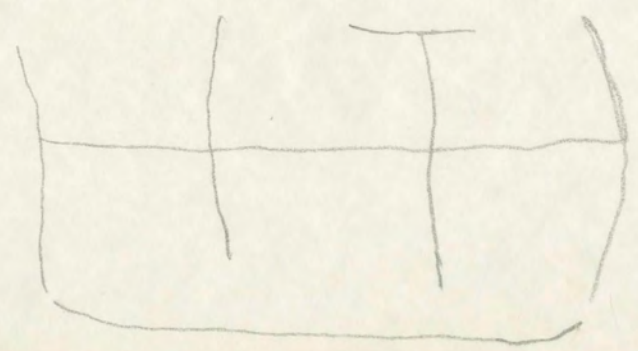
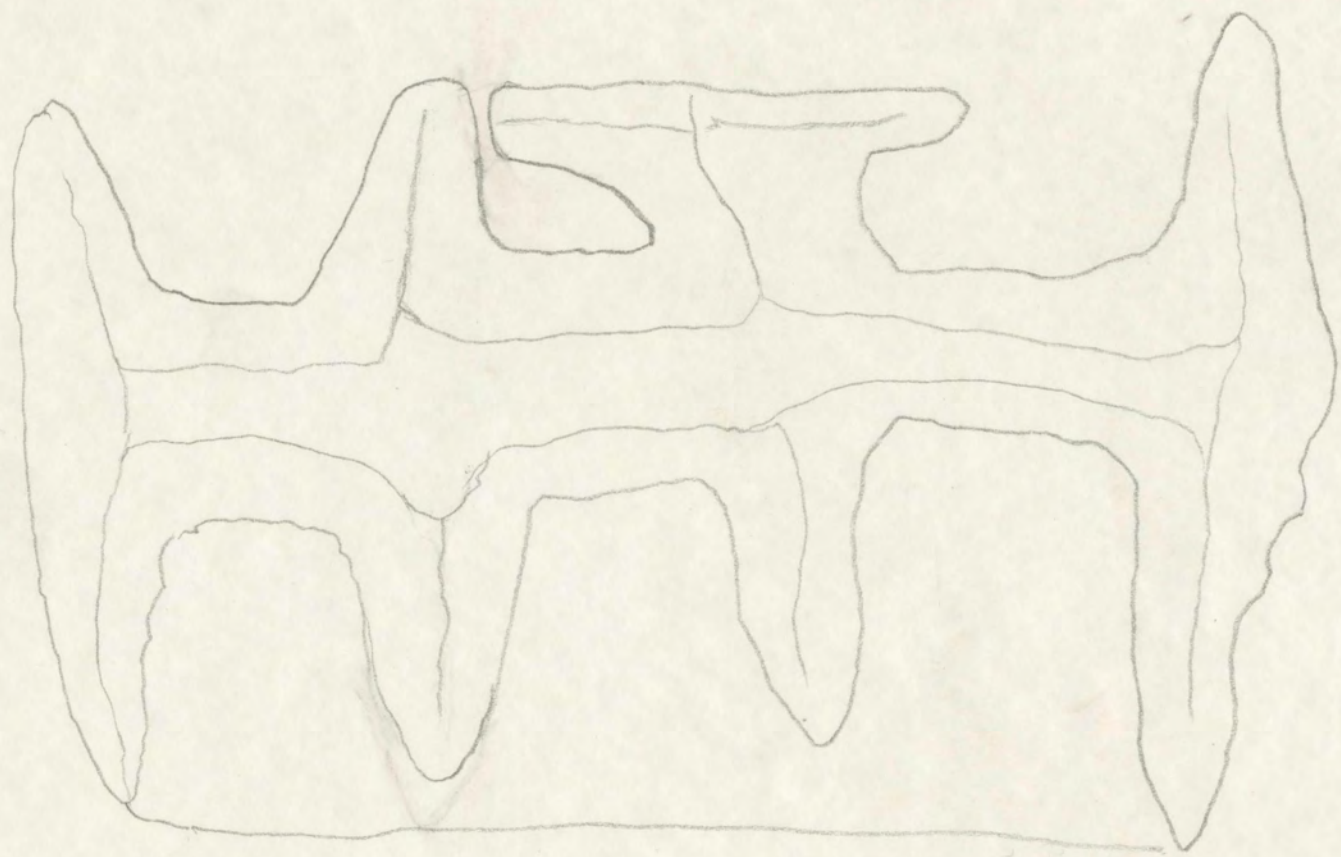


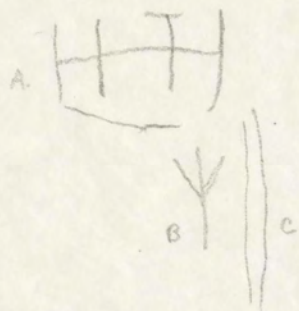
B

C



A





T<sub>D</sub>

L<sub>F</sub>  
I<sub>F</sub>  
Σ<sub>G</sub>

T<sub>E</sub>

H  
I

H

I

Diagram H and I show a complex structure with a horizontal line and a vertical line intersecting. Below this is a Y-shaped structure with a vertical stem and two diverging branches. To the right of the Y-shape are two parallel vertical lines.



- cream  
in hand



117 EM.  
all 125 Gum  
1957

could you clarify in center of this page?

Aug. 20. Jofo. Deekai /ge/gai. /ge'ge'

not getting to 1st base. Asked for a story. He says (Jofo) if one woman's (A) children play at another woman's house (B) and woman A beat children B then woman B beats children A and the children fight. He thinks this is what we want.

Tried again. I asked for a story illustrated with the clay figs. He agrees. He + /gi/ge made clauds + kudius on the board on left - as it will appear on screen. (Films labled 1st shots Jofo story are all portraits and early modeling.)

He made a man. with a wide brimmed hat. Herero - au did Herero. ~~Is that his gun?~~ Name ~~Kakukhemya~~ <sup>Kamukhamya</sup> - means? Jofo doesn't know. David never heard a Herero with that name. Is that his gun? Yes.

What does the Herero do? He's the guy that killed all the people in the world. The gun he bought <sup>big</sup> in Bechuanaland. He didn't kill any people, just all the animals in the veld. Kakukhemya is at a farm at Omakaken in big Bechuanaland. (Big Bech. is an actual place - the lower portion.)

Rak. has sheep and cattle - many.  
~~Hartebeaste - he~~

(2) Bathembe -

He says he's making a new animal called /wa. Says it's an animal no one has ever seen before. It's an aardvark. he says.

He has a horse, made a saddle. saddle is /khakuk's - horse is too - khakuk. takes his gun + rides.

Made cow of /khakuk. Cow's name: Bofulu.  
(An ox not a cow.) We asked for cow -

A cow - (Kahuré - cow's name.) made this on his own.

A woman - (we asked for.) - a Herrero - is khakuk's wife - (we asked did he have a wife.) He said yes - made one.

/gi'ge made a child. Jolo says it's the child of the woman. Woman's name Khaihisa - means: Something that other people have abandoned. Child's name Ochihooqa means: Clearing up something that spilled.

Man riding on cow - Chacaper, made by /gi'ge  
Chacaper taken by Jolo and made to ride after eland.  
Chacaper has cigar band around his leg.  
Shot the buck.

Made another child + child of kak. ♂ and Khaihisa ♀  
child's name, Choochu - means a hot thing. A Herrero name -  
Jolo knows people by these names - Where are the people?

They are at Omakaku - which is "to the right of Bechiland"  
 In the right hand side of Bechuanaland.

Whose cow the lion killed? Kamkuk's cattle -  
 (He made a lion (made before) kill a cow.)

Made a tiny animal - a De le Landā's fox.

Made a chain for Kamkuk - put kam in it -

Put Kamkuk back in the saddle - made a saddle  
 holster for the gun - Kamkuk chases the eland -  
 Jolo holds eland - Other kid chases with man -



Handwritten text in blue and pink ink, appearing to be a list or series of entries.

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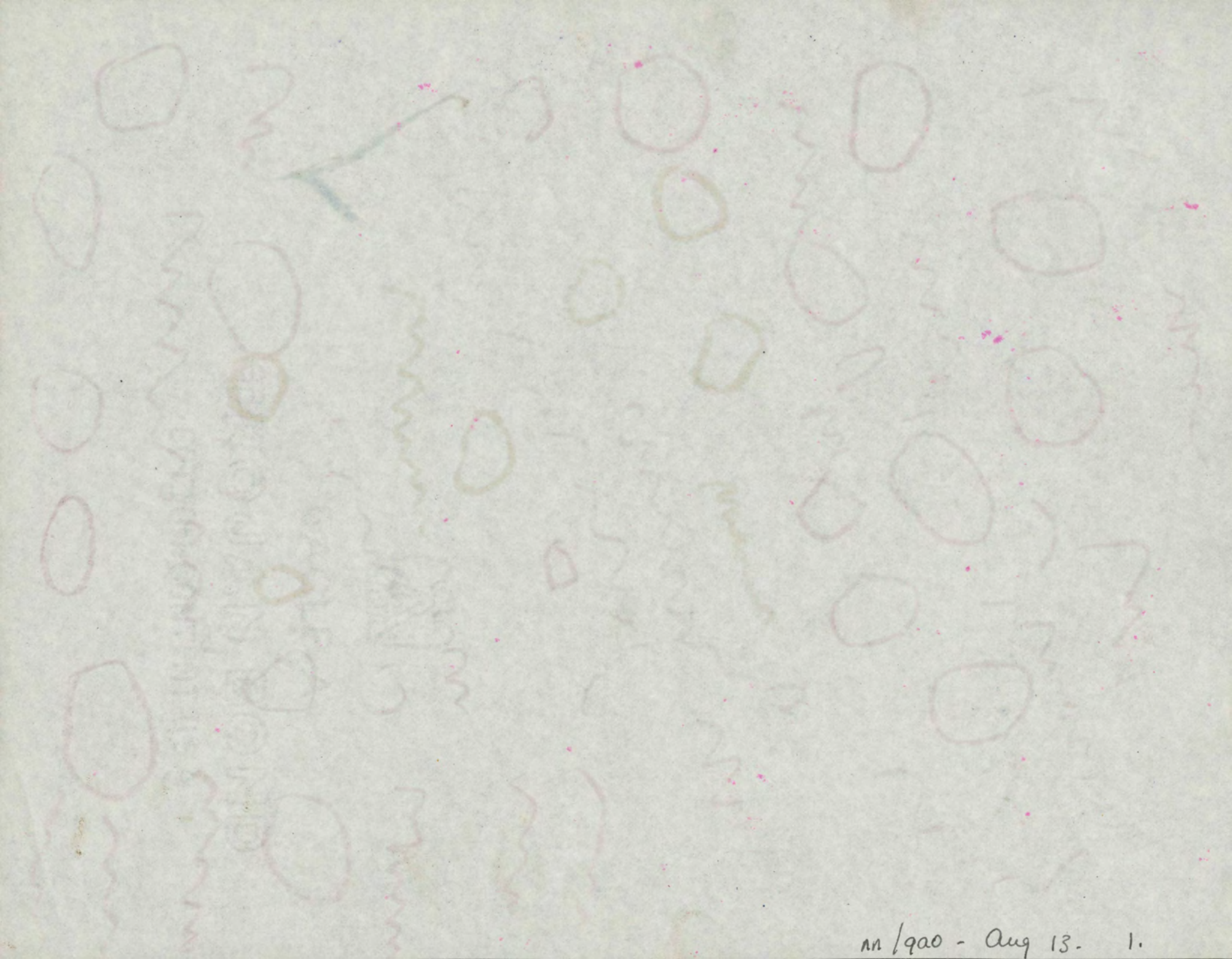
Handwritten text in blue and pink ink, appearing to be a list or series of entries.

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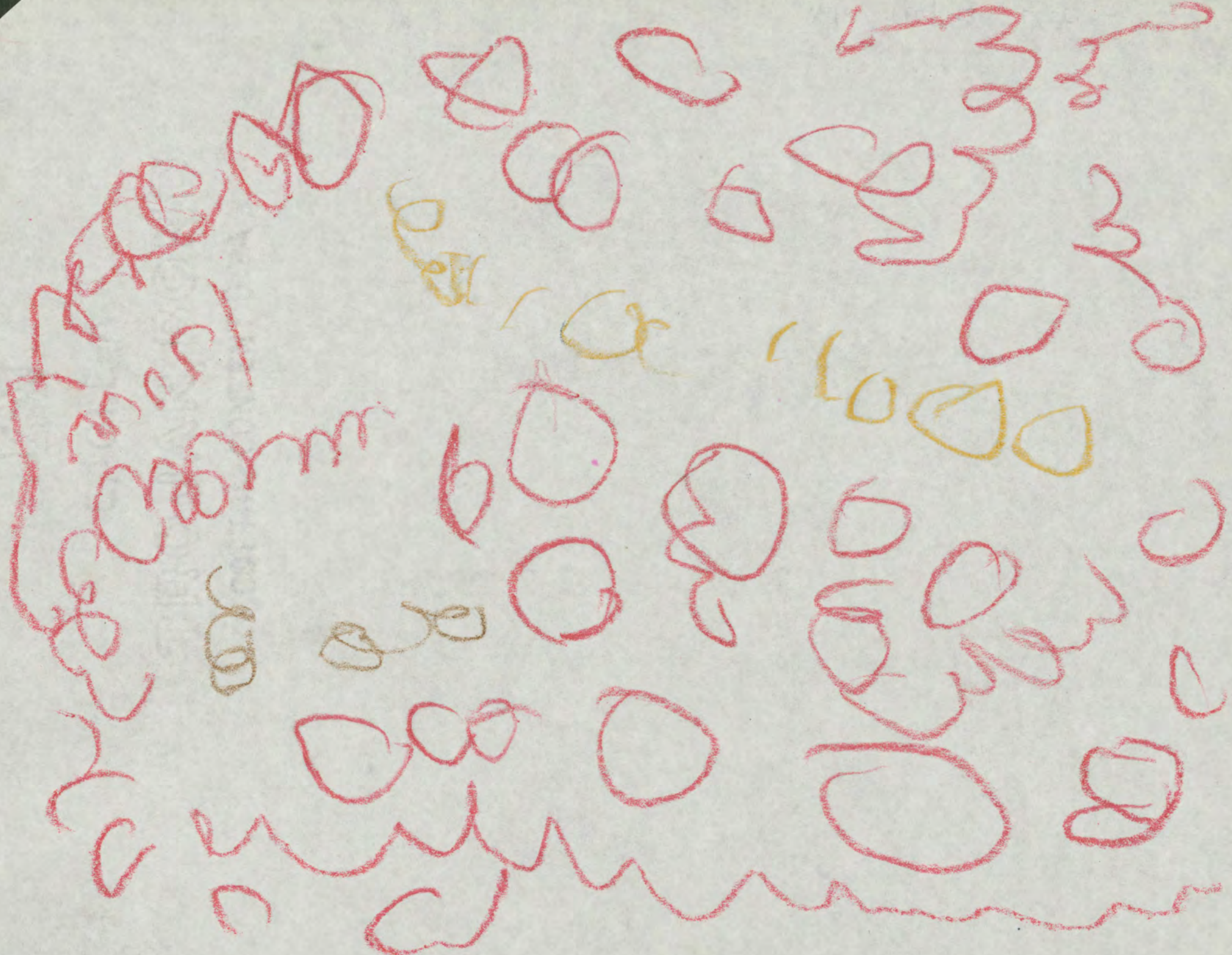
Handwritten text in pink ink, including the word "iron" written twice, and various symbols and characters, possibly representing a code or cipher.

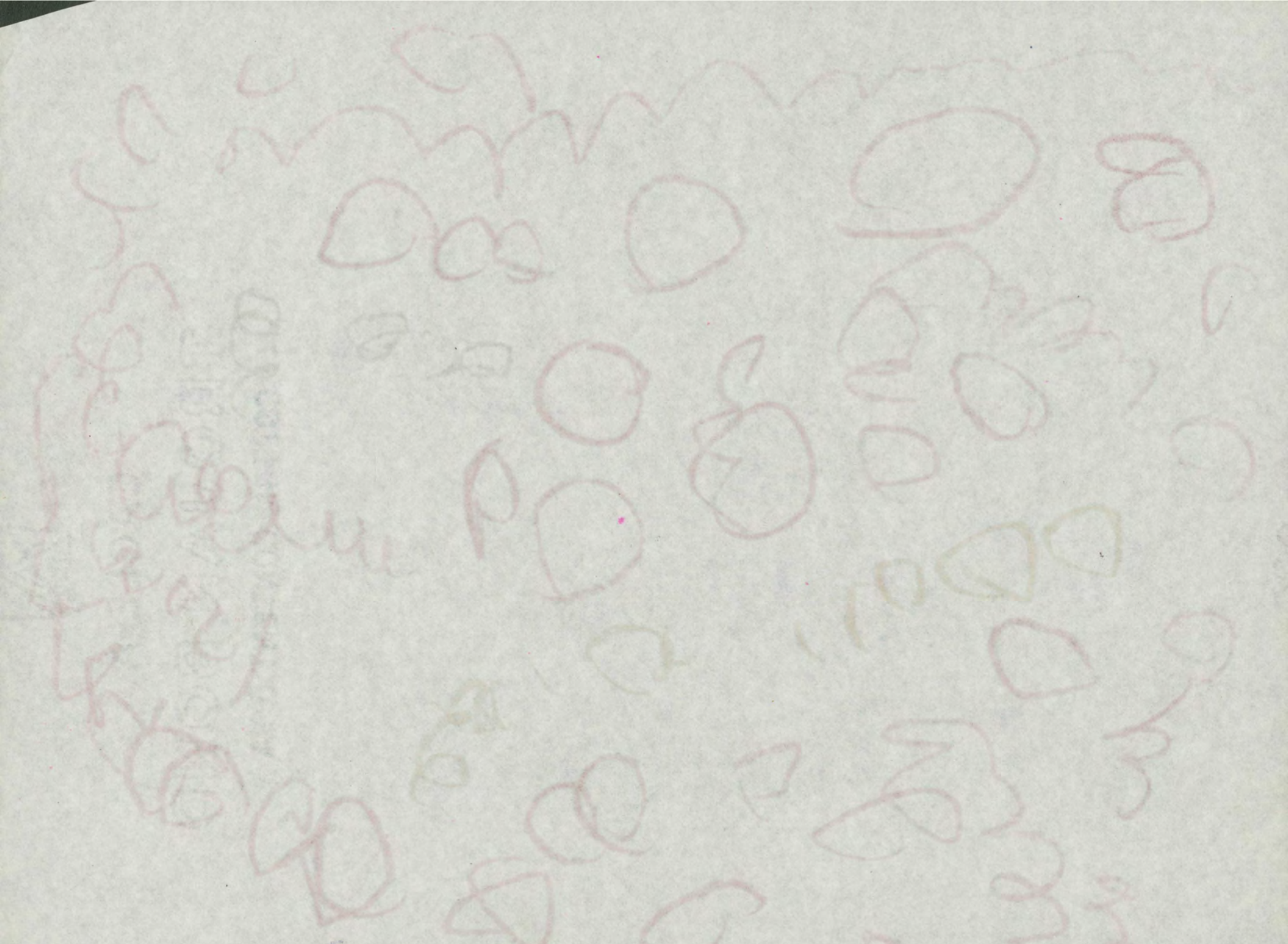
Katurumehi 2 Aug 13



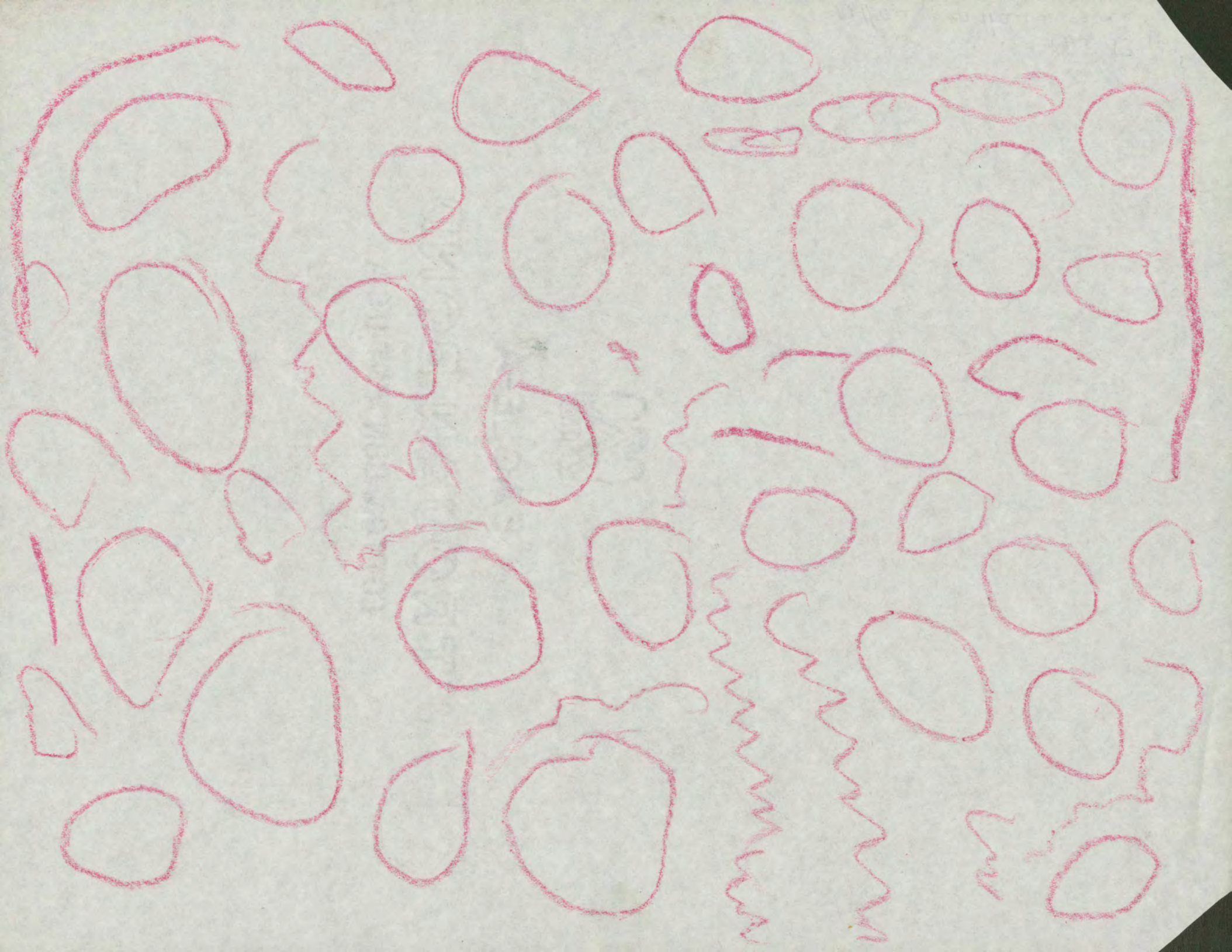


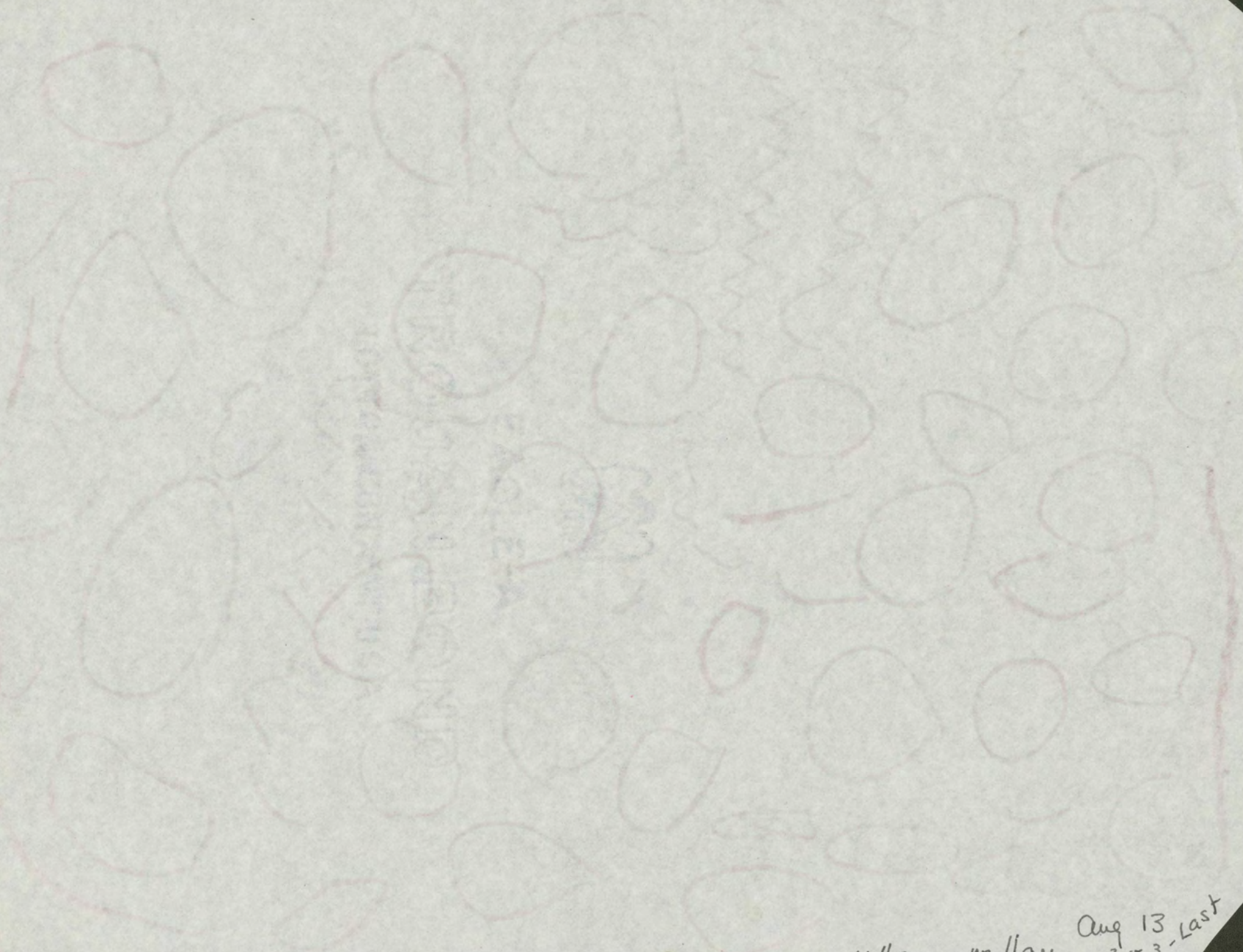
nn/900 - Aug 13. 1.





Solo Aug 13 Last.





Vertical text, possibly a date or page number, written in red pencil. The text is faint and difficult to read but appears to be arranged in a vertical column.

N//au m//au - Aug 13 - Last  
2 or 3



Breakfast: stewed fruit.

Lunch:

Biltong:  
fruit

Dinner:

Handwritten text in Chinese characters, appearing to be a collection of notes or a list. The characters are written in a cursive, somewhat illegible style. The text is scattered across the page, with some lines being crossed out or heavily scribbled over. The overall appearance is that of a rough draft or a collection of fragments.

Bushman Art  
DRAWING



VERTICAL FILE FOLDER

MADE IN U.S.A.

9½ x 11¾ 153 L