THE ROLE OF COMMUNITY LIBRARIES IN ENHANCING TEACHING AND LEARNING AMONGST SCHOOL GOING LEARNERS: A CASE STUDY OF THE CLERMONT COMMUNITY LIBRARY:

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CHAPTER ONE

INTRODUCTION

Govender (2002), states that the public library has always formed an integral part of the learning process as it offers free facilities for research, leisure reading, book borrowing or as a quiet place to study.

One of such important libraries is Clermont Community Library.

The library is the source of help for many a student who has broken out in a cold sweat over test preparations, assignment, theses or projects due.

According to Govender (2002), the humble beginnings in the then Town Hall almost 150 years ago, the library has spread its wings to cover an amazing 87 branch libraries in Durban Metro region.

The library has become the social hub of activity. Activities range from meeting study groups, friends, school mates, attending aerobics classes or karate lessons in adjoining community halls. The halls have served many needs of the community as they double up in the evenings as gymnasiums and boardrooms for community based meetings.

The reference library, situated in BP Center- Durban, is always a hive of activity, buzzing with students and researchers. They browse through rows of reference books which are vital to their projects and research.

The adjoining Don African a library home to important historical material pertaining to Africa, South of the Sahara, even cataloguing historical maps dating back hundreds of years. This library is also popular amongst international visitors who wish to trace their family tree through their settler heritage in South Africa. In this library there is also an extensive collection of South African haw journals, copies of the constitution and government gazettes.

The music library at BP Centre in Durban closed down to make way for a music collection at the City Hall. CD's are also available on loan at selected branch libraries.
The rotating music collection ensures entertainment variety at all times. Ingenious audio books or talking books, are on tape, available for the elderly or those who travel frequently (Govender:2002)

The Public Library services extend beyond their four walls. They offer patrons or users a house-bound service. This

service is mainly used for the elderly or those who are unable to get to a library. Books are delivered to individuals who have received a motivation from their doctors for use of this service. There are also collection points at old age homes where books are taken to a particular institution by a librarian.

According to Skosana(1999) the three concepts: Library, Resource Centre and Information Centre, basically mean the same thing in that they are all sources of information. A library is an organized collection of information and knowledge. It therefore serve as a source of information. A resource center is a center where there are resources. These resources come as books, pamphlets and reports which contain information. An information center is a center where one acquires information. This can be done through books, computers and reports(Skosana; 1999)

According to Skosana (1999), one cannot sit on the lid of progress, if one does, one will be blown to pieces.

Libraries provide information regardless of the form or medium in which it is presented. Various term are sometimes used instead of 'library' to indicate the great variety of material

included in the stock. Apart from public libraries, there are also school libraries. There are also university, technikon and college libraries.

Vink+frylinch(1990) states that university, technikon and college libraries's main objective is to satisfy the information needs of students and staff in their study, teaching and search activities. Students may also need to use other types of libraries, such as national, public or special libraries, which contain material about specialized subjects.

Postgraduate students may be use archive which contain collections of documents.

Independent study is essential in an ever-changing world. People Learners who want to progress must keep up to date with new developments. They should learn at an early stage how to use a library and information effectively.

The face of the community library, as we know it now is about to change. This is due to the onset of faster and better technology and the internet. A move in this direction was a $750 000 grant received from the Carnegie Foundation in the United State. The launch of the Carnegie Internet Pilot was

held at the Cato Manor Public Library(Govender 2002).

The touch of a button will put children in the driving seat as they make their way make through the internet superhighway. A PC workstation with internet access will become a prominent feature in most community libraries. Twenty one PC's would reach the underprivileged areas first. The aim was reaching all community libraries by the end of 2002. Free half on hour sessions could be booked for internet access or PP use, for the typing of CV's letter-or to work on spreadsheets(Govender:2002).

FACTORS LEADING TO THE STUDY

School children are well catered for in a community library. Programmes and competitions are specifically designed around their needs

Library staff are there to help learners / users to find the information they require. Staff at the issue / information on enquiry desk can answer general questions. Subject, can answer questions about that subject.

Librarians are trained as story tellers with different aids and props to help keep their young audience's attention. The

story telling has become a popular pastime for children. They eagerly await the latest story told graphically and with much enthusiasm by their ably trained storyteller. This happens on a weekly basis.

According to Govender (2002), a community library runs a holiday programme for kids, twice a year. So, if mums need some spare time to themselves they can let the library entertain their kids over the holidays. Children can make use of the library material as much as they can, in the library section specially provided for them.

All parents want their children to do well at school, but they do not always know how to achieve this. One of the ways in which children can be helped to realize their potential at school, is by having stories read to them before they go to school. They do not begin learning to read on the day they start school. A great deal of their understanding about what reading is, is developed beforehand. Fishman (1987) say, by the time children start school they have already been "reading" the world for six or seven years.

Every child is born with certain potentials and strengths. Research indicates that storybook reading is an important key

to unlocking this potential, storybook are available at community libraries, also.

Machet & Pretorius (2003) state that success at school depends strongly on literacy skills. Since 1970's, research has provided evidence that literacy skills start developing in the pre-school years, but only if children have story books read to them from an early age. Children who have story books read to them in the pre-school years have a head start aver other children when start school. They achieve and maintain educational success more easily than children who do not off with this advantage. Therefore, parents can ensure that their children do well at school, by getting books from libraries, and read stories to their children, on a daily basis.

Although the benefits that children again from having stories read to them, are often not immediately apparent. they will stand children in children in good stead throughout their school year school (Machet & Pretorius 2003).

Individual libraries may differ in many respects, but if students/learners understand certain general library principles, they will find any new library for the first time less confusing

STATEMENT OF THE PROBLEM

Because of the different views on the effects of library usage

on people's lives, this has urged the researcher to

investigate the perception of learner, teacher and librarians,

of a community library influence on education, in black

townships.

Some studies have been conducted on the impact of libraries on

the lives of people. They have given some views on the topic.

CRITICAL QUESTIONS

1) What impact does the Clermont library have on learners in
    the community?
2) What levels of collaboration currently take place between
    the schools located in Clermont and the community
    schools?

AIM OF THE STUDY

The aim of the study is to examine the impact a community

library may have on learners in the community.

METHODS OF RESEARCH

1. CASE STUDY

A study will be conducted in Clermont-KwaDabeka Township.

Clermont is a freehold African township in KwaZulu-Natal which

was found in 1931. This means that plot owners hold Title

Deeds and not Deeds of Grant. It is twelve kilometres inland
from the centre of Durban. It is not far from the main
Highway to the interior and next to New Germany and Westville.
It occupies about
1600 acres in deeply cut hills and ravines of the Umgeni River
valley which was once belonging to the Lutheran Berlin
Missionary society and was known as Christianenburg
Mission(Swanson, 1986)

Swanson (1986) states that in the late 1960's and the 1970's ,
 squatter camps or shack settlement developed in Clermont,
reflecting the attraction of industrial development,
especially textile mills, in the Pinetown-New Germany area.
This growth, which was not regulated, became an object of a
big concern to neighbouring communities, public health and
civil order being the major issue quoted. Same concerns
surrounded the development. The slum condition of Clermont
has been made less strong by the creation of a controlled
township called KwaDabeka, adjoining it. This occurred in
the late 1970's. Clermont resumed its more distinctive
character as a township of stable and permanent occupancy and
ownership.

Clermont and kwaDabeka are actually conurbation. But there is a contrast in the appearance, and status of these communities.

In Clermont most houses are substantial dwellings. They are varied in style, finish and sitting, reflection the individual preferences, purposes and resources of their owners and builders. Single family dwellings, here and there, predominate with a multi-unit apartment building. The hilltops were occupied first, then the house spread down the hillsides. The topography of this of this typical Kwazulu-natal coast landscape gives the township an attractively varied appearance, with houses and neighbourhoods set amid trees and shrubs. There are open lands still unoccupied, though for the most part, under private ownership. Householders maintain a number of vegetable small gardens. Many of them keep poultry, a few keep goats and cattle. These are considered a nuisance by the township management as they wander here and there. Near the entry of the main road from Westville, Pinetown and New Germany a closely built-up commercial area with an atsmosphere and focal point of a viable and self-contained urban community.

According to Swonson (1986), only about half of the Berlin mission society's land had been sold to form the Clermont

township. The rest, lying nearer to the Umgeni River, had been leased to Indians who settled and developed market gardens there. Later this area was taken by the government for KwaDabeka. It was planned for 8000 houses and a large hostel. After 900 KwaDabeka houses and a hostel had been built, they chiefly housed people who had been moved from Clermont shacks. The government supplied

KwaDabeka and part of Clermont with an infrastructure of paved roads and water-borne sewerage.

It seems as if Clermont is to remain a self-contained urban freehold community, especially, because of its special land tenure system. Clermont has a spirit of independence. Its black community has a history of taking initiatives for themselves. People went there, from the beginning, under independent circumstances. They develop viable community life and governance in their own way.

Clermont is now divided into various sections according to wards. There is a councilor who is responsible, in various ways, for each and every ward. There is a ward profile for each ward which provides the statistical information for each

specific ward (see annexures)

At present (2005) the Clermont-KwaDabeka township manager is
Mr Victus K Jama.

Crime is one of the serious problems the youth encounter,
especially car hijacking and robbery. This results to
problems such as the termination of an easy access to
ambulance service, when sick. A person only gets an
ambulance to take him /her from the clinic, and not from
home, to the hospital. Most cars that are hijacked are those
that are driven by ladies and such church priests, mini buses
and vans. Many youth from this township are in prisons, like
in the Westville prison, for car hijacking and theft. They
have their own sort of saying, when their friends are in
Westville prison, they tell you, so and so is now may think
that he is at the University of KwaZulu-Natal, Westville
Campus, while they only mean a prison. Some of the youth
have not yet been charged, while others are already serving
sentences.

The road for Clermont-KwaDabeka , to develop into a self-
sufficient suburb, is full of post holes. Although it has
been a vibrant community, it was neglected during the
apartheid era. There is not a single chemist or medical

dispensary except for that of a clinic. The people of
Clermont-KwaDabeka come from different backgrounds. Some of
them are poor, others rich and with many unemployed. Some of
them are illiterate and others are literate, including the
retired and the aged. There are some primary and secondary
schools. A few of these schools are at present (2005), in
the process of being extended in the form adding more
classrooms and offices for the school office bearers. There
is no FET institution, except for Isivananda - Pinetown
Campus which is the nearest to Clermont-KwaDabeka, also the
nearest tertiary education institution is the University of
KwaZulu-Natal, both the Westville and Edgewood College
Campuses, but from different directions, Viz: Westville and
Pinetown Westmead (or Ashley), respectively.

INTERVIEWS

Interviews in the form of questionnaire will be conducted.
This is the interview approach, which according to Bailey
(1987), is an Interview schedule where the question is not
given directly to the respondent but is filled in by the
interviewer who also has to read the questionnaire to the

respondent. The interviews will be taped, using a tape
recorder.

A list will include open -ended questions on which respondents
have the freedom of giving their own answers to questions.
Teachers, learners and public library staff will be
interviewed. All the researched will be people who are
usually available in the public library. They live in
Clermont-KwaDabeka, except one of them. The researcher also
lives in Clermont. The research will take place in Clermont
Public library in the afternoon. The library is situated in
the central point of Clermont Township.

Clermont-KwaDabeka Township, e.g. New Germany and Pinetown
libraries, do have links with schools in their vicinity. A
public library, apart from being just a source of information
to the community it severs, is an educational tool. It is
used for educational purposes for both learners and adults,
e.g. the services it provides to ABET learners, story
-telling for kids, etc

CHAPTER TWO

THE LITERATURE REVIEW

WHAT THE LIBRARY BRINGS TO THE CHILD?

Taken as a whole, the evidence is that the library and its resources can and do influence children's attitudes. Children are exposed to the contents of various library material. They are willing to believe in the true-to -life nature of what they see on some of the library material, e. g DVD movies, etc

Children often take well-known movies characters as examples to be imitated. That is why one may say that one of the main differences between an adult and a child is that an adult knows about certain facets of life, its mysteries, its whereas a child does not have a broader understanding of the world.

According to Fox (1981) that is why we find that a child will imitate anyone he/ she has seen on a movie, or he / she reads about in a book, because he / he believes that what he

/ she reads about or sees on a DVD movie is real.

The influence of some library material on children is observed in some DVD movies, since it tens to inspire the child to imitate the life portrayed in the DVD movies and it also affects the growing stages of a child since you find that the mental capacity of a ten-year old child who often watches these movies that of his peers

Rosengren (1994) is also concerned with the effects of some library material, e. g DVD movies, etc on children. He feels that their personalities are not yet fully developed. He also feels that psychologically, they are very impressionable. He also feels that the things that adults can cope with comfortably, may be traumatic for the young people.

THE PUBLIC LIBRARY AND LEARNING

A few studies have examined the impact of the use of the library on children's general knowledge. There is no doubt that the use of the library by children, does provide them with the opportunities to learn about all many of things, but whether they do so to any great- extend, depends largely on what kinds of library resource the child actually uses. For

example, from some of the Book Education Books, they learn

things like how to behave in a library.

It is argued that a child learns by watching and doing,

because children are able to imitate what they see on movies,

e. g. DVD' s borrowed from the library, and what they have

read an their own in library books. This is because it is by

imitation in play that they gain experience of the roles they

are likely to enact in the future-roles.

Each society requires its citizen to follow certain norms or

conventions and to adopt appropriate and accepted social

roles. As children grow and develop, they are expected

to become socialized. During the early years of their lives,

children are required to learn and know a lot about living with

other people in the world.

Although much of this learning comes from watching observing

and listening to parents, brothers and sisters, peer groups,

teachers, and other adults, today a library is still another

prevalent potential source of social learning . Characters

they read about in library books and other library material,

e. g. magazine, etc provide role models whom children may

strive to emulate.

Even if children do not directly copy their favourite characters, they do acquire certain rules, attitudes and values from them.

Although there is a possibility that there is some violence portrayed in some library resources, and that large segments of our society are routinely exposed to such library material, one may legitimately question the impact of such exposure (Howe 1997)

The library also plays an important role in trying to help children to identify negative elements in the society. In the library there are also some resources / material that are designed to inform and educate children about bad behaviour like, doing drugs, child abuse, violence, crimes, etc.

CONCLUSION

From the above, it seems like the usual use of the library is playing a role in the growth and development of children. Although some library material, e. g. DVD movies, etc may seem to be harmful in certain ways, e. g. when they show violence and fighting to children, it is important to consider that the use of the library does provide children with information social life and future-roles.

CHAPTER THREE

THE RESEARCH METHODOLOGY

This report is on the role of community libraries in enhancing teaching and learning amongst school going learners. To investigate such a role of community libraries in teaching and learning, the researcher conducted interviews with Grade 8-10 learners, the Clermont Public library staff and the teachers of Umqhele Secondary School and of Christianenburg Primary School.

THE PLACE WHERE THE RESEARCH TOOK PLACE

INTRODUCTION

The research was conducted at Clermont Community / public library, where all the researched met with the researcher per appointment.

LOCATION OF CLERMONT LIBRARY

Clermont library is situated in the centre of Clermont Township. It is next to the Township Manager's offices in the Clermont Civic Centre. Clermont Civic centre, which is also known as Archie Gumede Civic centre, has been earmarked to pilot the concept of one-stop shop. This is the place where

almost all services are offered to the community, water, rates, electricity, plan-drawing approvals, health and building

inspectors, Metro Traffic Police offices, etc. This seeks to avoid sending a consumer / or ratepayer from pillar to past.

As Clermont library is a service provider within this centre, it is also involved in this scheme of things, as a resource centre that will hub all the databasis for all service providers in the area. It uses to host Worships, the mayor of eThekwini Metro during the meetings with the stakeholders in this central development.

THE HISTORY OF CLERMONT LIBRARY

Clermont library was opened to the public on 30 March 1998. It was officially opened on 30 May 1998, by the then Minister of Transport, who is now the Premier of KwaZulu-Natal Province, Sbu Ndebele. That was in the presence of the Inner-West City Council Mayor (Sbu Gwaceba), Clermont ward Councillors , KZN library services Deputy Director (Dr R Bawa), Mr Rivers-Moore, Lucky Globbler (Coastal Region Library and Museums), Mr Rajen Govender (District Librarian) and Clermont prominent residents.

In that official opening, the library was named after one of the Clermont freedom fighters who passed away some years ago, Mr Emmanuel Qashana Khuzwayo. As a result, some people call it Qashan Khuzwayo library, while others call it Clermont library.

The collection of this library targeted mainly the informational needs of the adult users, especially fiction collection, like any other public library.

THE STRUCTURE OF CLERMONT LIBRARY

THE INTERNAL STRUCTURE

For the library users easy use, this library is divided into the following users -friendly sections or departments:

1. CHILDREN'S SECTION: Consisting of (i) Fiction, and Non-Fiction Books

2. ADULTS' SECTION; Consisting of (i) Fiction and (ii) Non-Fiction Books.

3. REFERENCE SECTION: Consisting of Reference Works like dictionaries,

   encyclopedias, textbooks and year books.

4. AUDIO-VISUAL SECTION: Consisting of CD's, Video Cassettes, DVD's,

   Puzzles, etc.

5. RESERVED MATERIAL SECTION: Consisting of newly bought textbooks of the

latest edition (usually not more than three copies per each type of book), various study

aids and study guides with Grade 12 old examination question papers. These can only

be used in the library and cannot be lent out, since they are very much in demand while

only a limited stock per copy is available.

THE ORGANIZATIONAL STRUCTURE (OR CHART) OF CLERMONT LIBRARY

The manageress of the libraries and museums under which Clermont Library falls,

(Mrs S Whitaker), is stationed at Pinetown Library. The District Librarian

(Mr R Govender), who reports to the manageress, is also stationed at Pinetown Library.

Clermont Library is one of the four branch libraries under this District Librarian. The Clermont Branch Librarian (Mrs C

Skeef), reports to the District Librarian. The two Library
Assistants (Ms N Ntombela and Mr M Mncwabe) report to the
Branch Librarian. The Panel Staff (Ms F Mbanjwa-Thusi),
reports to the Library Assistants or to the Branch Librarian.

INTERVIEWS

TEACHERS INTERVIEWED: FINDINGS 1

The teachers who were interviewed were from the primary and
secondary schools. Teachers from the primary schools were
presented by teachers from Christianenburg Primary School; and
those from secondary schools were presented by teachers from
Umqhele Secondary School.

All teachers interviewed responded positively towards the use
of public libraries in education. They felt that a public
library is helpful in their teaching profession, especially as
a source of information or knowledge to children. For
example, a child who is a regular library user, and who reads
a lot of library material, e.g. magazines, newspapers, fiction
books, etc., brings to school a larger vocabulary and
doubtlessness, and a larger supply of other kinds of knowledge
than a child who does not make use of the public library
facilities.

They also indicated that a public library helps to encourage children to become independent readers and learners. They said they are encouraged to fend for information and knowledge for themselves. They are enabled to display critical thinking. In other words, they are enabled to become critical thinkers. Teachers feel a public library also helps regular library users to develop problem solving skills and competence. They say this is because whatever information they get from the library builds on the learners' own experiences.

Teachers said they use to encourage their learners to become members of nearby public libraries so that they can borrow educational cassettes and DVD's from the library, to view at home during hours for the television programmes and soapies which seem undesirable and unsuitable for children, e.g. Days of our Lives, etc. They even say that they are trying by all means to encourage learners to spend more of their spare/or free time in a public library since they do not have functional libraries at their schools. Teachers say they even regard a public library as a teaching aid or tool, in a form of a resource, as they feel that their learners learn and understand more easily, and do not easily forget what they have learnt, when they search for information on their own. Teachers feel that learners are less likely to forget what have learnt on their own through using various library

materials, as compared to what they learn by being taught in the classroom context, for example when listening to the teacher. They feel that all schools should encourage their learners to become regular users of public libraries. They think
this will be possible because a public library like Clermont Library is situated in a central point and where it is easily accessible to learners from most of the schools without learners having to use transport. In other words, they feel a distance between their schools and the public library, is just a short walkable one.

Teachers also felt that it is advisable for all teachers to first consult with the public library staff before sending learners to the library to do some assignments or projects. They said this ensures that the library material required for the project/or assignment is made easily and readily available for learners when they reach the library.

Teachers said they make use of some of the important public library facilities for their schools, e.g. block loans, etc. since they do not have functional libraries at their schools.

They said the public library does not only help them by providing information to their learners, but by also providing

them, as teachers, with the necessary updated information they require in their teaching. It provides them with various sources, e.g. video cassettes, DVD's, etc. which their schools do not have. They said these form part of the Learning and Teaching Source Materials (LTSM) they very much need and use in their teaching. They say they are members of the library, their membership enables them to borrow whatever borrowable library material they need to use at school or in the classroom.

They feel the public library is very informative for both teachers and learners. It celebrates important and special events, and displays whatever possible for such events. These are events like Arbour Day, Human Rights Day, Heritage Day, etc. They say the library celebrates the Readathon Week by having some educational events, e.g. debates between schools, presentations by schools, etc. For an example, for the Clermont Library 2005 Readathon Week Celebration, see/refer to Annexure 3.

Teachers said they sometimes submit some suggestions to the library staff which they think are of some help for the

improvement of the functioning of the library especially

concerning its link with schools. They said some of the

teachers are also the "Friends of the Library". They say

these are teachers who work together with the public library

in addressing issues which may be problematic in the library

concerning the behaviour of learners in the library. For an

example, when a learner of a certain school in Clermont, who

had borrowed some library material, does not take it back to

the library on or before the due date. The library keeps on

reminding him/her. They after some time, if there is still no

response, the library then consults with the teacher who is

the "Friend of the Library" at that particular school, they

give the defaulting learner's particulars and what his/her

problem or fault is, to the "Friend of the Library", who then

looks for the child in the whole school, when finding him or

her, he/she is told to take back the library material,

(e.g. a book, etc.) to the library. Since teachers and the

library staff link like this, learners then learn that they do

not have a chance to cheat at the library.

Teachers said they wish that the School Governing Bodies

(SGB's) could encourage the KZN Provincial Education

Department to let township schools have functional school

libraries, (with electricity) so school librarians could have

stronger links with the public library staff, they hope this could make teaching and learning more effective in township schools.

LEARNERS INTERVIEWED: FINDINGS 2

The children that were included in the research study were learners of Umqhele Secondary School. They were from Grade 8-10. They were between the ages of 13 and 16 years, and they were of both gender.

They said they often go to the public library because they learn many things from its resources or materials. Girls, for instance, said they learn what is fashionable, and also how to choose garments for a tall, a short or a plump girl. They said they also enjoy seeing new hairstyles of the well groomed characters in various magazines available at the public library, and which they cannot afford to buy. They said they also learn details of manners, customs and values from some library books and magazines.

Children said some of the boys learn more by reading about good sportsmen. They said using library material, helps them to know how other kinds of people live.

They said the public library helps them with their school work, e.g. by giving them ideas for themes and topics, that are given to them at school, to talk or write about. They said many of them spend much of their time after school hours, by going to the library and making use of its facilities. They said they especially enjoy using the public library for assignments and projects that are given to them at school. They said they find the public library very useful in this regard, because most of these assignments and projects compel them to go and use the library material and these materials are easily available and accessable at the library when they need them. They say the library staff is also very resourceful and helpful in this regard.

Children also stated that they like to read the library books and magazines that teach them many about behaviour, e.g. how so sing, count, etc.

They said the public library that is nearer to their school, and to other schools in the area, is Clermont Library. They said they usually walk into it when they come from school. They said they are not just only members of the library, they said but some of them also members of the "Bookworm Reading Club", which occurs within the library. They said one cannot

be a member of the "Bookworm Reading Club" without one first being registered as a member of the library.

They said the "Bookworm Reading Club" encourages them to like to read a lot of the library fiction books. They say they do so in a sort of a year competition. They said one

has to borrow four library fiction books, at a time, preferably, English fiction. They say when bringing these four books back to the library, one has to orally, give sort of a short summary of each of the four books one has read, to the library staff to whom one is handing back these books. They say this is a way of proving of showing that one has read the books. They said the library staff then gives a gold dot which the reader has to put on his form which is pinned on the notice board in the library. They say the reader again has to take other four fiction books to read at home. They say when returning these four books the same procedure will be followed. They say at the end of the year the library staff does the scoring of points. They said the reader who gets the highest points gets the biggest prize, and other readers get prizes according to their points. They said but at the end every club member gets some prize. They say this encourages them to fight for being first or highest winner the following

year by trying to read more books. They said this club has made reading a hobby to them.

When learners were asked whether they could suggest anything to the library, they said they wish the library could have copies of encyclopedias because they use them for their assignments and projects. They said they sometimes become short when they are very much in demand. Learners said they also would like to suggest that the library is extended. They said that this could enable it to contain more resources for users to use; and it could be able to accommodate more users, especially during very busy hours, e.g. after school during weekdays. They said the library becomes very small during the September / October school holiday when Grade 9 learners are very busy with

their Common Task Assessments (CTA's) Section A, in all their learning areas. They say during this period, Grade 12 learners are also very busy in library preparing themselves for their final examination. They said during this period of the year you can hardly get a chair in the library if you have been delayed on your way to the library. They said you find that all the library tables are full and many other learners are already sitting on the floor, all people are with their school work, i.e. CTA's - Grade 9 and final examination

preparations – by Grade 12 learners. They said learners of these two grades are usually the main users of the public library during the September-November period.

They said they would also suggest that the library could have more than one photocopiers so that if one of them is having a problem, learners and other users can make use of the other one(s). They said they usually have to use the photocopier for photocopying the information they need from the library reference material that cannot be taken out or lent out, e.g. from the encyclopedias, etc. They said since there is only one photocopier in the library which is very busy, it seems it is very much overloaded with work, they said such that it seems to free itself by just stopping working as it pleases. They said by then one finds it difficult to do or complete one's work which one had intended to do with the help of the photocopier.

Learners said they also wish to have functional libraries in their schools.

LIBRARY STAFF INTERVIEWED: FINDINGS 3

The library staff interviewed were two members of the staff of
Clermont Public Library. They were a male and a female staff.
They are both the library assistants who are well experienced
library staff members. They said the regular users of their
library are not only school-going children or learners. They
said students of various tertiary education institutions, e.g.
University of KwaZulu-Natal, Edgewood College and Westville
campuses, UNISA, etc. are also their usual users.

They said their regular users mostly use Non-Fiction and
Reference Books. They said their learner-users, in addition
to the above mentioned collections, they also use library
textbooks. They said this user-group also uses different
subject study aids and study guides.

They said most of their regular users are usually also the
library members. They said those members of the library who
are also the members of the "Bookworm Reading Club" are mostly
the ones who also borrow more fiction books from the library.
The library staff said the "Bookworm Reading Club" was
introduced to encouraged children/and/or learners to a lot of
reading on their own, so that reading becomes a habit to them.
They said they liaise with the school's through the teachers
who are known as "friends of the library".
The library staff said they link and liaise a lot with the

schools in the area. They said learner-users often ask for
help from them in the library when they have problems with
their school assignments and projects. They said teacher-
users often consult with them

before sending their learners to the library for research and
projects. They said this helps them in ensuring that when
learners come to the library for that project or assignment,
the library material required for that work has already been
made easily accessable for them and/or it is even displayed in
the library with the topic of that specific assignment or
project. The researched said this also enables them to be
prepared for learners when they come to the library for this
work, so that they can be of some help to them concerning that
specific work, should learners require some help from them.
They said in this way they themselves, are a resource.

They said all their library material is easily accessible to
the users. They said schools are even enabled to make use of
some of important, informative and educational public library
facilities, e.g. block loans, library staff going to primary
schools for story-telling during certain school hours or
periods, etc. (They said a bock loan occurs when a school
borrows about fifty books or so, at once from the library.

When it brings them back to the library it can out another
lump sum again. They said this can be a continuous process
depending on the needs of the borrower). They said such a
library facility is made available to a school on condition
that its learners and teachers are members of the library.

They said every year they usually invite schools to the
library to celebrate special educative and informative events
like Human Rights Day, Heritage Day, Readathon Week, etc.
(Refer to Annexure 3).

When interviewed, the library staff also disclosed that their
library facility is offering some helpful and informative
library facilities to the adults who attend the lessons of the
Adult Basic Education and Training (ABET). They said some of
these facilities are: Two Adult Centres (namely: Mthande and
Sibusisiwe), are conducting their classes within the library
premises; the library provides the "Library's Facilitator
Service" to adult learners if there is a need for that; under
the Fiction Section in the library there are book shelves
which are marked with a sign containing words "IMITAPO YOLWAZI
YESEKELA UKUFUNDA-ABAFUNDI ABAQALAYO: LIBRARIES SUPPORTING
LITERACY-ADULT NEW READERS" (they said books in these shelves
are solely meant to encourage and promote reading amongst

adult new readers, and they said the books are in English and IsiZulu); etc.

When the library staff was asked whether they would appreciate to get/receive any suggestions fro the library users concerning the functioning/use of the library, they said they would very much appreciate it and would be pleased for that. They even felt that had each school in the area, had its own functional library, it would even been easier for them to work with schools, because they said they would directly link and work with all the school-librarians, they feel their service as a public library would even be more effective on education.

CONCLUSION

Both learners and educators agree that a community/public library helps in the development and learning of children. It provides education, relaxation, entertainment and awareness of various issues, some of which, are important in their well-being.

The data gathered tells us that the public library also has an effect on children's education as a resource and an educational tool. It also has a positive effect on the teachers' teaching or performance of their main duty of passing on and sharing information and knowledge to and with learners. The public library is also shown as being helping

educators through the process of developing learners'
knowledge and values. Teachers agree that it serves as their
teaching tool or instrument.

The data collected also tells us that it is not only just the
public library, as an institution with its equipment and
material, which is an educational tool and resource, but its
well trained staff also, are an educational tool and resource,
themselves.

The data collected shows that the library is a resource and an
educational tool also for students of various tertiary
educational institutions and for ABET learners; it does not
cater for learners who attend schools in its vicinity only,
but also for those attending schools in other surrounding
areas, e.g. Westville, Pinetown, Wyebank, New Germany, etc.
Therefore, from what data tells us, it can be concluded that a
public/community library is an important educational tool and
resource for all.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

For communities like that of Clermont-KwaDabeka, a public library is of some help on the lives and education of children. For example, learners feel it keeps them away from mischief by occupying them during their free hours, teachers feel it equips children with larger vocabulary, i.e. it is regarded as a source of knowledge in teaching and learning in Clermont-KwaDabeka schools.

The children of Clermont-KwaDabeka feel that a public library teaches them many things they require in life, e. g. manners and customs, etc. All the data collected from the Clermont-KwaDabeka population sample, shows that a public library can be one of the indispensable institutions required in the upbringing of informed and well-mannered children, and that is hoped to one day form a well-educated community.

RECOMMENDATIONS

Arising from this study the following recommendations are made:

> ✓ In order to promote the positive influence of a public library on children, it is agreed that teachers and learners should try to work together

in encouraging learners to become regular users of the library.

It is recommended that there should be link between educators and the library staff

- ✓ It is also recommended that learners should spend more of their spare time in a public library reading, researching, doing their school work independently, etc
- ✓ It is also recommended that more local music, sport programmes, and family situations should be included in the public library's stock or material
- ✓ It is suggested that children should be encouraged to become members of the surrounding public libraries, e. g. Clermont library , etc . This will enable children to borrow some educational material, cassettes, DVD' s, etc which they are encouraged to view at home during those hours when there are unsuitable television programmes for children, e.g. during the television hours for soapies like Days of Our Lives, The Bold and The Beautiful, etc.
- ✓ It is also recommended that the Clermont Public Library is extended so that it can be able to accommodate more users at a time especially during the peak hours, e.g. during the September school holidays and the October / November Examination period.
- ✓ It is also recommended that the library should have more than one photocopies and more encyclopedias as these seem to be very much in demand of the library regular users.
- ✓ It is also recommended that school governing bodies (SGB' s) should be vocal and instrumental in the making available of the functional school libraries which have electricity, and the appointment of teacher librarians as specialist.
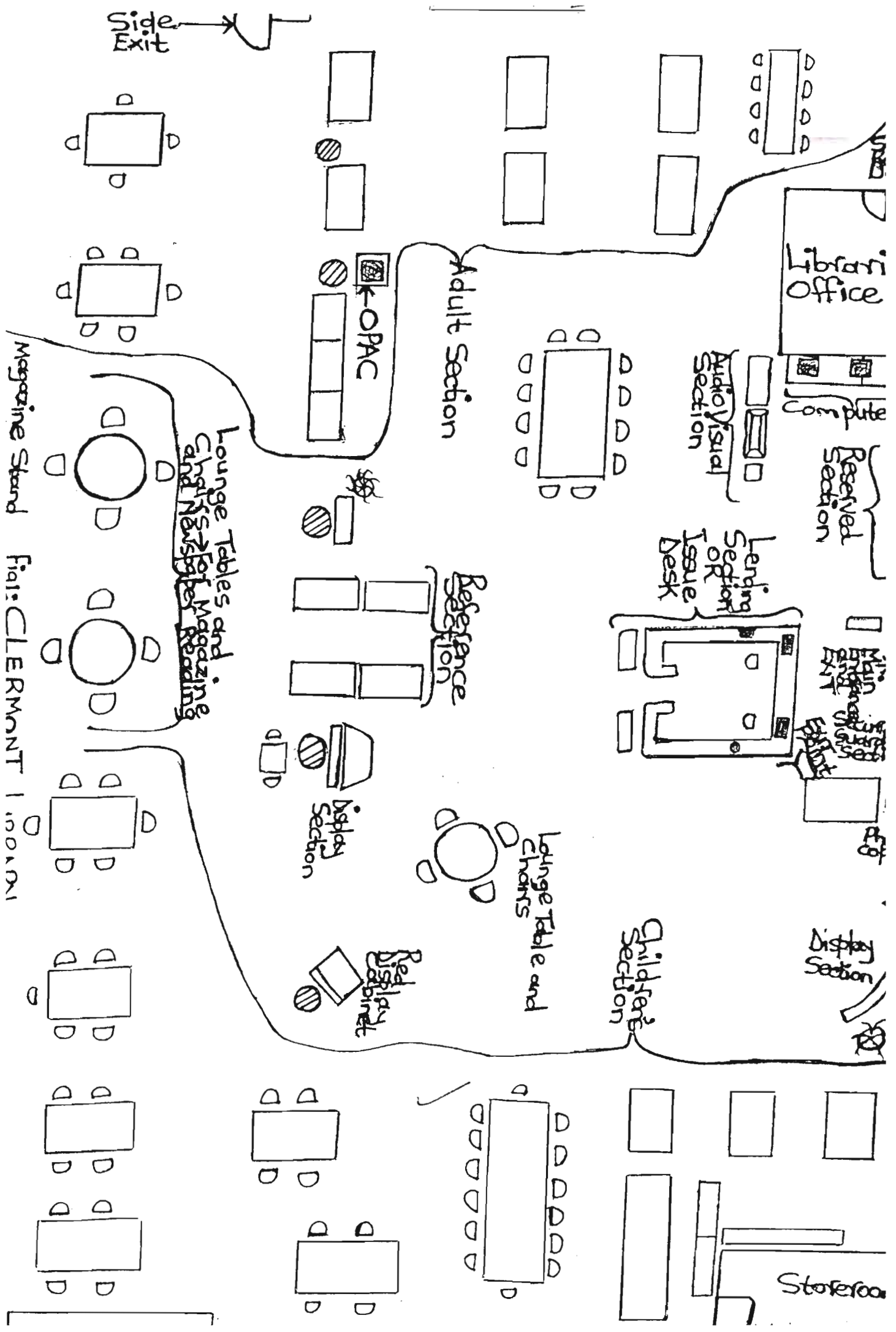
The SGB' s should talk with the government education

department about these since   their voice carries some

weight, this will help to make teaching and learning

more effective in township schools.

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PRETORIA: Acacia Books

Side Exit

Adult Section

Magazine Stand   Fia: CLERMONT 1,00 1,00

Lounge Tables and Chairs for Magazine and Newspaper Reading

OPAC

Reference Section

Display Section

Lounge Table and Chairs

Red Display Cabinet

Librari Office

Audio/Visual Section

Computer

Reserved Section

Lending Section or Issue Desk

Main Entrance and Exit

Security Guard Section

Adult

Photo Cop

Children's Section

Display Section

Storeroom

THE ORGANIZATIONAL STRUCTURE/CHART OF CLERMONT LIBRARY

LIBRARY MANAGER
(Stationed at Pinetown Library)
(Mrs. Sherelle Whitaker)

↓   ↓   ↓

DISTRICT LIBRARIAN
(Stationed at Pinetown Library)
(Mr. Rajen Govender)

↓   ↓   ↓

Library 1	**Library 2**	**Library 3**	**Library 4**
Branch Librarian	(Clermont Library) Branch. Librarian (Mrs. C. Skeef)	Branch Librarian	Branch Librarian

↓   ↓   ↓

2 X Library Assistants
(Ms N Ntombela, and Mr. M Mncwabe)

↓

Panel Staff
(Ms F Mbanjwa-Thusi)

CLERMONT PUBLIC LIBRARY 2005 READATHON WEEK CELEBRATIONS

Learning to Read ... Reading to Learn

a) DEBATES

05.09.05   **Christianenburg vs Clernaville**
"Abortion must be abolished!"

06.09.05   **Clermont vs Vezamafa**
"Should Virginity Testing be banned?"

07.09.05   **Tshelihle vs Odumo**
"Unemployment rate is caused by Technology"

08.09.05   **Zakhele vs Christianenburg**
"Corporal Punishment must be abolished"

b) PRESENTATIONS (all on 09.09.05)

SCHOOLS	TOPICS
1. Christianenburg	Lesotho
2. Clernaville	Swaziland
3. Vezamafa	South Africa
4. Tshelihle	Kenya
5. Odumo	Egypt
6. Clermont	Tunisia
7. Zakhele	Nigeria

Presentations will be based on interesting facts on the chosen countries and can be accompanied by props such as flags, foods, dress, art or any item of significance to that country.

Annexure 4

Interview Questions

Questions For Teachers:

1. Do you use a community/public library for your teaching?

2. Which community library do you usually use?

3. Are you a member of the library?

4. How far is this library from your school?

5. Do you find it informative enough for you and your work?

6. Is all the required library material easily accessible?

7. Do you ever give your learners library-based projects/assignments?

8. Do you first consult with the library staff before sending your learners to the library for projects/assignments?

9. Does your school make use of the important library facilities, eg block loans, etc ?

10. Do you have any constructive suggestions for the library staff?

Questions For Learners

1. Do you use a community/public library?

2. Which one do you usually use?

3. Are you a member of the library?

4. How far is this library from your school?

5. How often do you go there?

6. Do you get any projects and assignments, from school, that compel you to go to the library?

7. Do you find the library useful?

8. Is it easy for you to get the resources/material that you need for your projects and assignments?

9. For which other educational purposes do you use the library?

10. Are you a member of the "Bookworm Reading Club"?

11. Do you borrow any library material for use at school or home?

12. Would you like to suggest anything to the library staff?

Questions For The Library Staff

1. Who are the regular users of this library?

2. Do they mostly use Fiction or Non-Fiction material?

3. Are all of your regular users members of the library?

4. Does your library link with nearby schools?

5. Do learner-users ask for help from you when they come to the library for their school assignments/projects?

6. Do teacher-users consult with you before sending their learners to the library for research/ assignments/projects?

7. Do you invite schools to the library for special and educative events such as Human Rights

Day, Arbour Day, etc ?

8. Do nearby schools make use of the library facilities, eg Block Loans, etc ?

9. Do you think, all your library material is easily accessible to the users?

10. Would you appreciate to get suggestions from the library users for further library improvements, use and link or togetherness with your regular users?