

**THE SCHOOL-COMMUNITY LIBRARY AS A SOLUTION TO THE
LACK OF LIBRARY SERVICES IN THE UMTATA DISTRICT OF THE
FORMER TRANSKEI.**

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Declaration

This thesis is my original work, unless otherwise stated and has not been presented for a degree in any other university.



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Abstract

Combined libraries are school facilities that double as public libraries, to allow libraries to reach areas not previously served, in a very cost-effective way. These libraries are most suitable for small disadvantaged communities which cannot afford to provide minimum library services through separate services.

This study is based on the extension of library services in the Umtata district of the former Transkei, where library services are almost non-existent. It sets out to establish the following:

- (i) the status quo in terms of school library provision and availability,**
- (ii) the extent of, or lack of awareness with regard to the role of the school library in education,**
- (iii) the existing relations between the school and the community,**
- (iv) the attitude of school principals to the concept of combined libraries.**

The survey research was employed with person-to-person interview using an interview schedule. Ninety two school principals and two teacher-librarians were interviewed. Descriptive statistics were used to analyze the data obtained.

The findings revealed that school library provision in the Umtata district is poor, the few libraries that exist are inadequate in terms of material, staff and accommodation. There is however, a growing realization of the necessity for libraries in educational institutions. There is also a healthy relationship between the school and the community as a result most respondents supported the idea of joint-use.

In conclusion, the study is in concurrence with previous studies on combined libraries, that they are suitable for those communities that are unable to provide minimum library services through separate facilities. The adaptation of combined library services to suit the divergent needs of people with different cultural and social background is recommended. A local-based information system, which takes the form of a community participatory model is recommended.

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List of abbreviations

ANC	African National Congress
CEPD	Centre for Education Policy Development
GNU	Government of National Unity
IPET	Implementation Plan for Education and Training
LIS	Library and Information Services
NEPI	National Education Policy Investigation
PTSA	Parent Teacher Student Association
READ	Read Educate and Develop
RDP	Reconstruction and Development Programme

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CHAPTER 1

INTRODUCTION

This chapter provides an introduction to the study, gives an overview of the area under study, and describes the problem, objectives and significance of the study.

1.1 Background to the Study

For a full understanding of the rationale behind this study, a concise description of the area under study is given. Throughout the study the researcher will refer to Transkei as the former Transkei since it is no longer independent. Although the study was conducted in the Umtata district the researcher could not get any literature on the socio-economic background of Umtata, hence she is giving a description of the former Transkei as a whole. Umtata was one of the 26 districts in the former Transkei.

The former Transkei lies on the coast of the Indian Ocean and is surrounded mainly by South Africa (though it also borders on Lesotho). In 1976 Transkei was granted "independence", in accordance with the government's separate development programme and Umtata became its capital city. The former Transkei functioned as a politically independent state though it was heavily subsidised by the South African

government. This meant that Transkei as an independent state was to administer its own activities including the establishment and administration of its own education (Radebe,1995:49).

Johnson (1994:10) stated that before 1976 apartheid was the law and under the Group Areas Act of 1950 all the municipal areas were reserved for whites whilst blacks had to settle in outlying or rural areas. The population in the former Transkei was unevenly distributed with thinly scattered homesteads and consolidated villages forming a common pattern of settlement in this area.

According to Holomisa (1994:43-44) :

- Transkei's population in 1991 was 3 316 734 with an annual growth of 2.8%.**
- Transkei is predominantly rural, with 93% of the inhabitants living in rural areas.**
- 51% of the rural population are women.**

Holomisa (1994:43-44) added that the former Transkei has been poor and unable to support many social services. For instance, in most areas roads become impassable during rainy seasons, transport facilities are scarce, and telecommunications are almost non-existent. As a result most people are physically remote from most facilities which are concentrated in municipal areas. Thus, a lack of basic facilities and educational resources remained one of the key problems for people isolated in

rural areas.

*1.2 The State of Library and Information Services (LIS) in
the Former Transkei*

A sketch of library provision in the whole of the former Transkei is given due to the unavailability of literature which deals specifically with library provision in the Umtata district. Reference is made to Totemeyer's 1985 findings on the state of libraries in the former Transkei because no recent publications could be found.

Totemeyer (1985:63) and Majaja (1994:7) agreed that library provision in the former Transkei is far from satisfactory. This is confirmed by the researcher's experience as a teacher in this region that both secondary and primary school libraries scarcely exist, with only very few exceptions. This scarcity has denied a lot of people access to information on issues that affect them. This is in line with Kantumoya's assertion (1992:34) that people will not be able to get their due as citizens of present-day society unless they have continual access to information which guides them through, and which can be translated into effective action. He went on to state that unless these people get their due, they are unlikely to recognise the reciprocal obligation that all citizens have to society.

The discussion on library provision in the former Transkei is dealt with under school library provision and public library provision.

1.2.1 School Library Provision

There are approximately 3000 schools in the former Transkei, 30 of which have libraries. According to Totemeyer (1985:59) the majority of schools with libraries were new schools since the Department of Education had for some years been making provision for a school library in the plans for all new schools.

1.2.1.1 Library Policy

For libraries to function effectively it is essential to have a policy which will stipulate clearly the guidelines along which libraries should be developed and function. The lack of a policy on school libraries in the former Transkei demonstrates the low recognition, by the government, of the school library.

The absence of a policy meant the absence of standards for libraries in schools, since there are no guidelines on what constitutes an ideal library. For the school library to occupy a central place in the education system of the country, it is essential that a national policy is formulated to set minimum standards and guidelines for school libraries.

Kuzwayo (1994:9) stated that a document of standards is a prerequisite for the excellence of an ideal model school library service. According to the South African Library Association (1968:11) as cited by Kuzwayo (1994:9) standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for

appraisal, a stimulus for future development and improvement, and an instrument to assist decision-making and action. Vermeulen (1991:150) agreed that standards may be defined as criteria against which libraries may be measured and tested, as they provide a model for achieving objectives and include qualitative and quantitative elements.

Since there is no ordinance governing school libraries to enforce the provision of facilities or to provide standards in the former Transkei, there are vast differences in the provision of libraries, ranging from a complete lack of services to collections in small rooms. Without a policy the fate of school libraries is left to the whim of individual school principals.

1.2.1.2 Governance

School libraries in the former Transkei were under the Department of Education. The Minister of Education had under his jurisdiction the National Library which was to be advised by the National Library Council which included the Director of the National Library and the University Librarian. The National Library coordinated all the library services in the region, including the acquisition, processing, cataloguing and classifying for the various categories of libraries.

1.2.1.3 Resources

The Department of Education through its Draft Document (1996:1) remarked that despite their fundamental role in learning and in educating children and shaping their future information habits, school libraries in South Africa are deficient in many ways. The position in the former Transkei reflects this general trend as most of the libraries that exist are inadequate in terms of stock, accommodation and staff. They contain material that is inferior, shabby and unsuitable for a school library. Most of their stock came from donations or centrally controlled selections. Totemeyer (1985:60) warned that donations can be a burden, when they consist of old, shabby, dull, unattractive books.

Other initiatives to improve school library services in the former Transkei have been launched by Read Educate and Develop (READ), a non-governmental organisation which is committed to the inculcation of a reading habit in children in South Africa. Unfortunately, the services of READ were hindered by the political barriers of the past, when Transkei was still a homeland. Because of these barriers schools in this area could not benefit from the services of READ.

As an appendage of the apartheid system, the former Transkei was also a victim of such evils as bantu education. Stadler (1992:44) has maintained that the dearth of adequate learning resources within formal institutions is one of the legacies of bantu education. She further remarked that bantu education was characterised by the lack of resource-based learning because those who instituted it made sure that it did not

cultivate an understanding of the relationship between libraries and the quality of education. This has relevance for the former Transkei where the curriculum does not encourage resource-based learning, instead it limits learning to the prescribed textbook.

1.2.1.4 Funding

Stadler (1992:44) maintained that the provision of school libraries in black townships and rural areas reflects the disparities in national education expenditure under apartheid. It is evident that funds for school libraries were allocated by the individual education departments, with African schools being the worst provided for, receiving only a fraction of the national education budget.

The former Transkei was also affected since it depended mainly on the South African government for funds. For instance, Totemeyer (1985:6) remarked that funding of school libraries has also been the major problem in the former Transkei. Kuzwayo (1994:9) observed the persistence of a situation that was pointed out by Totemeyer (1985:6) that there is no set policy on how school libraries are to be funded.

It should be noted that though the National Library in the former Transkei was responsible for the development of school libraries, there was no clear definition of responsibilities between the Department of Education and the National Library. On practical terms neither the Department nor the National Library was accountable for school library development. This has been confirmed by the researcher's observation

whilst a teacher in the former Transkei for almost fifteen years that schools were practically without funds for library purposes, and depended entirely on their own efforts to provide library services. This aggravated an already poor library situation.

1.2.2 Public Libraries

According to Shillinglaw (1988:310) library services in the form of public libraries in the former Transkei go as far back as the nineteenth century when Transkei was part of the Cape Colony. Each of the 26 districts in this region had a public library, but rural areas were never provided with these services. He further reported that after the establishment of the Cape Provincial Library Services in 1945, the Transkeian public libraries received the same library benefits as the rest of the province. This continued even after Transkei became independent in 1976, until the drastic decrease in the use of public libraries forced the Library Services to close many old established public libraries.

According to the researcher's knowledge there are two public libraries that are still functioning in the former Transkei, in Umtata and Butterworth. After independence many non-Transkeians left the country and Totemeyer (1985:62) remarked that a significant drop in the number of non-Transkeian residents led to a decrease in the circulation of library books. In Umtata and in Butterworth a considerable number of non-Transkeians remained after independence, which may be what helped the libraries in these towns to survive.

In South Africa the basic principle governing the provision of the public library service was that it was a local, or community concern (Shillinglaw 1988:310). The municipal or local authority was responsible for the provision of the public library service, and supported it materially by means of finance, books and other resources and by providing buildings and staff. However, the former Transkei was also a product of apartheid, and as a result public libraries catered for the small elite group. By doing so these libraries provided services that were irrelevant to the majority of people in the region. These people included those who were illiterate and those who lived in rural areas who could not afford to travel to town to use the public library.

Totemeyer (1985:64) asserted that the public library as an institution had made little or no impact on the Transkeian population. She maintained that public libraries have always been abstract and intimidating, and have no bearing on the life of most people. It is typical of Third World countries that when the adult population is illiterate or semi-literate, when the reading culture is poorly developed, when the library offers elitist services which are irrelevant to the majority of the population, there will be little incentive to use the public library (Totemeyer 1985:64). The migration, from the former Transkei, of a population who had a reading culture, and for whom the libraries were relevant, left most public libraries unused, that is why most of them ultimately closed down.

In a largely illiterate environment, Sturges and Neill (1990:55) suggested, a suitable library model as one that is less formal, less book-oriented, more locally rooted and

targeted more precisely at real and potential users. It is crucial that the nature and content of a service established for any community should be guided by the specific social dynamics of that community. Sturges and Neill (1990:55) argued further that, whereas libraries in developed countries set their sights well above the fundamental educational level, those in Africa should be grappling with the grass-roots. When the so-called illiterates constitute the majority of the citizenry, the library has of necessity to reckon with these people as well.

1.3 Objectives of the Study

The study aimed to establish whether or not the combination of school and community or public libraries on school premises, is a feasible solution to the lack of library services in the Umtata district of the former Transkei. This was achieved by doing a comprehensive review of literature on the situation in countries which had experimented with this joint-use library model and by surveying school principals in the area under study on related issues, namely:

- school library provision in the area under study;
- the extent of, or lack of, awareness among school principals with regard to the role of the school library in education;
- the existing relations between schools and communities;
- the attitude of principals to the concept of combined libraries.

For this study, Dwyer's definition of a school-community library was adopted to

mean "a joint library service based within or adjacent to a school, serving the school clientele and the public and financed by school and public library authorities, it may have separated or integrated collections, and it may have a unified or a divided staff structure" (Dwyer 1981:216).

1.4 Motivation for the Study

Discussions, at various levels, are focusing on this model as a possible solution for South Africa's problems of lack of libraries (Verbeek and Stilwell 1988:24, Fairer-Wessels 1990:287-294, Stadler 1991:20-21, Bristow 1992:79, Kuzwayo 1994:5, Tawete 1995:35, Le Roux 1996:72 and Little 1996:31). At a conference which was held in Durban in November 1995 (School Learners and Libraries) this model of combined school-community libraries was addressed. The conference concluded that there are lessons to be learnt from other countries which have already tested some of the alternatives, for instance the state of South Australia and Sweden which had experiences of joint use libraries was particularly insightful for South Africa (Karlsson 1996:2). It is important to note that in other countries joint-use libraries have failed as well. For instance in Tanzania, out of ten joint school-public libraries which were established with the assistance of the Scandinavian countries in the early 1970's only one is still operational (Tawete 1995:33).

Verbeek and Stilwell (1988:24) observed that although most African communities are without libraries, most if not all possess a school of sorts and if schools were equipped with libraries these could double as community libraries. This was affirmed

by Stadler (1991:20-21), Bristow (1992:79), Bawa (1993:13) and Tawete (1995:15). It was also supported by Zaaiman, Roux and Rykheer (1988:200-204), Fairer-Wessels (1990:287-294), and Le Roux (1996:73), who suggested a combination of public and school libraries to serve the whole community including literacy classes and adult education programmes as a way of addressing or lessening the tremendous backlog in public and school libraries in underdeveloped areas. Gauld (1987:75), Amey (1989:111) and Little (1996:31-32) highlighted the point that combined libraries are most suitable for small, disadvantaged communities which cannot afford to provide minimum library services through separate services. Because most communities in the former Transkei lack the basic facilities and services, the same understanding could justify combined services.

Although the model is proposed for the former Transkei it is important to note that South Africa enters the scene with its own unique dynamics, for instance the lack of basic facilities in this region places it in a disadvantaged position when compared with other countries which have experimented with this model. In most of these countries there is usually a functional school library which can be upgraded to serve the school and the adult community (Le Roux 1996:75 and Little 1996:34).

Nevertheless, this is one of the alternative models that have been suggested for South Africa.

In their support for combined services Stadler (1992:44) and Little (1996:40) assumed that the quality of rural education, life-long learning and effective citizenship would be greatly enhanced by the establishment of school-community resource centres,

which would provide support for both formal primary and secondary schooling as well as adult education programmes. Although the former Transkei has been re-incorporated into the new South Africa the people living there with their unique information needs, remain disadvantaged, and it is in this respect that their socio-cultural background and rural environment need to be taken into account.

1.5 Significance of the Study

Although the school library has been recognised as an essential component of education for years, many schools in the former Transkei are, as mentioned earlier, either without libraries or have inadequate resources and services. School libraries support the instructional programmes of the school, and they also broaden the intellectual horizons of students and support the cultivation of a reading habit. It has been acknowledged universally that school libraries contribute directly to education by equipping pupils with skills which will enable them to learn more effectively through using a variety of materials. The school library that is stocked with adequate and relevant material and is adequately staffed is one of the basic requirements for educational excellence (Stadler 1992:44). School libraries would also benefit teachers as Kinsey and Honig-Bear (1994:37) have acknowledged that teachers who have resources in their school can strengthen and expedite class assignments. They further stressed that the school library should operate as an integral part of classroom activity and must be used overtly as a teaching instrument.

The provision of school libraries can also complement the home environment which

differs significantly from the haves to the have-nots. While every home contributes to education in some way, many homes, as Jubber (1994:169) observed, are so materially impoverished and/or the behaviour of parents and other family members is so antithetical to education, that home life can constitute a handicap to educational progress. Such homes contrast sharply with those which are materially well-supplied with educational facilities such as books, space, and privacy and in which parents and other family members have positive educational values and actively contribute to their child's learning (Jubber 1994:169).

Bristow (1992:76) also remarked that the typical home environment of black people in South Africa is not conducive to reading. Many homes are hopelessly overcrowded and congested, with inadequate lighting and very little privacy. In most cases there are no books in the home and no libraries near by. Most of the people who live in such homes are illiterate and poor. However, whether people are illiterate or not and irrespective of their geographical location, they still have a need for information, a commodity which should be enjoyed by all citizens.

However, Stadler (1992:44) stated that black children attending schools in urban areas do have an advantage over their rural counterparts. She argued that children in urban areas can to some albeit a limited extent, rely on the presence of established urban public libraries and some tertiary institutions such as universities and/or technikons which provide access to study facilities (Stadler 1992:44). Therefore, school library provision is a matter of urgency in a situation where the majority of families is impoverished. If a library can be provided where people who live in

uncongenial housing conditions can go to get information and a quiet place to work in, an important social and educational service is being provided for the previously disadvantaged. There is a need to establish libraries to improve the standard of education and to empower communities to improve their living standards, stimulate economic endeavour and ultimately help them to contribute significantly towards national development.

1.6 Scope and Limitations

Scope

The researcher conducted the study only in the Umtata district. She targetted primary and secondary schools. The absence of qualified librarians left the researcher with no option but to interview school principals, though they may not have in depth knowledge and experiences about libraries. There has been a shortage of qualified personnel in the former Transkei. Therefore, most schools were likely not to have qualified librarians. However, the researcher talked to the only two qualified teacher-librarians in the area under study and their comments were incorporated in the study.

School principals generally undervalue school libraries and do not support innovations such as the implementation of these services in their schools as reported by Zaaiman, Roux and Rykheer (1988:180) and Marais (1996:60). Kistan (1992:35) and Marais (1996:60) claimed that much too often successful implementation of a

school library is dependent on the enthusiasm of the school principal. The principal's attitude towards the school library, as Amey (1987:34) and Dekker (1989:35) have also highlighted, is critical in determining the importance of the programme and appears to govern the amount of time scheduled for a teacher-librarian in the library.

Most members of the community are poorly educated which is typical of Third World countries and therefore the idea of a library may be too abstract for them. The poor provision of libraries in this area contributed to the concept not being well established, hence it is unknown to the majority of the people. However, the researcher believes that if principals are made to understand the value and need for libraries, this may have a snowball effect, because they may be pioneers for the establishment of school-community libraries as suggested by Amey (1987:34) and Dekker (1989:35).

Community members, especially in rural areas where illiteracy is rife rely on principals or other educated people to make informed decisions on their behalf. This is supported by Joan Dean (in Boaduo 1990:10) in her assertion that parents rely on the school principal for the interpretation of their expectations, for availing the school of all that the community can contribute, and for convincing them on how the school can promote their involvement in the school.

Limitations

The researcher excluded the public libraries and librarians in this study. The literature dealing with library provision in the Umtata district and the former Transkei as whole was insufficient. The Department of Education and the National Library also did not have any material on school libraries. In the former Transkei there was no model of combined libraries. Because of the shortage of qualified personnel in the area under study the researcher interviewed school principals.

CHAPTER 2

LITERATURE REVIEW

This section addresses the issues that have played a part in countries where the school-community library model has been implemented. It is within the context of these issues that the acceptability of the model to communities and especially school principals, is addressed. The model has failed in some countries whilst it has succeeded in others. The specifics of failure and success come up in the discussion to follow under various headings.

2.1 Introduction

According to Al-Misfer (1988:25) and Bristow (1992:79) the idea of combining school and community libraries is not new. It was recommended before 1840 and has been tried in countries all over the world, both developed and underdeveloped (Jones 1977:311, Al-Misfer 1985:25, Shaw 1990:51, Bristow 1992:79 and Tawete 1995:32-33).

The idea is known by different names, such as: joint-use, dual-use partnership, cooperative, or school-public library, school-community library, school-based or housed public library, dual-purpose library, and so on (Jones 1977:311, Woolard 1980:v and Amey 1987:41). According to Kinsey and Honig-Bear (1994:37), whatever they are called, these are school facilities that double as public libraries, to allow these libraries to reach areas not previously served in a very cost-effective way.

According to Tameen as quoted by Fairer-Wessels (1990:287-294) the school-community library concept is the outcome of five major factors:

- increased pressure to make better use of tax monies;
- the broadening of community school concepts;
- decreasing fiscal resources for library programmes;
- public awareness of the importance of library programmes;
- a growing trend toward increased access to information.

However, Le Roux (1996:74) indicated that the establishment of school-community libraries is certainly not an inexpensive solution. She further argued that if these libraries are established to save money rather than provide a better school and public library service, they are doomed to failure. The relevant literature is unanimous that no real savings are realized by combining facilities. Le Roux (1996:74) highlighted that any good library service is going to cost a lot of money to establish and to maintain, however, the cost for a combined venture would be somewhat less than for two separate library services, without sacrificing the quality of service.

Public and school libraries are educational institutions with similar aims and objectives. The basic goals of both types of libraries according to Dwyer (1987:96) are the educational, recreational and cultural development of its clientele. According to a report from NEPI (1992:61) it is clear that some countries, developed or underdeveloped, have moved towards optimal use of resources and have created multi-purpose libraries for those communities that are unable to provide minimum library services through separate facilities. The strategy that they have adopted

involved the merger of two library types with a view of addressing the information needs of students, teachers and the general public through a common service (NEPI 1992:61). Both the school and the community gain enhanced services through this creative and innovative way of sharing resources.

2.2 *Experiences in Other Countries*

From the literature surveyed, writers such as Dwyer (1987), Amey (1987), Brown (1987), Kinsey and Honig Bear (1994), and Little (1996) mentioned that there are people who do not encourage experimentation with joint-use, or even suggest that such innovations can be successful. Amey (1989:110) pointed out that the negative attitude which comes up in most library literature dealing with joint-use facilities is due to the sorry experiences many librarians have had in the past. He further said that many have every reason to be unhappy with such libraries because, previously, many hard-working school and public librarians have found themselves locked in a poorly planned, hastily implemented, awkwardly designed joint-use facility. However, despite the negative character of some literature on this subject, new attempts are being made to effect a successful amalgamation of school and public libraries.

For instance, Amey (1989:111) and Little (1996:33) found forty six mainly successful combined libraries throughout South Australia, the world's laboratory for experimentation with school-housed public libraries. It is the only place in which an official plan of library provision based upon school-community libraries has been approved on a state-wide basis and where the problems of combined libraries have

been approached systematically and comprehensively as Amey (1989:111) observed. Amey (1989:109) discovered that 80% of the one hundred and seventy nine Canadian school-public libraries identified, have been founded since 1970. Dwyer (1989:20) mentioned one hundred and thirty school-community libraries in the United States (US), and about thirty in the United Kingdom (UK). Shaw (1990:51) found fifty three in England and Wales and Moyo (in Chanetsa 1995:2) worked with forty two (42) in Zimbabwe. Le Roux (1996:70) stated that the widest experimentation with combined models has taken place in the US, Canada, UK, South Australia and Scandinavian countries.

There is consensus among various authors, such as Brown (1987 :123), Amey (1989:20), Kinsey and Honig-Bear (1994:38) and Little (1996:35-38) that for the implementation of the joint school-community library model to be successful a number of factors have to be carefully considered. These factors are discussed below:

2.2.1 *Planning*

Planning emerges in the literature as the key to success. Without planning, activities become random and confused.

It is of utmost importance that the involvement of all parties who will be affected by the joint-use is emphasised from the planning stage. According to Brown (1987:142), Al-Misfer (1988:88,89) and Little (1996:38) all parties should be fully aware of the particular requirements of the proposed new service and they should understand in

advance the nature and extent of the commitments which each one of them will need to make towards its establishment and operation. It is crucial for everyone to understand the procedures they will have to live with if future problems are to be avoided. Little (1996:37) highlighted the point that genuine commitment to the concept of combined services at a political and government level underpins the support services provided to these libraries and is crucial to their success.

Government commitment is crucial because it will ensure the provision of resources.

2.2.1.1 The Planning Group/Committee

Kinsey and Honig-Bear (1994:38) suggested that a joint-use library advisory committee should be created so that it can be involved in planning day-to-day operations. This committee should involve all the stakeholders. Al-Misfer (1988:88; 89) suggested that the planning group or committee may include representatives from the following groups:

- library administrators or librarians selected from the school and public libraries;
- community members: their participation will enhance the level of support for joint library facilities;
- school community representatives, both students and teachers should be involved at the planning stage;
- the Department of Education supervises education and supplies staff, furniture, equipment and so on;
- the Department of Finance is the source of funds; without adequate financial

- support, a project such as this cannot be completed;
- the architect is an essential member of the planning committee: he or she must be included because it is he/she who will design the library building, and supervise the construction estimate its costs.

Little (1996:38) stressed the importance of all the parties involved entering into a legally binding agreement which would stipulate clear, flexible guidelines and procedures as to how the school-community library will function. She further stated that for the security of the co-operant parties, these legal agreements must clearly state which agencies have entered into the co-operative arrangement and what their respective roles and responsibilities are in providing the service.

For instance, Chanetsa (1995:15) suggested that all parties concerned must agree on issues such as:

- ownership of property and resources;
- responsibility for maintenance, insurance, security and cleaning;
- procedures to be taken in case of dissolution;
- cost sharing for salaries, maintenance, electricity, and other utilities;
- responsibility for supplying the building and the furniture and for paying for the cost of alterations or extensions if the combination necessitates this;
- guidelines on membership and the operation of the service;
- user services i.e reference, inter-library loan facilities, children's activities, curriculum support, reader education, adult education, literacy programmes and services for special groups such as the sick and aged.

Poor planning can adversely affect the efficient running of joint services. Dwyer (1987:100) has reported that, during a visit to the US in the mid-seventies he was struck by the great variety of conditions and absence of regulations pertaining to the establishment, management and operation of the school-community libraries visited. No pattern could be established concerning the ideal size of the community served. Some facilities were planned from the outset as joint ventures, while the majority made use of the existing facilities, sometimes with additions. One party generally bore the greater financial burden, while very few operated with firm contractual agreements between parties. Opinion was divided on the issue of integration of collections and access to certain materials. No uniform or consistent or recommended staffing pattern could be determined.

2.2.1.2 Management

Little (1996:37) said that in South Australia the school-community library is administratively part of the school and therefore a component of the Department for Education and Children's Services. She further said that in South Australia the Local Library Board of Management, which is comprised of representatives of the school, the local community, and the local council, acts as a policy body. This body develops library policy in the areas of non-school service delivery, opening hours, special programmes and promotion of the library, and may provide funds for community library support staffing, or additional materials in the library.

2.2.2 Funding

Library services cost money. For libraries, no factor is as important as adequate funding. To enable libraries to provide effective services, sufficient funds must be obtained. Al-Misfer (1988:99) reported that the planning committee would consider the funding of new library buildings as well as materials, equipment, furniture and staff. Unless the existing schools had adequate space to accommodate the new suggested libraries, a large amount of financial support is required. It is therefore crucial that the contract drawn up by the planning committee must carefully define the financial and other obligations of the parties involved.

Amey (1989:114), Kinsey and Honig-Bear (1994:39) and Little (1996:37) agreed that as school-community libraries are based in existing school libraries the cost of the site and building has already been assumed by the Department of Education. Kinsey and Honig-Bear (1994:39) said that in Washoe County the schools pay for any remodelling of an existing facility. However fixtures and fittings are the joint responsibility of the school and the council (Little 1996:37). The Department of Education is also responsible for maintaining the facility and providing adequate shelving and security.

According to Amey (1989:114) and Little (1996:34) in Australia the bookstock of a school-community library is funded by state government grants, students' library fees, fund raising, together with some federal funding. The public library stock is funded by the state and local government. The Libraries' Board of South Australia is

responsible for the purchase, cataloguing and delivery of the public library stock. The state government, through the Education Department, is responsible for the appointment and salary of any additional staff required. This means that the only extra staff appointed are ancillary staff.

Administrative costs such as stationery, telephone, insurance and postage are borne by the local government authority on subsidy. Heating, cleaning and repair costs are carried by the Education Department. Other needs include a compatible book-detection system, proper lighting, adequate parking, access for people with disabilities, and designated toilet facilities (Little 1996:7).

2.2.3 Community Involvement

A study by Aaron (1980:20) showed that in unsuccessful joint-use libraries, the one group left out of the planning was the community group. Dwyer (1989:21-22) suggested that a joint service should be established only if it is requested by the local community and supported by local government. In the development of the scheme of school-community libraries deliberate emphasis should be given to the notion of local control by the community. Dwyer (1986:32) emphasized that community involvement was seen as crucial for success on the grounds that, without representative community control there was real danger that the service might be seen as a glorified school library rather than a community facility.

Although the phrase community involvement, has become something of a cliché, the issue is a very important one since the degree of community support can determine the success or failure of projects.

2.2.4 Geographical Location

According to Amey (1987:7-8), Dwyer (1989:21) and Tawete (1995:32), school-community libraries are more suitable for non-urban and relatively small communities. Bristow (1992:79) agreed with them arguing that the concept of school-community libraries has been tried in the rural areas of countries all over the world, both in developed countries such as Australia and Canada and in underdeveloped areas such as Indonesia. The pattern of settlement in most of these areas features greatly dispersed small rural towns, a situation not conducive to the development of a strong public library as these areas are considered too small to support a public library financially.

Little (1996:41) stated that most of these small communities have very few community facilities, hence the school-community library enjoys the active support as one of the very few publicly funded community places. Forsyth (1987:140) pointed out that in Canada joint-use libraries are more suitable in areas that are isolated and community facilities are so rudimentary that there is little hope of library services being established unless a cooperative agreement can be entered into. Tawete (1995:33) supported the foregoing by stressing that joint-use libraries seem to be successful where no alternative information services are available. It is important to

note that the region under investigation includes both rural and urban areas.

2.2.5 Population Size

According to Amey (1987:12), Dwyer (1987:98) McLaren (1987:157) and Little (1996:33), joint-use libraries should be placed in areas with a population of 3000 or fewer. It is argued that in small communities the school is generally found in a central location which allows children to walk to school. This is also advantageous to public library users who are then able to locate and reach such a facility easily. Another consideration with regard to small communities is that the school children, the teachers, the librarian and the public library patrons are all apt to know one another (Amey 1987:55). This small community spirit makes sharing a school library a more relaxed and acceptable prospect. It is crucial that both the public and school children should feel comfortable when using joint-services.

However, Forsyth (1987:149) warned that there are real and psychological barriers to using public libraries housed in schools. Amey (1987:109) also argued that entering a school library building can be a somewhat daunting act for many adults since schools tend to have a proprietary and exclusive air about them which makes some adults uncomfortable. Old people have reported feeling intimidated by rambunctious teenagers. These considerations, Amey maintained, can be magnified in large centres where people live an anonymous existence (1987:107).

In large communities the school is often located in less central areas. As a result the joint-use library may be on the other side of town, away from other much used public facilities such as shopping centres. All this may be a potential barrier to public library use. Also of importance is the fact that joint-use libraries serving large communities generally have to be large libraries. This in turn means that questions of staffing, administration and funding become larger and more complex (Amey 1987:59). However, Kinsey and Honig-Bear (1994:37) have shown that a combined library can work in a larger community. Their study was on Washoe County in Nevada with a population of 272 420. They identified three successful combined libraries and a fourth at the planning stage.

2.2.6 Suitable Bases For Joint-Use Libraries

Both primary and secondary schools can be considered equally suitable bases for joint-use libraries, although Jones (1977:314) preferred basing these libraries in primary schools because they are more centrally placed in the communities they serve. On the other hand, Amey (1987:12), Dwyer (1987:98) and Forsyth (1987:149) said that joint-use libraries should be housed in secondary schools because they seem to be better and more suitable for combined use than the primary schools. Forsyth (1987:149) argued that there is a close identification between older students and the adult community. Nevertheless the researcher decided to target both primary and secondary schools for this study. Amey (1979:3) said that the school populations varied from fewer than fifty pupils to school populations of up to three thousand students. The average school size served was three hundred and ninety three

students.

2.2.7 Siting

Poor choice of site for a combined library is often the reason why it fails. The site must be at the focal point of the community, and within easy reach of all users. For instance, Shaw (1990:51), stated that the siting of Top Valley Joint Library within the community and within the school has been a key factor in its success. Jones (1977:314) emphasised that if public use is not to be inhibited there should be direct access to the library from the street, and this should be close to the shops or some other main focus of pedestrian movement.

The location of the library within the school is seen as another contentious point as adults do not like walking through playground areas or past classroom doors to reach the library (Gauld 1987:87). Little (1996:41) also highlighted the point that critics of the school-community library model often cite the disinclination of adult users to return to the school yard to access library services. It cannot be overemphasized that the public must gain access to the library without having to venture into other parts of the school. Little (1996:41) also supported this idea when she said that in South Australia the success of combined libraries depended on the marketing of services and the careful placement of facilities within the school grounds, that is near the outer perimeter with doorways very close to the main entrance. Whilst Brown (1987:142) emphasized the importance of ensuring that the entrance to the library is neither intimidating nor difficult to find, Jones's

observation must be noted that these buildings sometimes do not lend themselves to simultaneous use. Consequently, use by the public is usually confined mainly to evenings and possibly Saturdays and occasional mornings or afternoons. Such restrictions on hours of opening limit the size of the community to be served (Jones 1977:313).

Al-Misfer (1988:104) suggested that the site should be large enough to accommodate the future as well as the present needs of the community. The joint facility should also provide adequate public library user access and parking. According to Jones (1977:314) ample space for parking may compensate for the distance from shops and other amenities. It is necessary that the library should have good signposting to help users find the library easily.

2.2.8 Design of Accommodation

There is consensus among those who have experimented with dual-use libraries that the library should be big enough for all the services it plans to provide. Jones (1977:315) stated that this type of library requires the provision of spaces which are sufficiently separated to allow them to be used simultaneously for different and sometimes noisy purposes, without mutual disturbance. He further said that old people need to be able to browse in comfort without being overrun by children, whilst pupils need sometimes to settle down to work as a group, alone or with a teacher. All these requirements call for the provision of a suite of rooms or at least a room of irregular shape, where space can be used flexibly according to changing

patterns of need. According to Jones (1977:313) most dual purpose libraries were invariably accommodated on existing school or college premises - usually a converted hall or classroom - or they were modest additions to existing schools.

2.2.9 Services

Cooperative ventures as suggested by Little (1996:38) need a clear framework within which to operate. She further said that these do not need to be prescriptive as co-operative relationships mature beyond initial implementation, but must be clear, agreed guidelines which address the needs, outcomes, roles and responsibilities of all the parties. According to Gauld (1987:79) and Shaw (1990:54), in joint-use libraries membership must be free and stock should be available to all patrons, unless a decision is made locally to vary this condition. It would seem therefore that the public not only gets adequate public library materials but also gets access to many items of interest from the school collection. The school on the other hand has access to a much wider range of reference material, a larger general interest collection and more periodicals.

It is expected that school-community libraries will open to the public during school hours, but hours of opening outside school hours and during vacations are decided by all the stakeholders according to Gauld (1987:79) and Dwyer (1989:21).

Jones (1977:312) and Dwyer (1987:110) emphasized that unrestricted access by all users, that is simultaneous dual use, is vital to both the school and the general public. Jones (1977:312) pointed out that for a single library to meet the needs of both users

requires a new evaluation of long-accepted philosophies and procedures. However, Gauld (1987:88) acknowledged that the ability to be flexible and to suit local needs is a strength of school-community libraries. It is evident from the literature that these libraries are appreciated by the communities they serve. For instance, Amey (1987:53) pointed out that communities expressed an extraordinary pride toward what was clearly perceived as an esteemed local institution.

As communities are most often involved in the establishment of schools, this involvement according to Tawete (1995:34) can also use adults in either teaching or library work, thus reducing the shortage of both teachers and librarians. Brown (1987:142) mentioned that the experience to date in South Australia suggests that coordination, rationalization and, where appropriate, combination of resources, produces a more effective, more efficient and more meaningful service to the local community.

2.2.10 Stock

Little (1996:36) said that each of the funding agencies provides materials relevant to the needs of their constituents. This meant that the Department for Education and Children's Services provides money for materials to support the curriculum and the Libraries Board provided funds to acquire materials for the general community (Little 1996:36). She further said that in a joint-use facility the school library stock is selected and processed as for a normal school library. When mutual public library stock is selected, recognition is taken of the current school stock, overlap avoided and

material is supplied for the age groups not represented in the school collection. There seemed to be some economies of scale at work and bulk discounts may be achieved if schools acquire materials centrally with the public library (Little 1996:36).

Gauld (1987:87) stated that although many fears have been expressed that adults will feel uncomfortable choosing books when children are using the library, or that teachers will feel inhibited by the presence of other adults, teacher-librarians working in school-community libraries reported that it is not long before everyone ignored everyone else in the same way the clients of a public library do.

To improve relations among students, teachers and public library users, Shaw (1990:52) suggested that all non-fiction should be integrated, with material for the youngest child shelved alongside adult material, and younger children encouraged to use the whole library. The integration of material can cause problems as Stenberg (1996:47) has observed that in most schools teachers were concerned that too much literature needed by the school would be borrowed by adults, and children would also be exposed to material which may not be suitable for their consumption.

Shaw (1990:52) said that under these circumstances if the material is integrated a good relationship will develop between library staff and school children, who are given the same high level of service as adult users. This may encourage pupils to appreciate that they have a responsibility to behave sensibly when using the library. Consequently, the presence of pupils, even in large numbers, will not deter members of the public who wish to browse in all sections of the library.

2.2.11 Staffing

Dwyer (1989:6) reported that the education authority provides professional and clerical staff for the library. Shaw (1990:55) warned that the staffing arrangements need to be very carefully thought through. Amey (1987:18) said that in many ways, much of the success of any joint-use library in South Australia depended upon the ability and enthusiasm of the teacher librarian.

Shaw (1990:55) emphasized that the person appointed to such a post must have the necessary professional skills and personal qualities to be able to respond to the needs of both school and community in managing and developing two types of service in one building. In some joint use libraries responsibility is split, with a school librarian taking charge of services to the school and public library staff taking responsibility for services to the community. This type of arrangement can lead to conflict between the two types of user, and can result in the library being run as separate services rather than as a joint one. Shaw (1990:52) suggested that one professional librarian should be appointed to manage and develop the services offered to both the school and the community. This person, Shaw argued, should have the responsibility for meeting the needs and demands of both sets of users without either being disadvantaged.

Jones (1977:314) acknowledged that the role of such a librarian is a delicate one, but the success with which such posts have usually been filled indicates that the required qualities, both professional and diplomatic, are to be found in many librarians who

find a particular challenge and satisfaction in work of this kind. These librarians bear a heavy load, they must serve as regular teacher-librarians and must also develop public library skills. According to Amey (1987:41) the aspect of joint-use programmes will only succeed if the teacher-librarian is flexible in her approach to her role, and if she is outgoing and willing to make approaches to the community. To show that the teacher-librarian is the motivating force behind every school-community library, Amey (1989:41) stated that the success of the South Australian experience is very much due to the hard-working, conscientious teacher-librarians.

However, teacher-librarians who worked in joint-use libraries in Australia and Canada have reported the stress which they sometimes experience in being pulled both ways by their demanding dual role. Jones (1977:314) stated that the problems which can arise from the need to serve two masters seem to have been much exaggerated. He said that it is important that the chain of responsibility should be clearly defined from the outset, but such definition need not be unduly complex or bureaucratic.

Both Jones (1977:314) and Little (1996:36) suggested that all that is needed is a simple understanding that the librarian (of the dual-use library) will be responsible to the head teachers for matters concerning the school, and to the chief librarian for general administration and public service. Jones (1977:314) stated that to be fully effective, the librarian of a dual-use library must be regarded in just the same way as any school librarian, taking part in the life of the school - including participation in

staff meetings concerned with both curricular and other matters - and to make this possible there must be adequate supporting staff in the library. In addition to this, strong and continual regular support for the teacher librarian is very important. However, the key lies in respect for the professional competence of the librarian, who should be expected to exercise discretion and common sense.

Although there are strongly held opinions as to whether the person in charge of a school library should be qualified mainly as a teacher or as a librarian, Jones (1977:314) mentioned that there can surely be no question that the person in charge of a dual purpose library must be a librarian. Al-Misfer (1988:100) also agreed that no library will be able to achieve its goals and objectives without qualified staff. On the other hand, Amey (1989:20) stated that in Canada about 20% of the school-community libraries were administered by volunteers, secretaries, students or unqualified personnel. Another essential aspect in the success of any school-housed public library is the commitment and involvement of the school principal. He added that principals reported that as administrators they recognize the school-community library as an effective way in which to blend the school with the community. The library will therefore provide linkage between the worlds of school learning and community literacy.

2.3 *Opposition to Combined Libraries*

It is important to note that this model has met with some opposition. Zaaiman, Roux and Rykheer (1988:203) suggested that the combination of school and community libraries should be considered in underdeveloped areas where neither has sufficient resources. They further said that the more developed the community, the greater the need for these two types to exist side by side. Little (1996:33) said that one of the groups which dismissed the concept of combined libraries at its first introduction was the professional librarians, who were convinced that this model had not worked elsewhere and that it could not work in South Australia.

Kuzwayo (1994:5) who is a critic of the idea of a merger says that, a strong indictment against combined libraries which comes from Canada, which is reputed to be the country where the idea is thriving, is that the two libraries are two separate entities, with largely separate sets of goals and users. Clubb (1988:37) also said that the two should work together as neighbours in a community, not as members of the same family living in an overcrowded house. Kuzwayo (1994:5) argued that the acceptance of the idea of combined libraries in post-apartheid South Africa would be retrogressive. For one thing the idea is reminiscent of the South African Library Conference's recommendation 1962 that schools should be used as one of "the circulating centres for the public library system where there are no village libraries" (Kuzwayo 1994:5). He further alleged that even if they were justified on the grounds of economy and as a strategy for expanding services a possibility exists that combined libraries may be perceived, by those upon whom they are inflicted, as a belated

instrument of social engineering designed to perpetuate the deprivation of certain population groups in post-apartheid South Africa. A distinct danger exists, Kuzwayo (1994:6) warned, in that combined libraries will amount to accepting mediocrity as a standard for black people. He is especially strongly opposed to the idea of a merger for sprawling black townships which are only a short distance from towns where public and school libraries abound, some of which closely approximate standard institutions. He admitted however that combined libraries can be established in rural areas as a temporary measure in the absence of any other facility (Personal Communication, April 1996, University of Zululand).

2.4 Conclusion

It is clear from the foregoing review of related literature that this model has met with both success and failure although on differing levels. Given the economic and other imperatives, there are cost efficiencies in sharing resources, which are necessary to make library services viable in the most remote areas. Little (1996:32) said that the assumption throughout the planning and implementation process in South Australia has been that the capacity to provide broader and better quality services is enhanced by pooling human and material resources together.

However, it is evident from the reviewed literature that the combined model would require a strong planning and management structure involving all the stakeholders. The involvement and commitment of the stakeholders is crucial to the success of this facility. All the involved parties should be fully aware of their obligations, to

minimize problems in the future. It is also crucial that a policy backed by the law should be developed. The policy should clearly stipulate implementable flexible standards which should be a basis for the combined library model. The importance of qualified and committed staff has been emphasized in the literature as being one of the prerequisites for successful ventures. It is the careful consideration of the above-mentioned facts that can ensure that through combined services high quality and appropriate services are offered.

Tawete (1995:33) highlighted the fact that the concept of combined school-community libraries is an innovation for librarians in Africa. He further said that this innovation involves the transformation in the library mission and delivery. The integration of services is no longer a matter of academic or professional debate but a real necessity. Therefore, Tawete (1995:33-34) concluded by saying that librarians should not be mentally colonized by the Anglo-American library tradition of separate library systems when the economy does not allow.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 *Introduction*

In describing the methodology used for the study this section describes the selection of the sample, the designing of the instrument, and the analysis of data.

To achieve the objectives of this study the researcher found that the most appropriate technique for use in this study was the survey method. According to Busha and Harter (1980:54) survey research is characterized by the selection of random samples from a population, to obtain empirical knowledge of a contemporary nature. Busha and Harter recognised that this knowledge allows generalizations to be made about the characteristics, opinions, beliefs, and attitudes of the entire population being studied.

To collect data the researcher conducted a survey using the interview schedule from August to September in 1995. The different components of the methodology are discussed below.

3.2 *Population Under Study*

The population of this study was comprised of school principals in the Umtata district of the former Transkei. The population also included the only two teacher-librarians in the area under study.

3.3 *Sampling procedure*

A sampling frame was available in the form of a list of all schools in the Umtata district of the former Transkei. The sample of ninety four schools was selected from a total of one hundred and eighty five schools for the study.

A stratified random sample was used because of the different levels as well as the geographical location of schools. For instance, twenty seven schools are in the municipal area of Umtata and most of these are fairly close to one another. On the other hand, one hundred and fifty eight schools are scattered throughout the rural areas. According to Powell (1985:74), in selecting a stratified random sample all the population elements must be divided into groups or categories after which an independent random sample is drawn from each group or stratum. The sampling procedure was as follows: the researcher divided schools according to levels, that is senior secondary, junior secondary and primary schools and according to the geographical location of each school, that is whether in a rural or a municipal area. The following sampling frame illustrates the above sampling procedure :

TABLE 1

SAMPLING FRAME USED TO OBTAIN SAMPLE POPULATION.

MUNICIPAL AREA

	Total	Sampled	%
Senior Secondary	6	3	50%
Junior Secondary	10	5	50%
Primary	11	6	54,5%
TOTAL	27	14	

RURAL AREA

	Total	Sampled	%
Senior Secondary	12	6	50%
Junior Secondary	101	51	51,1%
Primary	45	23	51,1%
TOTAL	158	80	

Although the researcher targeted only about 52% of the population she was confident of a 100% response since she was going to administer the survey personally.

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3.4 Instrument

The instrument used in the study was an interview schedule developed by the researcher (See Appendix 1). Since libraries are uncommon and unfamiliar in the Transkei they have been given low priority. The researcher decided therefore that the interview schedule would be more appropriate for surveying the population in this study. The interview schedule would also safeguard against bias and ensure consistency throughout the interview. Moreover, the attitude that most people have towards libraries could lead to a poor response if other instruments such as mailed questionnaires were used.

Also since libraries are unknown among the majority of blacks the researcher decided that an interview schedule was the tool best suited to the study, because the personal contact during the interview would give the researcher a chance to explain the value of libraries and of this study to the development of libraries in this previously disadvantaged area. This personal contact, the researcher hoped, would improve the response rate.

3.4.1 Interview schedule

The interview schedule listed in the desired sequence the questions that were to be asked during the interview. The schedule consisted of a semi-structured interview which according to Borg and Gall (1983:442) has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondent's opinions and reasons behind them. A semi-structured interview is built around a core of structured questions from which the interviewer branches off to explore any relevant details in greater depth.

The researcher used both closed and open-ended questions. Open-ended questions were preferred since they can accommodate probing, should the researcher need more information or the clarification of a point during the interview. Also of importance is the fact that questions were kept short and simple.

The schedule was divided into two sections:

Section A

Questions in this section were designed to collect data about the existence of school libraries, their collections, personnel, services, importance and the degree of use by the school and the community. This data was essential to determine the present conditions of school libraries, including the resources available, the services offered and the existing relationship between the school and the community.

Section B

Questions in this section were designed to establish the opinions of school principals towards combining public and school libraries and to ascertain whether or not they supported a merger.

3.4.2 The Interview Procedure

In each of the schools visited the researcher gave a brief introductory explanation of the study to the principal before the commencement of the interview. The researcher noticed that principals of those schools with libraries were more eager to participate in the study than those of schools without libraries. The latter were uncertain about their involvement in a study about school libraries when they have none. In all the schools which did not have a library, interviews were brief, since most questions in the schedule were irrelevant to them.

3.5 Presentation and Analysis of Data

The content analysis method was applied to analyze responses from open-ended questions. Kerlinger (1979:417) described content analysis as an objective and quantitative method for assigning types of verbal and other data to categories. The researcher analyzed responses and assigned them to major categories. All the data collected was then analyzed by use of descriptive statistics in order to determine totals, some of which were presented in tabular form.

CHAPTER 4

PRESENTATION OF RESULTS

This chapter presents the findings of the study as provided by the respondents, the school principals and two teacher librarians.

The results of the study are reported with regard to the following:

- **school library provision (4.1) which includes provision and usage of stock (4.1.1); staff (4.1.2); and the importance of a library (4.1.3).**
- **existing relationship between the school and the community (4.2).**
- **attitudes of principals towards school-community libraries (4.3) which includes contribution towards stock (4.3.1); staff (4.3.2); maintenance (4.3.3); security (4.3.4) and the role of the government (4.3.5).**
- **planning (4.4)**

4.1 School Library Provision

From the ninety four schools that were surveyed only eleven schools (11.7%) had a library room.

TABLE 2.

SCHOOL LIBRARY PROVISION

Schools with libraries	Municipal	Rural	Total
High schools	3	5	8
Junior Secondary	2	-	2
Primary	1	-	<u>1</u>
Total number of schools <u>with libraries</u> 11 (11.7%)			
Total number of schools <u>without libraries</u> 83 (88.29%)			

The respondents were also asked to give reasons why their schools did not have libraries. Twenty respondents (21.27%) asserted that the school had been built by the community which did not have adequate resources to pay for a library. Nineteen respondents (20.21%) said that historically black schools had never been provided with libraries. Eighteen respondents (19.14%) said that the library was not included in the original plan of the school. Thirteen principals (13.82%) claimed that the main focus had been on the provision of classrooms. Twelve respondents (12.8%) reported that the importance of a library in an educational institution had been overlooked.

Twelve respondents (12.8%) could not give an answer to the question.

4.1.1 Usage of the library

When the respondents were asked the purpose for which the library was used the responses were as follows:

Five respondents in the urban area used the library room as a library whilst the remaining one reported using it as a staff room. In the rural areas three principals reported that the library room was used as a staff room whilst two others reported using it as a storeroom. The researcher asked for permission to inspect the facilities. All the libraries had shelves that are permanently fixed to the sides of the room, those that were functioning had tables in the centre. There were few books on the shelves and libraries used the card catalogue. The respondents stated unanimously that there is a serious shortage of accommodation, hence the library is used either as a classrooms, storeroom or staff room.

4.1.2 Provision and Usage of Stock

The respondents were also asked to indicate the type of library material available.

Ten respondents (10.6%) indicated that they have books. Four respondents (4.25%) had journals and only two (2.12%) of them had audio-visual material. Those with journals and audio-visual material bought these either with the school fund or

through donations.

TABLE 3

PROVISION OF STOCK

Material	Rural Sch	Munic. Sch	TOTAL
Books	5	5	10
Journals	-	4	4
A-V	-	2	2
None	-	1	1
TOTAL	5	10	17

Ten respondents (10.6%) said that the books that they have were supplied by the National Library. Two respondents said that they got library material from READ. Two respondents reported that they get a grant from the Department of Education to buy library material. Two respondents complained that most of the material that was supplied by the National Library was not relevant to schools, because it was too advanced for their level of understanding. One respondent said she bought the material when funds permitted.

Moreover, thirty (from rural areas) indicated that they were not aware that the National Library was supplying some schools with books. As a result there was a

school which had a library building with no material at all. It was highlighted in these discussions that it would be more appropriate to let the schools buy books themselves than to receive material from the National Library.

Questions were asked to determine the purpose for which the material was used.

Six schools in the municipal area which had libraries said the material was used both for leisure reading and homework. Only five respondents (5.31%) indicated that the material in the library was used by both teachers and students. In five libraries in the rural areas the material was not used at all. In these schools the researcher was shown boxes full of books that were still sealed. Respondents said that they did not use these books because they did not have a library.

The remaining eighty three respondents (88.3%) who indicated that they did not have or use library material reported that students depended mainly on the prescribed textbook. Only two respondents (2.12%) claimed that students also used the public library. Eighty respondents (85.10%) indicated that there were no other libraries near them and as they are far from town, it would be expensive to go to town to use the public library.

4.1.3 Staff

Concerning the issue of staffing, only two schools out of the eleven which had libraries indicated that the library was run by qualified teacher-librarians. These

teachers have a Diploma in School Librarianship. These teacher-librarians indicated that they also teach other subjects due to the shortage of staff in their schools. They mentioned several problems that they encounter in their work. For instance, most of their colleagues look down upon their profession. Most teachers do not understand how a library is supposed to work.

Teachers did not refer pupils to the library, but instead took books from the library and made photocopies or notes for their pupils. Some of them kept library books for the whole year, and sometimes lost them in the process. The lack of funds was also mentioned as a problem. They also complained about the material they got from the National Library. Most of the time, it was too advanced for the school pupils. They also mentioned lack of motivation in the work that they are doing. The library was opened when the teacher concerned was not engaged in teaching and on certain afternoons once or twice a week, depending on whether the teacher was available.

Four schools had a teacher who was allocated fewer periods and was responsible for the library. These teachers did not have any qualification in School Librarianship. The library in their schools was opened when they were free. In five schools students worked in the library as library monitors. Whenever students were helping in the library there would always be a teacher to supervise them, because in the past books had been stolen when students were alone.

TABLE 4.

STAFF PROVISION

Personnel	Municipal Schools
Qualified teacher-librarian	2
Teacher	4
Student	5
Other	-

4.1.4 Importance of a Library

With regard to the question of the necessity of the library in an educational institution respondents explained this necessity as follows:

Twenty three respondents (24.46%) indicated that libraries can broaden the mental capacity of pupils and teachers, thus widening their scope. Nineteen (20.21%) of them said that libraries are necessary to enrich and improve the teaching-learning situation. Eighteen (19.14%) indicated that libraries would enhance a sense of initiative, develop reading habits in pupils and help them to acquire knowledge.

Fourteen (14.9%) reported that libraries are needed to supplement teaching and to encourage independent critical thinking. Twelve (12.8%) said that libraries would provide additional resources which can improve the student's language abilities and encourage self-learning. Eight (8.51%) claimed that the standard of education would be improved if libraries were to be established in their schools.

4.2 *Relationship Between School and Community*

On the issue of community involvement in the schools, all ninety four respondents admitted that there was a relationship or involvement between the school and the community. The Parent Teacher Student Association (PTSA) seemed to be common to all the schools. Although this issue was not directly addressed by the questionnaire it became clear that the PTSA was an official body which should be elected in each and every school to ensure representation and inclusivity of all the stakeholders.

On the issue of whether or not the school library was used by the community, the five schools with functioning libraries indicated that the library was not used by the members of the community. They forwarded similar responses such as that the library only provides for the school and not the community, because it is a school library. Moreover, there has never been an instance where members of the community asked to use the library.

Some questions were intended to assess the attitude of the respondents to the idea of a school-community library and the envisaged community involvement if these

libraries were to be established. This was done by addressing the following aspects:

4.3 Attitudes of Principals Towards Combined Libraries

In relation to questions which were intended to establish attitudes behind the use of school facilities by the community the respondents ranged from those who supported the idea fully, to those who had some reservations about the idea and yet others who were completely opposed to the idea. Twenty six respondents (27.65%) stated that sharing may improve relations between the school and the community and this may help to elicit community support for the school. Twenty four respondents (25.53%) said that a joint-use facility is possible though it may have its problems. It needs thorough planning by all those who are involved. Seventeen respondents (18.1%), eleven (11.70%) of whom had a library, said that the school does not exist in isolation, but is part of the community, so it should be useful to that community. Fifteen respondents (15.95%) said that they were not sure how such a facility would work, and as a result they did not encourage the idea. Twelve respondents (12.8%) were totally opposed to the idea. They raised such concerns as vandalism and chaos if the facility in the school were to be made freely available to the community which may not appreciate its value. No significant difference in attitude towards giving communities access to school facilities was identified between rural and municipal responses, apart from some scepticism expressed by urban principals regarding vandalism.

4.3.1 Contribution Towards Stock

Twenty seven respondents (28.72%) suggested that the community can contribute by donating books or any other reading material that may be useful to the library.

Twenty two respondents (23.40%) felt that most members of the community were poor and were ignorant in so far as the value of a library is concerned. Such people may not be willing to contribute towards the stocking of such a library. Nineteen respondents (20.2%) felt that members of the community should contribute voluntarily or they should donate reading material. Sixteen respondents (17.02%) suggested that a certain amount of money should be contributed by the community and this figure should be stipulated by those who plan this joint use. Another group of ten (10.63%) suggested fund-raising activities and donations from the private sector as another option.

4.3.2 Contribution Towards Staff

With regard to staff to serve the community, twenty seven respondents (28.72%) felt that members of staff should serve the community. Twenty respondents (21.27%) indicated that some members of the community could assist in the library. They should undergo training and should be paid by the government. These the respondents saw as a way to alleviate the problem of unemployment by encouraging commitment to the established service. Nineteen respondents (20.2%) felt that the matter concerning staff to serve in the joint-use library should be left to those who were professionals in the field of librarianship. Twenty eight respondents (29.78%)

said that the government should train more people in the field.

4.3.3 Maintenance

Fifteen respondents (15.95%) indicated that the community should contribute towards the maintenance of the library because they will also be using it. Forty seven respondents (50%) reiterated the fact that most members of the community are poor, and moreover the school is government property. Therefore the latter should maintain the school-community library. The remaining thirty two respondents (34.04%) said that the government and the community should have joint responsibility on this.

4.3.4 Security

Twenty four respondents (25.53%) stated that if the community saw the library as an asset to them, they would safeguard it. Concerning security twenty respondents (21.27%) stated that security measures should be considered at the planning stage. They indicated that the school and the community should work together to ensure security. Fifteen respondents (15.95%) raised concern about the possible loss, or theft of library material and damage to the school premises. They suggested that the community should be involved in the planning stages and should be made aware of its responsibilities. Thirty two respondents (34.04%) said that if more security was provided that would lessen the rate of crime.

4.3.5 The Role of the Government

Although this section was not directly addressed by the questionnaire, respondents put forward their views during informal discussion. Respondents stated that the government should be responsible for the establishment of school-community libraries. They felt that the Reconstruction and Development Programme (RDP) fund could be used to establish these libraries, including the provision of stock, staff and maintenance. Others mentioned that the National Library should be responsible for this.

Other respondents emphasized that rural areas previously have been disadvantaged and deprived of most services which are available in urban areas. It is in this regard that they strongly felt that the government should try to redress past imbalances by establishing services for those previously disadvantaged communities, who are also taxpayers. Therefore, the government is responsible for empowering rural people so that they may be self-sufficient and able to participate fully in the democratic process.

4.4 Planning

Forty seven respondents (50%) felt that the government, school, parents and students should be involved in the planning process. Eighteen (19.14%) felt that the government, the parents, the school, the National Library, and READ as well as publishers and booksellers should be involved. Seventeen (18.08%) said the

community teachers and students should be involved. Twelve (12.8%) said the government, parents and the school should be included.

CHAPTER 5

INTERPRETATION OF RESULTS

This section links the discussions about issues raised in the literature survey with the findings of the survey. Conclusions are drawn where possible.

The results are analyzed and discussed with regard to the following:

5.1 School library provision

5.1.1 Suitability of combined library model

5.2 Necessity of a library

5.3 Planning

5.4 Management

5.5 Stock provision, usage and general maintenance

5.6 Staffing

5.7 Relationship between the school and the community

5.8 Is the principle of joint-use libraries justified?

5.1 School Library Provision

The state of school libraries in the former Transkei, as Totemeyer (1985:65) and Majaja (1994:7) acknowledged, is haphazard and poor. The findings of this study clearly indicate that the condition of libraries has not improved since Totemeyer

conducted a survey in 1985.

The findings showed clearly that the government and the educational authorities in the Umtata district have not been addressing seriously the need and importance of school libraries. Because there was no statutory requirement for the provision of school libraries, there was evidently a shortage of these libraries. Even those that existed had inadequate material, equipment and services, and a shortage of trained professional librarians. This corresponds with Verbeek's (1986:23) remarks that the library services for black schools were highly inadequate, being characterised by too few books, a racist and conservative bias in the literature and insufficient library staff. This observation is typical of the situation in the former Transkei.

The fact that both rural and municipal areas were inadequately provided for was confirmed by the fact that only eleven schools out of ninety four had libraries. On the other hand, though school library provision was generally poor at all school levels, primary and junior secondary schools seemed to be worse off compared to the high schools. From the eighty five schools that were surveyed in the primary and junior school categories only two had libraries, and they are in the municipal area. All the schools in the rural areas which had libraries used the library for other purposes such as a classroom or storeroom. Since there is no policy on school libraries, there are no prescribed stipulations as to how the library room should be used. Instead each school used it according to its own discretion.

The researcher discovered that the overcrowding and the lack of appreciation of the

importance of resource-based learning which have plagued most schools shifted emphasis to the provision of classrooms rather than educational resources such as libraries, laboratories, and so on, thus confirming observations by Kistan (1992:35) and Stadler (1992:28). However, there was still a serious shortage of classrooms, with most schools overcrowded and others conducting some of their teaching under trees. The provision of libraries in this region is grossly inadequate. The study investigated another model that could improve the situation.

5.1.1 Suitability of the Combined Library Model

The factors which led to the establishment of combined libraries in those countries where this model has been used seem to be relevant to the situation in the Umtata district. In this region too as in other countries (Canada, South Australia and so on) there are tremendous backlogs in public and school libraries and most rural communities are small and may not afford separate services, as illustrated by Gauld (1987:75), Amey (1989:111) and Little (1996:31-32). However communities from these countries are significantly different from the ones in the Umtata district due to the political and socio-economic background. In South Australia for instance, rural communities are homogenous and close-knit, sharing the same culture and languages and being at the same level of literacy (Le Roux 1996:73), whereas in the Umtata district apartheid with its policies destroyed homogeneity and created divisions along the lines of race, class and ethnicity. The situation requires library services that are dynamic and are able to serve the divergent needs of the communities.

In addition to this, most countries which have experimented with the model already have a functional school library which could be upgraded to serve both the school and the community (Le Roux 1996:73 and Little 1996:34). The situation in the Umtata district is different as the study has indicated. However, since this region has been reincorporated into the "new" South Africa there has been a growing concern that services in previously disadvantaged areas need to be improved. Although the situation is still bleak, it is comforting to note that organisations such as READ have started developing school libraries in this region.

Furthermore, Radebe (1996:54) noted that the Implementation Plan for Education and Training (IPET) Document of the Library and Information Services (LIS) Working Group of the Committee for Education Policy Development (CEPD), which was mandated to develop the LIS policy and to translate policy proposals into implementable plans or strategies, proposed that by 1999 each school should have basic collections of library material. This effort at least brings hope that if these policies are effectively implemented, things might change for the better and if necessary ground would be fertile for the testing and implementation of this model in areas such as Umtata. It is important to note that even the urban school principals surveyed in this study were supportive of the model despite Kuzwayo's (1995) and Zaaiman, Roux and Rykheer's (1988) disapproval of the model in urban and developed townships which might have easy access to other related services.

5.2 The Necessity of a Library

Respondents were asked whether they regarded a library as a necessity in education. To explain how they understand this necessity they generally agreed that a library is needed to enrich classroom teaching and broaden the intellectual capacity of pupils. The positive response to the necessity of a library shows that most people are beginning to realize that a library is an indispensable tool in any teaching or learning institution. If education is to be transformed the establishment of school libraries should be prioritised, since they enhance a sense of initiative and develop self-independence.

It must be noticed that education is gradually becoming more child-centred. The child is no longer expected to be the passive receiver of information as was the case with bantu education he must take part in the learning process and discover things for himself. The library therefore comes into play to fill in gaps and to enrich classroom teaching, at the same time giving pupils a chance to develop reading skills. Libraries are indispensable tools in education since they have the ability to develop the child as a whole and cater for individual differences. Children are able to work at their own pace in the library, without pressure from the confines of classroom teaching.

5.3 Planning

All the respondents stated that it is essential to involve all the stakeholders, namely the government, the school, staff, pupils and the parents. Some respondents felt that organizations such as READ as well as the National Library should also be involved. What is important is that most people realize the importance of involvement if there is a task which needs to be accomplished. This corresponds with Brown's (1987:142) assertion that all parties should be fully aware of the particular requirements of the proposed new service and understand in advance the nature and extent of the commitments which each will need to make towards its establishment and operation for maximum success of the service.

The involvement of all those who will be affected by joint-use libraries is crucial. For instance, the government should be committed to supporting the services with financial and human resources. It is important to take heed of Little's (1996:14) assertion that genuine commitment to combined library services at a political and government level is crucial to their success. This financial support should not only cover the establishment, it should also cater for the running of the service. This shows clearly that it is critical that future developments should be considered during the planning stages. The school also needs to understand its responsibilities and take into account the fact that parents and students will have to share the limited resources. This will need proper planning as members of the community need not feel humiliated by sharing the library with school children, who should also not be inconvenienced. If all the parties involved appreciate and understand their respective

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roles all the potential difficulties may be identified and prevented. Some respondents suggested that "experts" in the field of librarianship should also be involved throughout the process. Their expertise and experience will perhaps help to highlight issues that may otherwise be overlooked. Their contribution and commitment will determine the success or failure of joint-use libraries, as has been the case in Australia.

It is crucial to operate with firm contractual agreements between all parties to ensure efficient running of joint services as advised by Dwyer (1987:100) from his observations in the United States in 1976.

5.4 Management

The lack of a policy on school libraries does not encourage accountability or commitment, and as a result the line of responsibility is not clearly defined. On practical terms neither the National Library nor the Department of Education was fully responsible for the development of school libraries. The researcher also discovered that the National Library did not make any follow-up to see if the books supplied to the schools were used. This was a crucial omission since most schools kept these books in boxes and did not use them.

It is clear from the literature (Little 1996:37) that it is important to have a clear management structure for Library and Information Services (LIS). For instance, in South Australia it is clear what the role of the Department of Education and

Children's Services is, as well as that of the local authority. The Local Board of Management comprising the school, the community and the Local Council act together as a policy body. This body coordinates services, promotions and so on. This is what is lacking in Umtata and would need to be addressed.

5.5 *Stock Provision, Usage and General Maintenance*

Since eighty three out of ninety four schools surveyed did not have libraries or any books, they indicated that students depended mainly on the prescribed textbooks. This encourages rote-learning and discourages critical and independent thinking as noted by Stadler (1992:45). It also inhibits the development of a reading habit. These are conditions which limit the child's mental capacity, thus denying him or her the right to explore the information world. Unfortunately, none of the schools which lacked libraries had any other libraries in the neighbourhood, so pupils could not be referred to any other information centre. It was very difficult to accept that most teachers also relied solely on the textbook to teach students.

The few school libraries that exist in the Umtata district have books as the main part of their stock. The lack of other forms of material makes the stock unbalanced, thus limiting scope and denying the user the right to an ever-increasing world of information and technology. Traditional teaching, Stadler (1992:45) argued, is textbook-oriented and it does not necessitate an adequately stocked and well-organized school library. One thing was evident that an open learning approach, where students are required to undertake an exploration of different subjects, was

not practised in schools in the former Transkei. Hugo (1996:36) said that the quality of education is, to a large extent, dependent on an adequate supply of appropriate resources to make learner-centred teaching and independent learning possible. Without resources, reliance on the textbook is usually the norm and rote-learning is more likely to continue to be common practice.

Almost all the schools that had library books, (10 out of the 11 which had libraries) got them from the National Library, though others mentioned READ one bought the material using school funds, others used the grant given by the Department of Education. There may be several reasons apart from lack of financial resources which kept library services at a low priority level in national development plans. Is it possible that the persons who are in policy-making positions have themselves gone through an education system which does not give importance to library use? Some schools indicated that they were not aware that they were supposed to get books from the National Library. On the other hand, some of those who were supplied raised complaints that most of the material from the National Library was not relevant to them. This material consisted mainly of fiction, with some non-fiction that was too advanced for their level. It is therefore important to take note of suggestions by Amey (1989:111) and Little (1996:36) that all the stakeholders should have a way of participating in the selection of material to ensure relevance.

From the literature surveyed (Gauld 1987:87 and Little 1996:36) it is evident that combined libraries have an advantage in so far as the provision of material is concerned. Users are exposed to a wider range of material in a combined facility.

However, there are problems that can be experienced with this type of arrangement, for instance, material which is needed by the school being borrowed by adults and children being exposed to unsuitable material as raised by Stenberg (1996:47). This emphasises the need to identify and address all the problems during the planning stages. Policies on how the material is to be collected and used should be developed. Both groups of users should clearly understand their obligation right from the outset. The planners and the funding bodies should make sure that the material provided in the library is enough.

There were mixed responses with regard to the community contributing towards stock and maintenance. Respondents (22) were generally opposed to the idea of the community contributing towards maintenance and stock. They indicated that expecting the community to contribute towards the establishment of joint-use libraries may be unfair and unrealistic because most of these people are poor. Poverty might not be the only problem also the idea of a library is almost unknown amongst them. Expecting them to contribute to a service they may not immediately benefit from may cause them to develop a negative attitude of resistance towards the service. It has to be acknowledged that a lack of libraries in black areas was not due to a lack of funds but was rather part of the grand apartheid scheme of giving blacks inferior education to keep them in inferior positions.

However, other respondents (62) maintained that the community should contribute towards the establishment of joint-use libraries. These respondents felt that to develop commitment to the established service they should contribute either by

paying money, donating books or offering volunteers to work in the library. Due to the lack of resources, the Government of National Unity may not be able to afford to establish all the essential services for all the people without them contributing in one way or another. In addition to this if they do not contribute they will not attach any value to that service, which will result in vandalism. Another unfortunate consequence of the apartheid era is that people have come to distrust government structures.

The time has come when people need to protect, value and improve existing services instead of destroying them because the money which will be used for re-building the same services could have been used for something else. People need to develop a culture of national pride and responsibility, and a sense of appreciation and ownership. Inclusivity and transparency throughout the process of establishing new services may gradually cultivate support for and use of the service.

5.6 Staffing

Only two schools had a qualified librarian responsible for the library. Other schools (3) had a teacher who was allocated fewer periods in recognition of their being responsible for the library. The library in these schools was only open when the teacher concerned was not teaching. These teachers indicated the way in which other members of staff looked down upon what they were doing in the library. The lack of prestige associated with being a librarian has been identified as one major reason for the shortage of professional staff. Most people undermine the work of a librarian

because they lack vision concerning the importance of a school library in an educational institution. It may also be that the past experience of most teachers, who also were not exposed to libraries during their school days, is another reason. Since they managed to get their educational qualifications without using libraries, they do not see any reason why their students cannot do the same.

It is important that librarians should work hard to change their image. They should apply vigorous methods which will facilitate information dissemination. The traditional methods which have not been useful should be replaced with dynamic methods which will take into consideration the divergent needs of our people. This corresponds with the suggestions of Jones (1977:314), Dwyer (1989:6) and Shaw (1990:55) that the person serving in a combined library should have suitable qualifications and qualities. This has implications for the training of information workers. It has been suggested by authors such as Totemeyer (1992) and Stilwell (1995) that library schools need to review their programmes and adapt them to empower trainees to meet the challenges facing the profession in this new political dispensation. It is important to take note of Jones' warning (1977:314) that the problems associated with serving two masters have been exaggerated, and further that responsibilities should be clearly defined without unnecessary complexity and bureaucratization.

The establishment of information centres in previously disadvantaged areas should be prioritised. Information workers need to consider all possible options to improve information delivery in this country. The chosen model must suit the unique needs of

South African society. Information workers are faced with the challenge of devising a strategy that will make information accessible to all the people of South Africa.

5.7 *Relationship Between the School and the Community*

All the respondents indicated that they have Parent Teacher Student Associations (PTSAs) which are legitimate bodies to involve all the stakeholders in the running of the school. This could be interpreted to mean that the 'community involvement' which has been recommended highly in the literature as a factor in the successful implementation of the model under discussion, and the lack of which could be an obstacle, is already in existence through the PTSA. Though there is an existing relationship between the school and the community, presently the community does not use the school libraries because they are not equipped to serve the wider communities. However, the idea of the community using the school library was greatly supported.

It became clear from the survey (26 respondents) that sharing resources may also improve relations between the school and the community, and may also elicit community support for the school. If the school proves to be a useful centre in the community, people will identify with it. This may lessen looting and vandalism, common in most institutions in the former Transkei. It is essential that people should realise that institutions that were built by the government should be used for the benefit of that community. However these institutions should prove that they can empower the community, without becoming merely an imposition.

Those (12 respondents) who did not encourage the idea of sharing a school library with the community indicated that schools have been vandalised by some elements in the community. As already mentioned the school needs to be a useful entity in the community so that people will accept it. The fact that only 12 respondents were opposed to the idea of sharing resources shows that there is a willingness to share resources with communities in Umtata.

5.8 *Is the Principle of Joint-Use Services Justified?*

A lot has been said about the provision of services to previously disadvantaged areas, and there is a serious need for action rather than mere lip service. As already mentioned, in the rural areas there is a lack of essential services such as health centres, running water, toilets, telecommunication services, electricity, schools with adequate resources, and so on. Some respondents suggested that the RDP fund could be used to establish the desired services, as it is regarded as a massive programme of social upliftment and infrastructural development.

Lor (1994:134), in his analysis of the RDP document, observed that libraries are mentioned casually in a list of cultural institutions. He further indicated that there is no evidence that the compilers of the report have any appreciation of the role LIS can play in national reconstruction and development. As already indicated, libraries are commonly not given priority in underdeveloped communities, in contrast to clinics, schools and so on. However, if libraries are introduced gradually through such reputable centres as schools, their influence may slowly spread throughout the

whole community. It is clear that the position which libraries hold in previously disadvantaged areas is a very delicate one. Therefore, it is important that if libraries are to be introduced they should be adequate, relevant, effective and sensitive to the needs of local people. In fact, local people should be involved at every stage of the process from planning through to implementation. Their involvement may acquaint them with the envisaged services, giving them a chance to contribute. All these factors may also help them to identify with and support the service. All these goals may be achievable if the services are thoroughly planned by all stakeholders.

The researcher's main concern was that at present it is said that funds are not available for the establishment of some of the necessary services. At the same time most people were in need of these services. Therefore, alternative arrangements need to be made in order to serve all the people. These alternative arrangements may also pave the way for improved services. The establishment of school-community libraries, Gauld (1987:91) argued, will ensure a more effective use of public money, by providing a library service in communities which because of size and remoteness would have little chance of accessing alternative facilities.

Admittedly, these libraries may have their shortcomings, but in the absence of any other service, and considering the shortage of resources, they may be considered as a starting point or even a temporary measure, as suggested by Kuzwayo (1994:6). Perhaps if librarians adopt a positive attitude, develop commitment as well as broadmindedness, these joint-use libraries may prove so useful that the government will consider building proper libraries for all the people of this country.

It is evident from the data that the school-community library model is viewed as an acceptable and suitable solution to the lack of library services in the Umtata district. The lack of resources in the schools surveyed makes this model attractive to the principals if it will facilitate access to adequate services. The model would require a strong planning and management structure which is lacking at the moment in the Education Department. The involvement of the National Library was suggested and supported by all the respondents.

The school library was identified by all the respondents as a necessity to enrich classroom teaching. The majority of respondents approved of sharing the facility with the community since they believed that the move would strengthen relations between the school and the community. Mixed responses were identified in response to the community contributing towards stock, staff and maintenance. Poverty was forwarded as the reason for this reluctance.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The study aimed to ascertain the viability of school-community libraries as a solution to the problem of providing access to libraries in the Umtata district by determining the present condition of school libraries and finding out whether or not school principals would support the establishment of these joint-use libraries in schools.

The findings of the study established that a combined school-community library model can be a solution to the problem of lack of libraries in Umtata. The majority of respondents generally supported the idea of a merger of school and community libraries because of the poor provision of both types of library and a lack of resources to provide different services. However, the respondents clearly indicated that a merger alone would not solve the problem of inadequate provision of libraries. They agreed that adequate resources and facilities, clear guidelines, and the involvement and commitment of all the stakeholders would be crucial to the success of the project.

The findings clearly point to a lack of government involvement in and support for school libraries, resulting in school libraries being given low priority. Tawete (1995:31) confirmed that the lack of recognition of the educational possibilities

inherent in school libraries has led to their slow development in Africa. Library usage had not been integrated into the school curriculum. In fact, the present curriculum seemed to discourage library use by requiring students only to recapitulate that which can be found in the supplied textbooks. In addition, the non-committed attitudes of the majority of teachers towards libraries did not encourage the pupils to use the library. The negative attitude that is commonly held is based on the fact that most teachers managed to obtain their qualifications without the use of a library. There is a need to transform education as Stadler (1992:45) has suggested broad curriculum changes that are linked to the transformation of teaching methodologies in order to improve the quality of education and create in South Africans the capacity of independent critical thinking.

Again, the ANC proposed that information skills form part of the national core curriculum at all levels of the education and training system (ANC 1995:85). The transformation of education should be seen in the context of transforming society as a whole. Through education people should be empowered with skills and knowledge to improve their lives. It was in this regard that the library should play a supportive role by providing dynamic services. However, the findings of this study indicated that there is a realization that school libraries are necessary in education. It was acknowledged that school libraries are essential to enrich classroom teaching, and to broaden the intellectual capacity of pupils by encouraging independent and critical thinking.

The results obviously indicated that a change is not only advisable, but absolutely

necessary. It should be realised that a school library is a catalyst for educational change and its resources support the curriculum. It is for this reason that the ANC proposed that every education and training institution, including community and learning centres, should provide its learners with access to an appropriate LIS (ANC 1995:85). There is a need for a coherent school library policy which should clearly spell out implementable strategies. More importantly information workers should lobby with the government to avoid libraries being marginalised. Libraries should play an active role and contribute to the improvement of education and community life. Information workers should be committed to making information accessible in various forms to all the people of this country. Joint-use libraries might contribute positively to nation-building as all members of the community will draw information to empower themselves from these centres.

More importantly, professional information workers have a very crucial role to play. They should be the backbone of these projects and should be think tanks who would supply constructive ideas to facilitate the process. They are the people who were supposed to have an insight about the future of libraries in this country. Tawete (1995:35) suggested that to be successful, a combined school-public library service needed a change in attitude, a mission statement and the training of our library personnel. For instance, Radebe (1994:46) suggested the inclusion of a module on "community librarianship" in the programmes for training school librarians in preparation for the dual role of serving both schools and communities. Tawete (1995:35) further stated that a joint public-school library service requires not only the knowledge and skills of librarianship but also the understanding and love of the

community as a whole.

It is important that the services established should be multi-media centres which are both sensitive to their communities' needs and capable of supplying functional information which could provide improvements in living standards and the enhancement of the quality of life in South Africa. The library should be a community centre where various community activities could take place.

Notwithstanding the negative attitude of the majority of librarians towards joint school-public libraries, Tawete (1995:36) argued that an integrated service seems to be our solution to the lack of school libraries and rural library services for the adults. Other studies showed that a merger such as the one suggested in this study would be successfully completed only if a well conceived plan is prepared.

6.2 Recommendations

Recommendations were made in terms of the establishment of a policy (6.2.1); marketing the concept (6.2.2); management (6.2.3); siting (6.2.4); funding (6.2.5); staffing (6.2.6); services (6.2.7); stock and activities.

6.2.1. Management

It is important to take into cognisance Tawete's point (1995:36) that the problems of joint-libraries are basically managerial. The establishment of school community

libraries should be planned thoroughly by all those who would be affected by this joint-use. To avoid many problems in the future it was essential to get everyone to understand and provide input to the relevant procedures. Managerial aspects are important to the successful establishment of joint-use libraries agreement need to be reached on governance. Genuine commitment on behalf of all the stakeholders and participants is crucial to the success of school-community libraries as Little has acknowledged in the case of South Australia (1996:36). It is important that the government of the day should become committed to the development of public library services in order to meet the needs of individuals and to develop literate and informed communities.

The researcher recommends the establishing of a "national agency" charged with over-all responsibility for planning, co-ordinating and effectively developing the nation's libraries. A planning committee should also be created so that it can be involved in day-to-day operations.

This committee should include representatives from the following groups:

- the community
- the school
- the Department of Education
- librarians.

Parties involved should enter into a legally binding agreement which will stipulate clear but flexible guidelines and procedures as to how the library will function.

Consideration should also be given for those who would not adhere to the stipulated procedures. It should also be clearly stipulated how the involved parties will deal with conflict, should it arise.

6.2.2 The Establishment of a Policy

This had been raised as important in all countries where the model has been implemented. If the practice of combining the two services was adopted the government should develop a policy backed by the law. If these libraries were to play a proper part in development their provision must be a statutory duty and standards and performance measures should be formulated. The policy would need to be developed with the participation of all those involved in education and development. It should have flexible guidelines which give shape and direction to the establishment of libraries. It is very important that the policy should oblige those who are establishing libraries to comply with the prescribed standards. Since the expansion of services also requires the training and education of library staff, professional education as a priority should be preceded by the establishment of more library units.

6.2.3 Marketing the Concept

As the concept of libraries is not well established in the Umtata district vigorous programmes should be implemented to market it. It is important to gain the support of the key stakeholders in each community as well as that of the funding bodies. The

need to educate and inform communities as to the importance and value of full public library services is crucial. This could be done by conducting workshops or establishing forums. The media especially the local radio station could be used to promote the idea as it reaches even the remotest parts of this region. Information workers should work co-operatively with other community workers such as nurses, social workers and other influential people in the community. In fact library workers needed to regard themselves as community workers who were committed to enlightening communities.

As it had already been indicated, when a community is unable to provide minimum library services through separate facilities, a combined facility should be considered. Community leaders should be targeted to "champion" the concept within their areas. Model libraries should be established in those areas which would demonstrate enthusiasm, support and commitment to the concept.

The researcher concurred with Le Roux (1996:77) that a pilot project was crucial because it is only through careful experimentation that the real problems can be defined and solutions devised. For all the ideals to be possible the librarians themselves need to change their attitudes and consider the delivery of services as a challenge. Needless to say librarians should lobby for the recognition of library's role and necessity by convincing the government or the relevant departments of this. They should seek to elicit the government's commitment to the concept. Le Roux (1996:77) suggested that in planning these services library professionals and local authorities should take cognizance of the various policy documents issued by the Department of

Education, other provincial and national departments, development plans and community initiatives, so that planning is done in accordance with the government policy.

6.2.4 Siting

Within the school the joint-use library should allow the public to gain access to it without venturing into other parts of the school. There should be direct access to the library from the street as it is recorded in the literature that adults do not like walking through playground areas or past the classroom doors to reach the library (Amey 1987:109 and Gauld 1987:87). The building must be adequate for all functions, with sufficient facilities and furniture for both libraries. The design should welcome all user groups and there should be clear identifying signs outside and inside. Joint-use libraries may be established either in primary or secondary schools, as long as the school is centrally located in the community.

6.2.5 Funding

The planning committee should draw a contract which will clearly define the financial obligations of all the parties involved. It should consider the funding of materials, equipment, furniture and staff. Unless the existing schools have adequate space to accommodate the new suggested libraries, a large amount of money will be required for new library buildings. The planning committee can elect a sub-committee which will be responsible for raising and distributing funds. However,

funds should be closely monitored to prevent misappropriation, and all those involved should be accountable.

6.2.6 Staffing

The joint-running of a library by a public librarian and a school librarian, and the potential for conflict inherent in this idea was one of the major reasons given for the likely failure of a joint-use service. To lessen possible conflict the researcher suggests that one professional librarian possibly a teacher-librarian should be appointed to manage and develop the services offered to both the school and the community. The chain of responsibility should be clearly defined from the outset. Jones (1977:314) suggested that the librarian of a dual-use library needs to know that he or she will be responsible to the principal for matters concerning the school and to the chief librarian for general administration and public service.

The librarian should be trained in both library and communication skills. He or she should be highly sensitive to the community and should be willing to answer to it and accept its role. Further the librarian's role should be buttressed by that of several trained volunteers who should go out into the community to offer advice and spread the news of the library and its services as suggested by Bekker and Lategan (1988:70). It is essential that school principals should be involved and committed to these libraries to ensure that they will succeed. Strong regular support in the form of visits by senior officers, a regular newsletter and workshops or forums for those who will be running the libraries are means of achieving this goal. These people need

encouragement, support and appreciation of the work that they will be doing. There should be sufficient incentives attached to the job to boost the morale of the profession. Libraries that are close to each other should be linked in some way, either by sharing resources or helping each other to solve problems.

6.2.7 Services

Before a joint-use library can be successfully implemented, a community needs analysis has to be done. This analysis should prove that this type of library was most appropriate to the community concerned and that there was little likelihood that the community would be able to establish and maintain separate libraries of its own accord.

Membership should be free and stock should be available to all patrons, unless a decision is made locally to vary the condition. Unrestricted access by all users is vital to both the school and the community. The library should open to the public during school hours. As libraries might not be adequate in terms of size to serve both the community and the school simultaneously, plans should be made to suit local needs. Maybe community members might be allowed to take out material during school hours. The services should be flexible to suit local needs so that they may be maximally effective, efficient and meaningful to the local community.

Opening times after school hours and during vacations should be decided mutually by all the stakeholders. Using the library in the evening might be determined by

other factors such as the availability of lighting facilities and the safety of users and workers at night. These are factors that would have to be considered carefully before implementing the services. Bekker and Lategan (1988:71) said that it was vital that libraries in black communities should seek actively to initiate programmes catering for the expressed needs of community members.

6.2.8 Stock and Activities

The process of providing schools with material should be transparent and inclusive so that schools might be involved in the process. This could also help to motivate all schools to have a collection of books that can be used to supplement classroom teaching. Obviously if each school was allocated a certain amount of money, and held accountable for it, the school's commitment to school library development would be strengthened. It would also give the school a chance to develop libraries that will be relevant and sensitive to local conditions, whilst not sacrificing the expected standards. The situation could also be improved by working co-operatively with organizations such as READ which have considerable experience in the development of school libraries in disadvantaged areas.

A very good reason for combining libraries in the context of a developing society was that good school collections and strong audio-visual holdings become available to the public (Gauld 1987:81). On the other hand, through the public library component, the school gained access to a wider range of reference material, a larger general interest collection and more periodicals. It is important that at the planning stage

agreement should be reached about the supply of initial and future bookstock. The policy drawn up should cover the public and school collections and address questions such as restricted access to or separation of some adult fiction from the general collection. Although, according to Chanetsa (1995:10) some writers have expressed fears that public access to school material will be detrimental to the teaching programme or that access to adult material by children will lead to censorship problems, a study by Dwyer (1987:99) did not confirm these fears.

It is crucial that the envisaged school-community libraries should be dynamic institutions that are not limited to the printed word, but should provide a collection that would be rich in breadth and depth in subjects covered and the types of material included. Repackaging of information could make it accessible to a wider user group who may be hindered by traditional methods of information delivery. The library could also act as a referral centre where people may seek expert advice on their personal problems. The services offered should be determined by local conditions. For instance, literacy programmes should be vigorously implemented in places where illiteracy is rife. These institutions need to change the perception that library development is hindered by illiteracy.

A common source of concern with regard to joint-use libraries was the potential clash of interests between adult users and school pupils. The school and the public library service must be convinced that dual use offers them benefits which could not be better achieved by other means. With that conviction as a starting point, a good site, well designed accommodation and dedicated library staff, there is now evidence

that dual-use can make possible the provision of an improved library service at a marginally reduced cost. And the danger of conflict can be lessened by the establishment of clear standards of behaviour for school pupils.

6.3 *Suggestions for Further Study*

The researcher recommends further research in the following areas:

- 1. The cost-effectiveness of this model (as opposed to providing separate school and public libraries) will need to be established since South Africa, unlike other countries, will be starting on a different level where there are virtually no school or public libraries. It will be a matter of starting from scratch.**
- 2. This model has been successful in 'small' rural communities of about 3000 people in other countries. Although Kinsey and Honigbear (1994:37) claim that it can work in larger communities as well, the researcher believes this to be an issue which needs further researching in South Africa.**
- 3. The role of the National Library in the development of school and public libraries should be investigated.**
- 4. The relevance of this model in urban situations would need to be investigated even though the principals of the urban schools in the study were supportive of the model.**

5. The design of the building is an important issue which needs researching as Jones (1977:315) indicated that this type of library requires the provision of spaces which are sufficiently separated to allow simultaneous use by different groups of users.

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APPENDIX 1 : QUESTIONNAIRE
FOR
SCHOOL PRINCIPALS AND LIBRARIANS

The school-community library as a solution to the lack of library services in the Umtata district of the former Transkei.

Name of school :

Level :

SECTION A

1. Is there a library room or building in your school?

(If yes go to question 2, if no go to question 3).

YES	NO
------------	-----------

2. For what purpose is it used?

(You may give more than one answer)

Please specify

LIBRARY	CLASSROOM	STAFFROOM	OTHER
----------------	------------------	------------------	--------------

3. Why is there no library at your school?

.....

.....

4. Is the library adequate in terms of space and collection?

.....

.....

5. If you have a library what type of library material do you have?

(You may give more than one answer.) *Please specify.*

BOOKS	JOURNALS	AUDIO-VISUAL	OTHER
-------	----------	--------------	-------

6. Who provides library material?

.....

.....

7. Is the material used?

YES	NO
-----	----

If yes, go to question 8.

If no, go to question 10.

8. Who uses the material?

Please specify

STUDENTS	TEACHERS	OTHER
----------	----------	-------

9. For what purpose is the material used?

You may give more than one answer. *Please specify*

LEISURE	HOMEWORK	OTHER
---------	----------	-------

10. Where do students get material for assignments and projects? *Please specify.*

PUBLIC LIBRARY	PRESCRIBED TEXTBOOK	OTHER
-----------------------	--------------------------------	--------------

11. Who is responsible for the library?

Please specify

LIBRARIAN	TEACHER	STUDENT	OTHER
------------------	----------------	----------------	--------------

12. In your opinion is the library a necessity in education?

YES	NO
------------	-----------

13. If yes to 12 above, how do you understand this necessity?

.....
.....

14. If no to 12 above, give reasons.

.....
.....

15. Is there any library in the community, other than the school library?

YES	NO
------------	-----------

16. Is there a relationship or involvement between the school and the community?

YES	NO
------------	-----------

17. If yes to 16 above, what sort of involvement?

.....
.....

18. If no to 16 above, explain why.

.....
.....

19. If there is a library at your school do members of the community use it?

YES	NO
-----	----

20. If yes to 19 above for what purpose?

.....
.....

21. If no to 19 above, why?

.....
.....

SECTION B

22. Would you support the use of the library in your school by the community?

YES	NO
-----	----

23. Give reasons for your answer.

.....
.....

24. If yes to 22 above, what should the community's contribution be in terms of collection/stock building?

.....
.....

25. If yes to 22 above, what are your suggestions regarding staff to serve the community?

.....
.....

26. If yes to 22 above, what is your opinion with regard to the community's contribution in terms of maintenance?

.....
.....

27. If yes to 22 above, what are your concerns about the security of the pupils and premises?

.....
.....

28. In your opinion which role players should be involved in the planning of this joint service?

.....
.....

APPENDIX 11 - LIST OF SCHOOLS SURVEYED

Attwell Madala JSS
Excelsior HS
Baziya JSS
Centuli JSS
Dalibango PS
Dalibuhle JSS
Dumalisile JSS
Eagerton JSS
E.W.Pearce JSS
Fairfield JSS
Glady's King PS
Gobizizwe PS
Gunjana JSS
Gwegwe JSS
Highbury JSS
Holly Cross HS
Ikwezi Community PS
James Kobi PS
Jersey Farm JSS
Jongingwe PS
Jongisizwe JSS
Jonguhlanga JSS
Joyi HS
Julukuqu JSS

Kanyisa HS
Konqeni JSS
Kuyasa JSS
Kwa-Payne PS
Kwelerana JSS
Lower Xhongora JSS
Lukhanyisweni PS
Lukhanyo PS
Luthuthu JSS
Lwandlana PS
Manyosi PS
Maweleni JSS
Maxwele JSS
Mbashe PS
Mbekweni PS
Mbozisa JSS
Mbuqe PS
Mdeni PS
Milton Mbekela HS
Mjemla JSS
Mkatini PS
Mlotshana JPS
Mpandela JSS
Mpeko JSS

Mpetsheni PS
Mputi JSS
Mqhekezweni JSS
Mtawelanga JSS
Mziwodumo JSS
Mzimvubu JSS
Ncise JSS
Ngangelizwe HS
Ngangenyati PS
Ngoswana PS
Ngqunqa PS
Nobuhle PS
No-India PS
No-Moscow PS
Norwood JSS
Nozuko HS
Nqencu JSS
Ntabeni JSS
Ntabeliza JSS
Nxeko Mtirara PS
Orange Groove JSS
Phakamisa PS
Qunu JSS
Qweqwe JSS

Rosedale JSS
Ross JSS
Sangoni JSS
Sigubudu JSS
Springvale JSS
St Johns College (HS)
St Josephs JSS
Tabase JSS
Tyalara JSS
Tyumbu JSS
Umtata Community JSS
Umthentu JSS
Upper Tabase JSS
Upper Xhongora JSS
Upper Zimbane JSS
Viedgesville PS
Vukani PS
Xugwala JSS
Xwili JSS
Zamukulungisa HS
Zimele JSS
Zwelijongile PS
Zithulele PS