

THE PUBLIC LIBRARY AS A COMMUNITY SERVICE  
IN A DEVELOPING SOCIETY:  
CASE STUDY OF BOTSWANA

BY

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## PREFACE

The research described in this thesis was carried out in the Centre for Applied Social Sciences\*, University of Natal, Durban, from September 1984 to November 1988 under the supervision of Ms Frances Lund, Mr Paulus Zulu and Professor Lawrence Schlemmer.

This study represents original work by the author and has not been submitted in any form to another university. Where use was made of the work of others it has been duly acknowledged in the text.

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## ABSTRACT

This study evaluates the purpose and role of the public library in national development in Botswana. Particular attention is focused on the public library as a community resource as well as its sensitivity in meeting the needs of community members and of organizations operating in the community.

Chapter 1 introduces the nature of the problem, and brief historical and current developments of the public library in Botswana. Research objectives of the study are also outlined.

Chapter 2 attempts to locate the public library in developing countries within development strategies such as the modernization and basic needs approach. Discussions further illustrate how policies emanating from these development strategies have influenced public library policies in these countries, and in Botswana. Attempts are made to show how the public library in Botswana is trying to adjust to shifts in emphasis of government development plans, especially the rural development emphasis.

Chapter 3 outlines methods of research used to collect and process data obtained from the village Molepolole in Botswana. There is a brief discussion of the nature of this village as well as that of the community public library.

Chapter 4 and 5 present findings of the household survey, and of community organizations and public librarians interviewed. An analysis and interpretation of findings of the household survey based on a sample of 203 readers drawn from the village is also presented. Community organizations interviewed include both government and non-government. Patterns of reading and views on the library of both readers in the survey and public library users, are explored.

Chapter 6 presents a brief review of developments of the national campaign to eradicate illiteracy in Botswana, which was launched by the Department of Non-formal Education (DNFE) in 1970. The study shows what role the public library has been, and what it should be, in the provision of effective support for the promotion of literacy and reading.

The last chapter gives a summary of findings, and suggests a model that could be adopted to develop an effective rural public library service in Botswana. The model is based on principles of the basic needs approach to development, which emphasizes appropriateness, focus on target groups, accessibility, affordability, integrativeness, participation and assertiveness.



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## LIST OF ABBREVIATIONS

BCW	Botswana Council of Women
BLA	Botswana Library Association
BNLS	Botswana National Library Service
DET	District Extension Team
DNFE	Department of Non-Formal Education
FWE	Family Welfare Educators
NABOB	National Bibliography of Botswana
PTA	Parents Teachers Association
RECC	Rural Extension Co-ordinating Committee
VDC	Village Development Committee
VET	Village Extension Team
YWCA	Young Women's Christian Association

# CHAPTER 1

## INTRODUCTION

### 1.1 THE NATURE OF THE PROBLEM

This study seeks to evaluate the purpose and impact of the public library as a community resource in the development process in Botswana. The thrust of the study focuses on the effectiveness of the public library as a community resource, the importance of the service in relation to other needs of the community, and how the community perceives this service in relation to other services. The study poses questions such as:

- i) What are the objectives of the public library in a developing country like Botswana?
- ii) What is, and could be the role of the public library in national development?
- iii) Are public library objectives consistent with expressed community needs?

The study assumes that the public library service in most developing countries has been provided without a thorough empirical study of information needs of the communities served. Further, the public library lacks the kind of aggressiveness that would enable it to make a meaningful impact in the community. The scarcity of resources in developing countries requires a reappraisal of the objectives of the public library in the light of community and national objectives.

## 1.2 BRIEF HISTORICAL OVERVIEW

The role of the public library in Botswana can only be understood against a brief review of historical and current developments. The history of public libraries in Botswana dates as far back as 1938 (Made 1977:87), but for the purposes of this study the 1960 period to the present will be considered. The period prior to 1960 was characterized by unco-ordinated efforts of both the Carnegie Foundation and some communities to establish libraries. Lack of significant government participation in these endeavours meant that collections were developed largely through gifts (Made 1977, Thapisa 1982).

The Flood Report of 1965 (Made 1977:90) laid the foundation for the development of public libraries in Botswana. The report envisaged a nation-wide service with service points outside Gaborone, the capital. Smaller centres were to be served by postal and book box service. The Botswana Government accepted recommendations of this report on the basis that:

- i) Priority should be given to educational purposes of libraries.
- ii) Much of the reading material would be simple and most of it at a comparatively low level.
- iii) Far more reading and studying would be done on library premises.
- iv) There should be very close co-operation between the library services and the general educational services.

On the basis of the Flood Report, the National Library Service Act of 1967 established four principal objectives (Dale 1971:202):

- i) To provide a general lending and reference library service to the literate section of the adult population.
- ii) To provide more specialized library services for government and other organizations.
- iv) To carry out the functions of a national library ....

The National Library Service was inaugurated in 1968, and later expanded to major centres such as Francistown 1973, Molepolole 1974, Lobatse 1974, Mahalapye 1974, Maun 1975 and Serowe 1976. There has been a spatial bias towards major centres, with villages served by a mobile library service. Stiles (1974) indicates that as early as the seventies, public library users were school children, teachers, government officers and expatriates. Stiles (1972) further indicates that the main selection tools for reading materials were the British National Bibliography (BNB) and the South African National Bibliography (SANB).

Concern has been expressed about the nature of this bookstock. Raseroka (1977:92) asserts that about 95% of the materials held by the Botswana National Library Service is above the reading level of the majority of Batswana, and is in a foreign language. There has also been a move away from simplified materials. This is contrary both to the tone of the 1967 Act and to the government's rationale for

accepting the national library service. One of the reasons advanced for these inadequacies is that simple reading materials in English are available, but tend to lack relevance to the life of the Batswana (Raseroka 19:92).

Recently, there has been a shift in emphasis to the identification of development programmes that could be facilitated by the library. Priority for the allocation of resources has been given to the development of a rural library service (Modise 1985:2). The cue has been taken from the government's declared policy of rural development. Approximately three hundred reading rooms are envisaged for the rural communities. These reading rooms are largely perceived as a way of promoting the national literacy programme (Modise 1985:3). Pilot projects are in operation in the Kgatleng district (Botswana Daily News no 99 1985:2).

Another development is the Seminar on the Role of the Library and the Community - User Education, held in 1981. The Seminar, convened by the Botswana National Library Service, sought to obtain feedback from, and educate users about, the range of services which the Botswana National Library Service (BLNS) provides. Participation was drawn from personnel in health, central and district administration, media, libraries, Brigades, formal and non-formal education, social work, private and public industry, immigration, prisons and co-operatives (Seminar 1981:4). The inclusion of these user groups was based on the following assumptions:

- i) an understanding of needs of such user groups is fundamental to the understanding of the role of libraries to development.
- ii) contact between user groups and libraries will ensure the transfer and utilization of information for development.

Another forum where links were forged with development ventures was at the Conference on Libraries and Literacy held in Kanye Botswana, 1985. The Conference aimed at establishing a "forum for and exchange of experience among literacy workers, librarians, policy makers and extension workers involved in the production of reading materials and the promotion of reading for new literates" (Libraries and Literacy 1985:2).

### 1.3 RESEARCH OBJECTIVES

This study was prompted by the observation that there is lack of information about perceptions of a particular rural community in Botswana with regard to the role of the public library in development. Stellingher's (1981) study focused on sampled communities. It was on the basis of this observation that a user based empirical study was undertaken. The objectives of the study are:

- i) To highlight reading patterns of readers, namely motives, interests and other factors influencing reading in a rural area of Botswana.

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- ii) To explore in this area, patterns of public library use.
- iii) To ascertain the views of people belonging to government and non-government organizations about the role of the library.
- iv) To investigate the role of the public library in the national literacy campaign.
- v) On the basis of the above investigation, to devise a model for an appropriate library service which is geared to community education and information needs.

## CHAPTER 2

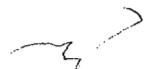
### THEORETICAL FRAMEWORK

#### 2.1 INTRODUCTION

In this chapter an attempt will be made to show how policies of the modernization strategy influenced library and national policy changes in developing countries, including Botswana. The first part of the chapter focuses on the concept development, followed by interpretations of this concept by the different development theories such as modernization, dependency and the basic needs approach to development. The second part shows how strategies of the modernization theory in particular influenced developments in education policy and library planning.

#### 2.2 DEVELOPMENT

Writers on development (Seers 1962, Hardiman and Midgley 1982, MacPherson 1982, amongst others) concede that development is a very complex and elusive concept. Natrass (1981:1) points to some essential constituents of development about which there is broad agreement:

- i) reduction of poverty
  - ii) increase in political participation
- 

- iii) improvement of education and health care
- iv) improvement in the quality of life of the majority
- v) social change

The Brandt Report (quoted in MacPherson 1982:23) perceives development as "improvement of living conditions for which economic growth and industrialization are essential". One perception of development is that it is a process that seeks to promote economic growth through industrialization, to increase the Gross National Product (GNP), transform social and cultural structures as well as attitudes that pose as obstacles. This orientation, termed the modernization approach, presupposes economic growth as a precondition for development.

According to Henriot (quoted in Wilber 1979), views on development can be divided into those models that emphasize the growth of the GNP, which is related to capital accumulation and technological progress, and those models which stress the historical causes of underdevelopment involving the relationship between the developed and developing countries.

Recently there has been a growing number of writers who assert that any evaluation of development has to take into account three linked economic criteria namely, poverty, unemployment and inequality (Seers 1972, Ghai et al 1977, Streeten 1979, amongst others).

It is apparent that most of the difficulty in defining development stems from differences in indices (Seers 1972) used to measure development. The GNP per capita has been found to be inadequate because it tends to concentrate more on income based measures (Streeten 1981), even though it is accepted as the biggest single indicator for measuring development, both historically and for international comparisons. Some writers argue for the use of social indicators that measure development of health, nutrition, housing, income distribution and other cultural factors (Streeten 1981:76). Social indicators have been found to be inadequate in that the term itself is considered too broad, and statistical figures of, for example, health or housing tend to be unreliable. This is because data might be based on limited sample surveys, or inaccurate methods of data collection (Streeten 1981:76).

### 2.2.1 Modernization Theory

Modernization has been described as a process of social change. Its acceptance as a dominant paradigm gained momentum after the Second World War (Varma 1980:6). Modernization theory emphasizes, amongst other things, the primacy of economic factors. One of its basic premises is that economic development involves a transition from traditional to modern society. This view draws its support from theories of economic development as expounded by amongst others, Rostow in his five stages of the process of economic growth (Varma 1980:53). Variables of economic growth range from per capita income, savings or surplus investible capital, literacy, skills and innovations in science and technology, to name a few (Varma 1980:51).

The economic bias in development thinking, according to Ligthelm and Coetzee (1984:14), is a result of:

- i) attempts by developed countries to rebuild their economies with the aid of the Marshall Plan, following the period of destruction during the Second World War.
- ii) the process of decolonisation during which many countries gained sovereign independence, but emerged relatively poor and underdeveloped; it became clear that political freedom needed an underpinning of economic development.
- iii) the involvement of economists from developed countries in the development efforts and formulations of development plans for less developed countries.

Another assumption underlying the modernization approach is that the western experience of development is an ideal model. This assumption has led to the notion that development is a progressive change towards the model of western society (MacPherson 1982). Chodak (1973:267) illustrates how the assumptions of the western model as the ideal have been implemented in developing countries:

- i) by patterning their countries' organizations, institutions and value orientations on those of developed countries.
- ii) by introducing modern forms of government, administration, education and communications media into industrially underdeveloped countries.

iii) transforming traditional societies, by expanding the education system, and disseminating the achievements of modern scientific knowledge.

Modernization theory locates causes of underdevelopment within less developed societies themselves, rather than external to them (Etzioni-Halevy 1981:49). Thus lack of development is seen as a result of lack of technological innovation, education, with traditional values and beliefs acting as constraints (Varma 1980; Etzioni - Halevy 1981). It is argued that diffusion of technology, values and beliefs from the western world is necessary to create an environment conducive to modernization.

In the 1950s and 1960s, political changes in developing countries were expected to be accompanied by a modernization process (World Bank 1974). This approach is evident in the national development strategies and policies of some developing countries. The modernization strategy considered industrialization as the main instrument of achieving economic growth. In order to promote industrialization, it has been necessary to depend on developed countries for capital (Henriot quoted in Wilber 1979:8).

### 2.2.2 Dependency Approach

Disagreements as to what constitutes development led to the emergence, at the end of the 1960s and beginning of the 1970s, of some theorists who began to question assumptions of the modernization approach on theoretical grounds. Theories propounded by this group were termed

dependency, or under-development, and have been sketched by Celso Furtado, Andre Gunder Frank, Theotonio Dos Santos, Fernando Henrique Cardoso and others (Henriot quoted in Wilber 1979:11). The theories are influential in intellectual circles in both the first and the third world. Some third world country development policies are derived from this theory, especially those with a socialist orientation.

This approach asserts that development in the developed and underdeveloped world cannot be separated from an understanding of the economic and political relations of and between the two worlds (Bernstein 1973, Taylor 1979, MacPherson 1982). Bernstein (1973:26) argues that the analysis of underdevelopment must focus on the changes these societies have undergone and particularly the nature of their integration with externally generated social forces.

Dependency theorists criticize the primacy of economic growth in development over non-economic factors. Economic growth, dependency theorists argue, has not brought about qualitative changes aimed at new economic and non-economic structures (Bernstein 1973:16). Besides, economic growth policies have failed to distribute benefits to all sections of society, to reduce poverty and create employment.

For example the economic growth that has taken place in African countries such as Zambia, Kenya and Botswana has not been accompanied by the reduction of poverty and unemployment. MacDonald (1981) demonstrates for Zambia how economic growth based on the copper industry has to date not 'trickled down' to other sectors. Although

this growth led to industrialization and urbanization, and was hailed as development, it did not lead to the growth, for example, of the agricultural sector, a sector on which a vast majority of the population depends. This sector, according to Elliot (quoted in MacDonald 1981:19) is distinguished by a semi-stagnant economy. The unequal distribution of benefits of growth have resulted in the lack of basic necessities in both urban and rural Zambia.

Similarly, Kenya achieved considerable economic growth during the 1964 to 1976 period (Ikiara and Killick quoted in Killick 1981:6). Benefits of this growth, the two authors assert, have been very unequally distributed (1981:9); and despite growth, unemployment has increased to alarming rates and the unequal distribution of resources is glaringly apparent. The ILO Report on **Employment Income and Equality** in 1972 which studied problems that had emerged despite economic growth, found that imbalances in the Kenyan economy exist between:

- i) the rate of population growth and the opportunities provided by available technology for productive employment.
- ii) resources in urban areas as opposed to rural areas.
- iii) formal and informal sectors.

In Botswana, which is the focus of this study, Makgetla (1982:69) illustrates how economic growth of the mining and cattle industry in the 1970s "failed to raise the standard of living or provide productive employment throughout the country". This failure Makgetla attributes to amongst other things:

- i) inability of the financial institutions in Botswana to facilitate the efficient use of the country's financial resources.
- ii) failure of the government to transfer financial resources which had accrued from the mining and cattle industries to other sectors, to promote structural change.
- iii) inability of these industries to create enough jobs to decrease unemployment, as well as their external links.

These shortcomings are however not unique to Botswana; they prevail in most developing countries. Two decades after embarking on industrialization, African countries acknowledge that Africa is still the least industrialized continent. Industrialization has so far "failed to provide the dynamic for the structural transformation of the African economy to attain self-sustenance" (Economic Commission for Africa 1983:11).

It is apparent that the benefits of economic growth are not being distributed to all sections of the community. Economic growth has so far benefitted the urban sector and mainly a limited elite (Ligthelm and Coetzee 1984:8). There has been no trickling down of benefits to the poor section of the population as the modernization approach had assumed.

The notion that traditional structures and beliefs in the developing world are impediments to modernization, is criticised by amongst others Etzioni-Halevy (1981). He asserts that "traditionalism and

modernity are not mutually exclusive, and can thus exist beneficially side by side" (Etzioni-Halevy 1981:52). Similarly, Rogers advocates an integration of traditional with modern systems to facilitate development (Rogers 1976:131).

Modernization is further criticized by dependency theorists for equating modernization with westernization. The view that the western model of development is an ideal model to be emulated by developing countries is ethnocentric, and assumes, according to Etzioni-Halevy (1981:51), that the western model is a universal pattern of development. Etzioni-Halevy (1981:51) further asserts that:

"the Third World countries, having started out on the path to modernization, did not complete the journey, but settled down into a variety of structures that were neither traditional nor modern, and most certainly had little in common with those of the west, while others most clearly chose a communistic rather than a western path".

### 2.2.3 Basic Needs Approach to Development

Developments during the past two decades indicate that despite economic growth in some developing countries, poverty is still increasing at an alarming rate. This is evidenced by high mortality, low life expectancy and illiteracy (Ligthelm and Coetzee 1984:7).

Current thinking on development is distinguished by a shift in emphasis from growth strategies to people and their needs (Ligthelm and Coetzee 1984). This move has been precipitated by a growing

disillusionment with growth strategies that have been unable to alleviate poverty.

The fundamental feature of the basic needs approach is that development is for people, and basic needs of people must be met within the shortest possible period (Ghai et al 1977:2). The approach emphasizes the creation of self-sustained growth which is based on self-reliance and popular participation. It is commonly accepted that the group that has been particularly neglected by growth strategies is the rural sector.

The basic needs approach defines basic needs as:

- i) adequate food, shelter and clothing.
- ii) services provided by and for the community at large, e.g. safe drinking water, sanitation, public transport, health and educational facilities.
- iii) participation of the people in making decisions that affect them.
- iv) fulfilment of basic human rights.
- v) employment (Ghai et al 1977:7).

The approach acknowledges the need to create new structures to redress uneven economic relations at international level as well as within the majority of national systems (Ghai et al 1977:7). This acknowledgement is crystallized in the acceptance that "rural poverty is not so much caused by scarcity of natural resources but by socio-political obstacles" (Ghai et al 1977:7).

Proponents of the approach are aware that the basic needs strategy creates problems during the transitional period from existing structures to those that would facilitate meeting the demands of the basic needs approach (Streeten 1979). The economic, political and administrative disequilibrium created during the transitional period results in increasing unemployment, an increase in imports, and a rise in prices of necessities. Unemployment is exacerbated by the decrease in production in the luxury goods sector. Administrative problems stem from the approaches' need to decentralize structures for adaptability and flexibility, and a simultaneous need to centralize for the protection of the poor (Streeten 1981). In order to insulate developing countries from these problems, a substantial transfer of financial resources is required from the developed countries.

Botswana has acknowledged the inability of policies emanating from growth strategies to satisfy the needs of its predominantly rural poor. Economic growth created by the mining and cattle industries has been unable to create enough employment and alleviate rural poverty. The extent of rural poverty was evident in the Rural Income Distribution Survey of Botswana 1974/5, which indicated that "more than 50% of the households of five or more persons in rural areas live

below the Poverty Datum Line defined minimum standards" (Chernichovsky et al 1985:11). There is, however, a concerted effort by the Botswana Government to eliminate poverty and improve rural incomes. Such efforts include the adoption of the Arable Lands Development Programme (ALDEP) and similar programmes, which aim at:

- i) creating work opportunities and increasing rural incomes
- ii) encouraging self-sufficiency in food production (Chernichovsky et al 1985:13).

There are several pointers that some features of the basic needs approach are being adopted by Botswana, despite the lack of policy pronouncements about the approach. For some time Botswana's rural development strategy has included features of the basic needs approach. Also, the ongoing national literacy campaign, coupled with the provision of basic education for all, and the aggressive primary health care programme contain central features of the basic needs approach.

This study is an attempt at establishing whether the public library in Botswana is in a position to support initiatives of the government in implementing some of the principles of the basic needs approach to development, despite scarce resources and other constraints. The basic needs approach emphasizes education as a basic need that is an end in itself (Ghai et al 1977:42). The public library as such is not a basic need, but as an agency of education it has the potential of facilitating and strengthening the fulfilment of this basic need through the dissemination of knowledge.

Presently both policy and the planning of public libraries in Botswana are still based largely on the modernization strategy. This strategy emphasizes the planning of public libraries in rural areas modelled on those of developed countries. Public libraries in Botswana are presently dependent to a large extent on literature from developed countries. This literature, because of its advanced technological nature is inaccessible to the majority of the rural members of the community because of low literacy. Findings of this study, and those of Stelling 1982, and Kotei and Milazi 1984 in Botswana, indicate that this literature is inappropriate for the needs of rural communities in Botswana.

Information gleaned from literature studied demonstrates that there is little evidence that the public library is responding to Botswana's rural development strategy. In principle the public library seems to be acknowledging this strategy, as evidenced by the **Seminar on the Role of the Library and the Community**, but there is little evidence that ideas from this Seminar have been implemented. Interviews with members of organizations studied indicate that respondents would still like to see the library integrate its activities with those of community development programmes. For example the health sector would like to know whether the public library can facilitate health education programmes by distributing and displaying posters and other pamphlets.

The author is aware of the fact that implementing a basic needs strategy in Botswana demands structural changes, particularly in the area of education. However, the present Botswana government's

educational policy of basic education for all, and the national literacy campaign, are positive pointers that the government is seriously addressing itself to the educational needs of the people.

Having discussed the concept development, as well as theories of development, the next section will attempt to show how policies originating from development theories have influenced education policy and practice in developing countries.

### 2.3 EDUCATION AND DEVELOPMENT

Great faith has been placed in education as a key to development by governments of developing countries, including Botswana. Education is assumed to make better citizens, and to be a needed input in the growth of the industrial sector by providing trained personnel and scientific knowledge (Varma 1980:111). This emphasis on education can be seen in the development plans of many countries.

However, there is evidence that despite substantial expenditure on education by developing countries, the results in terms of economic expansion are disappointing (Hardiman and Midgley 1982:182). According to the World Bank Sector Paper on Education (World Bank 1974:11) education has been characterized by the inefficient use of learning materials and equipment, underpinned by inadequate and inappropriate curriculum.

Hardiman and Midgley (1982:204) describe a typical classroom situation in a developing country thus:

"The classrooms are bare and dilapidated with insufficient chairs or tables for all pupils. There is little equipment and no steps have been taken to improvise any by using local material ... when teachers eventually arrive and work starts, they write up instructions on the board in English, a language never used in daily intercourse in the village .. Lessons have little to do with the local environment and much of what is taught is unfamiliar and difficult to understand ... Nor will the type of education (the student) has enable him to be a better farmer or to improve the lot of his village."

Models of education, which Hardiman and Midgley (1982:193) describe as part of the modernization package, have resulted in schooling that is out of tune with the needs of these countries. The assertion of the World Bank is that:

"it has always been assumed that it was the educational policy that was irrelevant. It is no longer certain that this is what was always the case. It seems educational policies are keeping company with development objectives which are themselves irrelevant to the conditions of developing countries" (World Bank 1974:11).

### 2.3.1 Education, Qualification and Employment

An attempt will be made to show how models of education have not been in harmony with existing realities. According to MacPherson (1982:74) education in developing countries is still perceived largely as a passport to participation in the desirable lifestyle of the modern sector. With high unemployment rates and strong competition for limited jobs, employers use formal educational levels as a selection tool, irrespective of the relevance of these educational levels for requirements for the job.

Thus, developing countries have tended to be characterized by a mismatch between education and employment. This relationship is a result of complex, social, cultural and political considerations (World Bank 1980:20). In their attempts to sustain economic growth, developing countries face shortages of technical and managerial skills. These shortages normally co-exist with unemployment among school graduates, because the type of education provided is not always geared to employment opportunities in the economy (World Bank 1980:9). Swaziland is one case in point, where shortages of skilled and semi-skilled manpower co-exist with unemployment of primary and junior secondary school leavers (International Labour Office 1977:8).

This mismatch of education and employment has resulted in the phenomenon of the 'educated unemployed' (Dore 1976, Hardiman and Midgley 1982, MacPherson 1982). Dore (1976:7) regards the educated unemployed as products of schooling without education, and distinguishes between schooling for qualification and true education. The former, he asserts, is not concerned with mastery of knowledge and appreciation of what is learned as useful knowledge to be used in real life situations, but with certification as a passport to a job.

### 2.3.2 School Drop-outs and Repeaters

In an attempt to combat illiteracy, a number of developing countries have opted for universal primary education. Botswana has adopted this policy as evidenced in this declaration:

"Botswana primary education is recognized as the most important of all stages of education. It is for this reason that Botswana's primary education policy is determined by the aims of making of minimum basic education accessible to everyone" (Botswana Year Book 1982:119).

Expenditure on education in Botswana for the 1976/81 period was P 39.8 million (1976 prices) of which P16.5 million was for the provision of primary school facilities (Botswana Year Book 1982:116). Thus fully 41% of the education budget was devoted to primary education during that five year period.

Concern about the incidence of school drop-outs that swell both urban and rural communities in developing countries has given impetus for reform.

### 2.3.3 Education Reform

The concern about high drop-out rates, repeaters and the educated unemployed, has given impetus for reform in education. These reforms range from remodelling of certain parts of the educational system, to a complete rethinking of the whole part (Lagos Conference 1976:16). Three elements are seen as being fundamental to educational reform:

- i) the transition from elitist to mass education.
- ii) linking of the school with life.
- iii) strengthening of cultural identity (Lagos Conference 1976:17).

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\* P1 = R1 according to 1976 prices

Tanzania is one of the few developing countries in Africa that has had a complete rethink on educational reform. The key document of the reform is Nyerere's *Education for Self-Reliance* (1967). The reforms are premised on the assumption that expansion of secondary education cannot solve the problem of primary school leavers and unemployment. Children thus start primary school at the age of seven or eight, so that the primary school cycle is finished when they are old enough to start a normal working life (Dore 1976:114).

Botswana introduced Brigades, which are both productive enterprises and centres of skill training and general education. The assumption underlying the Brigades system is that education has not only to prepare people for employment, but has other purposes such as to develop to the full the personality, skills and intellect of every individual as a member of society (van Rensburg 1974:123). Brigades are meant to promote the ideals of service, commitment to the rural poor and productive work (van Rensburg 1974:53). The venture, however, encountered problems of a socio-economic and political nature. Students perceive school as a way to achieve economic aspirations and these are shared by their parents as well. Brigades are undermined by the students' "awareness that examinations are a passport to lucrative opportunities in the modern sector" (van Rensburg 1974:59).

These changes in education policies and planning have had a profound influence on the direction the public library has had to follow.

## 2.4 LIBRARIES AND DEVELOPMENT

It is against this background that the development of public libraries has to be analysed. Broadly, a library's mission entails communication of knowledge. The nature of this communication is presently largely book-centred. The public library in particular is well placed to exploit this book-based communication. It is potentially accessible to all, and is supposed to contain a variety of information and educational materials representing diverse ideas. In a developing country, it could occupy a vital position in reaching out to the largest and smallest community (Regional Seminar on the Development of Public Libraries in Africa 1963:108). The public library service is perceived by governments of developing countries as a social institution that can actively contribute to economic, social and cultural development through dissemination of information.

Given the state of education in developing countries, the enormous challenges confronting the public library in interpreting its service become apparent. It has to take into consideration:

- i) the type of knowledge a society seeks to promote through libraries in the field of both formal and non-formal education.
- ii) as a community resource it has to consider the type of information that could be promoted to alleviate rural poverty and enhance community participation in development.

These considerations are necessary if public libraries are to fulfil the objectives that are guided by the assumptions that information communicated by libraries seeks to promote development. The challenge posed by these considerations is further heightened by scarce resources in developing countries. The public library cannot afford to provide a general service that does not promote development.

#### 2.4.1 Development of Libraries 1950-65

Nattrass' demarcation of development periods will be used to analyse the development of public libraries in developing countries (Nattrass 1983:4).

The 1950-65 period, with its emphasis on industrialization and economic growth, was marked by the establishment and planning of public libraries, on the assumption that information and education were basic components of economic and social development (Lorenz 1962:662). The mood of the period is succinctly summed up by the **Seminar on the Development of Public Library Services in Africa** held in Ibadan in 1953. The Seminar, the first of its kind in Africa, laid important foundations for future development of public libraries in Africa. It highlighted, amongst other things, planning of libraries on a national basis.

The Seminar started with an impressive agenda, which was as follows:

- i) The role of public libraries in national development.
- ii) The present situation of public library service in African countries.
- iii) Planning and preparation of public library services.
- iv) Organization and operation of public library services.
- v) Construction of small library buildings.
- vi) The production, selection and acquisition of appropriate publications.
- vii) Inter-Library co-operation.
- viii) Staff training.
- ix) Library Associations.

Items that were fully discussed included the organization and operation of public library services, the production, selection and acquisition of appropriate publications as well as staff training (Conakry 1968:24). The item on the organization and operation of public library services was probably fully discussed because developed countries already possessed expert knowledge, as well as a model for library organization and planning. Developed countries, with their well developed publishing industries, were in a position to satisfy the book needs of developing public libraries by providing literature from their countries. Staff training was probably discussed because this could be, and still is largely undertaken by developed countries through granting scholarships for training abroad.

However, some of the aspects such as the role of public libraries in national development, the present situation of public library in African countries, construction of small library buildings, inter-library co-operation and library associations were not fully discussed. These aspects became important in the latter half of the 1970s and remain so today. The role of the public libraries in national development, for example, has become central in contemporary deliberations on public libraries as change agents.

Indeed, ideas emanating from the Ibadan Seminar are evident in the 1968/71 Botswana Development Plan on library planning. The plan states that the aim is:

- i) To provide a library service to readers in all parts of Botswana through a network of branch libraries in important population centres.
- ii) To supplement this service by mobile and postal library services in outlying areas.
- iii) To provide buildings, vans and bookstock to ensure an adequate service.
- iv) To develop professional staff through in-service training and by sending suitable candidates overseas.

Another development during this period was the second Regional Seminar on the Development of Public Libraries in Africa in 1963. This Seminar noted that since education has been accepted as essential to economic progress, libraries in turn have to make clear their contribution to educational progress. Public libraries were singled out as social institutions which were well-placed to facilitate dissemination of information to "the mother eager to feed and train her children ... and the farmer who wants to improve his crop" (Regional Seminar on the Development of Public Libraries in Africa 1963:107). The assumption was that these libraries would have community related information at their disposal.

The Seminar also stressed the importance of including plans for the development of public libraries in national development plans. This would ensure government financial support and continuity of the service. The Seminar recognized that growing educational needs necessitated wide access to books.

#### 2.4.2 Development of Libraries 1965-75

The 1973/78 Botswana Development Plan adopted policy shifts towards rural development and employment creation. The plan states that the highest priority should be to:

- i) Expand job opportunities in particular by the creation of new industries.
- ii) Expand agricultural production .... with a view to increasing incomes in rural areas.
- iii) Improve living conditions in rural areas.

This period in the development of public libraries was marked by a search for alternatives. There was the realization that despite moves to modernize and urbanize, Africa was still largely rural (Kibirige 1977b:333). The location of public libraries in urban areas seemed an anachronism, particularly in the light of population distribution and low literacy. Kibirige (1977a:58) points out that despite the efforts of Unesco in its World Literacy Programme in the 1960s, the majority of adult population in Africa is still illiterate.

Kibirige (1977a) noted that in 1977 the library and information infrastructure were still underdeveloped. Chandler (1974:231) similarly noted in 1974 that there was still a lack of thorough surveys on the contribution of public libraries to development.

#### 2.4.3 Development of Libraries 1975 to Date

Current thinking on the development of libraries is based on the acceptance that such development can only take place within the socio-economic and political framework. These considerations have been emphasized by amongst others Liebaers 1972, Kibirige 1977a, Kotei

1977, and Lundu 1978. The need to interpret the development of libraries within a socio-economic and political framework is evidenced in, amongst other initiatives, the acceptance of the National Information System (NATIS) concept by developing countries. This concept was adopted by the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures, in Paris 1974 (quoted in Lebotsa 1980:9).

The main emphasis of NATIS is the planning and development of information services. It "seeks to ensure that all engaged in political, economic, scientific, educational, social and cultural activities receive the necessary information enabling them to render their fullest contribution to the whole community" (quoted in Lebotsa 1980:20).

To achieve NATIS objectives, the following guidelines have to be considered:

- i) developing an information policy.
- ii) stimulating user awareness.
- iii) promoting the reading habit.
- iv) assessment of user needs.
- v) analysing existing information resources.
- vi) analysing manpower resources.
- vii) planning the organizational structure of NATIS.
- viii) supplying manpower for NATIS.
- ix) planning the technological needs of NATIS.
- x) establishing a legislative framework for NATIS.
- xi) financing NATIS.
- xii) promoting the concept of Universal Biographic Control (quoted in Lebotsa 1980:).

Several countries in Africa have adopted the NATIS concept by strengthening national information infrastructures, and by working towards the formulation of an information policy. In Botswana Neill and Kotei (quoted in Inganji 1980) give detailed guidelines on strategies to be adopted to achieve the objectives of NATIS. Recommendations include the formation of a central co-ordinating body to plan, co-ordinate and provide consultancy and advisory services (Neill and Kotei quoted in Inganji 1980:47). Moves are also underway, through the ad hoc Steering Committee for a National Research Council, to formulate national information policy in Botswana (SADIS 1983:13).

The organization of information services to promote socio-economic development in Africa and based on the NATIS concept, has also been given approval and direction through the efforts of the Pan-African Documentation and Information Systems (PADIS). PADIS, which operates through the United Nations Economic Commission for Africa (UNECA) was established in 1981. Its guiding principles are succinctly summarized by the UNECA's Secretary General, Professor Adedeji, who points out that "development efforts in Africa have been hampered and bedevilled by the lack of relevant facts or information" (PADIS 1981:3). PADIS is thus viewed as Africa's source of socio-economic information of a 'qualitative and quantitative nature' (PADIS 1981:3).

To cater for the Southern region, the Southern African Documentation and Information system (SADIS) was established in 1982 (SADIS 1982). SADIS as a sectoral project of the Southern African Development Co-ordination Conference (SADCC) seeks to "further the strategic/economic objectives of SADCC in each member state (namely Angola, Botswana,

Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zimbabwe and Zambia) in the lessening of regional dependency on the Republic of South Africa" (SADIS 1982:4). To facilitate its objectives, SADIS has encouraged the formulation of strong information and documentation networks as well as the formulation of national information policies amongst SADDC countries (SADIS 1982).

It is apparent that these moves have grown largely out of the acceptance that information is an important national resource in development. SADIS points out that the integration of information in development is an "essential tool in the achievement of a country's development goals" (SADIS 1982:5).

Other initiatives and attempts to locate the development of libraries within a socio-economic framework will be highlighted under the following headings: libraries and national literacy programmes, libraries and publishing, and the library as a community information centre.

#### **2.4.3.1 Libraries and National Literacy Programmes**

It has become apparent that the trend is to diversify the role of the public library to facilitate other processes of development. This diversification is particularly evident in the field of national literacy as an important component in the development of public libraries. This has been discussed by Liebaers (1972), Enwonwu (1973), Benge (1977), Kibirige (1977a), Kotei (1977), Raseroka (1977) and Garebakwena (1982), amongst others.

Made (1977:164) in his study of library facilities in Botswana points out that there is a need for the library to support literacy campaigns by providing reading materials, as literacy is a step in continuing education that enables people to take on more responsibilities in society (Made 1977:165). Raseroka (1977) points to the need for forging meaningful links between the campaign to eradicate illiteracy and the Botswana National Library Service. She decries the lack of a legal instrument for direct involvement of the library in the literacy programmes. Such an instrument, she argues, would ensure financial support for such participation (Raseroka 1977:80).

Indications are that in countries that have had successes in eradicating illiteracy, libraries have played a committed and significant role. According to Campbell (1983:88), the success of the literacy campaign conducted in Cuba in 1962 was facilitated by the establishment of many public libraries in all parts of the country. These libraries distributed and disseminated information through magazines, films, radio and television to increase national awareness of development issues.

In Tanzania, the establishment of rural libraries was based on the recognition that national literacy can only be successful if a literacy environment is created alongside the campaign. When the national literacy campaign was launched in 1969, it was found necessary to promote "educational radio programmes, create a newspaper and establish libraries in villages" (Rural Library Services for the United Republic of Tanzania 1976:127). The creation of libraries was thus part of a concerted movement of development.

The Ecuadorian experience, described by Albertus (1970), shows the potential role of the public library in promoting functional literacy. The Ecuadorian project used an integrated approach involving various agencies such as the literacy programme, adult education, agriculture, crafts and other industries. Basic information from these areas was used to compile primers and the public library gave guidance on how to use these. This experience illustrates what libraries can do to foster the reading habit.

It is not being suggested that libraries alone can overcome illiteracy. Lack of success in national literacy programmes has been attributed also to lack of literature for new literates, and lack of co-ordination between adult education, literacy campaigns and libraries (Benge 1977:92).

#### **2.4.3.2 Libraries and Publishing**

The role of publishing in development has to be perceived as part of a range of book-related activities aimed at disseminating knowledge (Altbach and Rathgeber 1980:2). Librarians, like other book professionals, recognize that an underdeveloped publishing industry hampers not only book development and the reading habit, but also the dissemination of development related information. The lack of a thriving indigenous publishing industry in most developing countries was discussed at a conference in Malawi (SCECSAL 5 1982). There, Mabomba pointed out that as long as the state of book production and distribution is underdeveloped, public libraries in Africa will continue to be stocked with literature that is imported from other cultures of developed worlds (SCECSAL 5 1982).

Publishing in developing countries is beset by many problems, such as diversity of languages, underdeveloped distribution networks, and low literacy. The diversity of languages has resulted in a limited market which is further aggravated by low literacy. The problem of multiplicity of languages is compounded by the fact that most local languages in developing countries occupy a second position to European languages (Altbach and Rathgeber 1980:16). Underdeveloped distribution networks resulting from lack of rural libraries and bookshops have restricted dissemination of information.

Publishing activity that has taken place in most developing countries has been largely guided by education policies. These policies, which have been based on compulsory education, encouraged the publishing of textbooks. The textbook publishing activity has been largely dominated by multinational publishing companies (Altbach and Rathgeber 1980:46). Book professionals are now urging for state intervention in the publishing industry. They argue that the state has a major role to play in promoting all aspects of the book industry, to ensure that book development is integrated into overall national development (Zell 1984:26). State intervention is supposed to ensure not only funding, but also that the information needs of the country are considered. This will ensure that reading needs of vulnerable groups such as semi- and new literates are met through the provision of literature, particularly in local languages.

#### 2.4.3.3 The Library as a Community Information Centre

It is apparent that for the public library to be an effective community resource, it has to pool resources with other community development programmes. It is disturbing to note that endeavours in the integrated approach to rural development often exclude public libraries. The role of disseminating information on community related affairs remains the domain of agencies involved in a particular campaign, for example, health education, the prevention of livestock diseases, etc.

The library is thus not regarded as a central agency for distributing community related information. Campbell (1983:19) reiterates the call for the library to co-ordinate information generated by other development agencies such as health, family planning and other social development programmes. The call is for the public library to act more as a community information centre and thereby contribute to social change.

In this chapter an overview has been given of development theories and an illustration of how these theories have influenced policies in education and library planning. It is in this context that an empirical study to establish the role of the public library in development was formulated. The next chapter describes how and where the study was undertaken.

## CHAPTER 3

### METHODOLOGY

The study involved five main operations:

- i) Secondary data was used to construct a profile of two villages with their community services.
- ii) A pilot study was carried out in two villages, Ramotswa and Molepolole.
- iii) A field survey was undertaken which entailed the use of a structured interview questionnaire in Molepolole. A probability sample of two-hundred and three (203) was drawn from the village.
- iv) The fourth stage entailed interviews with twenty-four (24) community leaders, employees of government organizations as well as members of non-governmental organizations. The purpose of these interviews was to find out what role the public library plays in meeting the information needs of organisations. Interviews were conducted, using a dicussion Guide (see Appendix II) with eleven individuals and ten groups. Organizations interviewed included developmental, educational, women's and churches. The spread of the organizations interviewed is as follows:-

Governmental Organizations:

Botswana Enterprise Development Unit (BEDU), Community Development Officers, Family Welfare Educators, Information Centre Officer, Kweneng Rural Development Association (KRDA), Livestock Inspector, Molepolole Council Clinic, Non-Formal Education, Rural Industrial Officer, Self Help Environmental Project, Tirelo Sechaba, Village Development Committee, Youth Officer.

Non-governmental Organisations:

Botswana Council of Women, Parent Teacher Association, Red Cross Society, Tshipidi Day Care Centre, YWCA.

Churches:

Anglican Church Youth Organization, Assemblies of God, Christian Faith Mission, United Congregational Churches of South Africa (UCCSA).

- v) Finally interviews were conducted with eight librarians who had attended the Kanye (Botswana) Conference on Libraries and Literacy (1985). The Conference was organized by both the Botswana Library Association and the Department of Non-Formal Education (DNFE). Librarians were interviewed using a discussion guide. They came from major villages of Botswana, namely: Gaborone, Ghanzi, Kanye, Mahalapye, Molepolole, Selibe Pikwe and Tutume (see map for the location of these areas). In their role as administrators of the library service, their evaluation of the service was considered to be an important component of this study.

### 3.1 SECONDARY DATA ON VILLAGES IN BOTSWANA

Molepolole was chosen for this study because it represents a typical rural village in Botswana. These villages are characterized by:

- o seasonal movements between villages, arable lands and cattle posts.
- o a high proportion of young people.
- o a predominance of women among young adults, because of male migration to South Africa to work in the mines.

Molepolole was also chosen because it is one of the major villages that have public libraries serving the rural community.

#### 3.1.1 Profile of Molepolole

Molepolole covers an area of approximately 50 sq kilometers, with a population of approximately 20 600 (Guide to the Village and Towns of Botswana 1983). The village, which lies 50 kilometers from the capital city Gaborone, is divided into a number of sub-villages which function as constituencies for political purposes. Molepolole is the administrative capital of Kweneng district.

The administration of the village is undertaken by both the District Council, which is the representative of the central government, as well as the kgotla system under traditional chiefs. Kgotla is a court of customary law, a centre for the dissemination of all community related information, and a place of assembly. This dual system is a characteristic feature of administration in Botswana.

The village is a dense settlement of homesteads stretching over flat and very dusty terrain. The absence of agricultural fields and cattle kraals that are a common feature in Southern African villages is a typical feature of villages in Botswana. This is because in the unique rural pattern of settlement in Botswana - fields and grazing areas tend to be further away from the village. This pattern of settlement necessitates seasonal movements between the village agricultural lands and the cattle posts (Eding et al 1972). Recurring droughts in the past five years have, however, curtailed the movement, and villagers are now at home most of the time. Information obtained from households indicates that 50% of household members are always at home throughout the year.

The blending of the urban and rural is a feature which is particularly evident in the types of houses found in the village. Most households have clusters of rondavels adjacent to urban style buildings with corrugated roofing. Piped water taps scattered all over the village supply the community with clean drinking water. Households consists of a mixture of nuclear and extended families, but the latter predominates. The majority of households are headed by absent male household heads.

Sources of income in rural Botswana are listed as cattle raising, crop cultivation, wage employment and remittances from miners in South Africa. About 50% of households in rural areas are estimated to live below the poverty datum line established by the government (Chernichovsky 1985). Molepolole cannot be described as a very wealthy village. According to a study of Molepolole by Eding et al

(1972), only 32% of households owned cattle and 10% had no visible means of support. Unemployment is very high as attested by tables on occupations of households. Prolonged drought has forced a number of men and women to remain in the village. A few have been absorbed by the Drought Relief Agency in its work programmes. The agency pays villagers for participating in projects such as building of roads, bridges etc. A few women participate in preparing meals for the school feeding scheme.

#### 3.1.1.1 Education

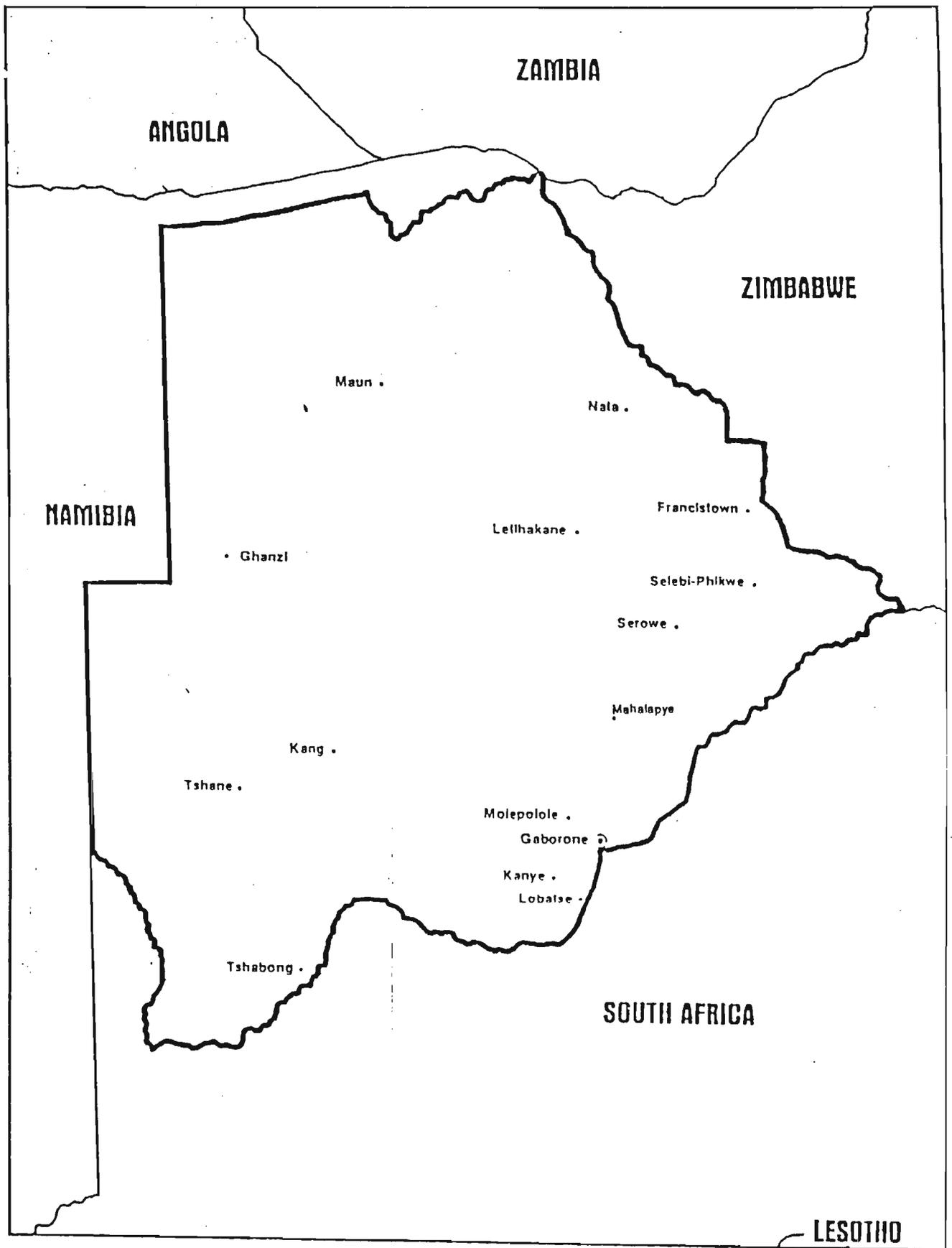
There are eleven primary schools scattered all over the village. These primary schools have high intakes, probably due to the government policy, since 1980, to provide free basic education for all (Botswana Year Book 1982). There are only two high schools, one of which is equipped with a library, which is jointly administered by the Botswana National Library Service (BNLS). The recently opened teacher training college adds to the educational institutions in the village.

#### 3.1.1.2 The Library

The library is located in the midst of homesteads, and is flanked by both the clinic and the community centre. The library is not centrally located, and as the only library serving the whole village is far from most of the other sub-villages.

The library provides a free lending, reference, and inter-library loan service, and a book box service to primary schools in outlying sub-villages.

# Botswana

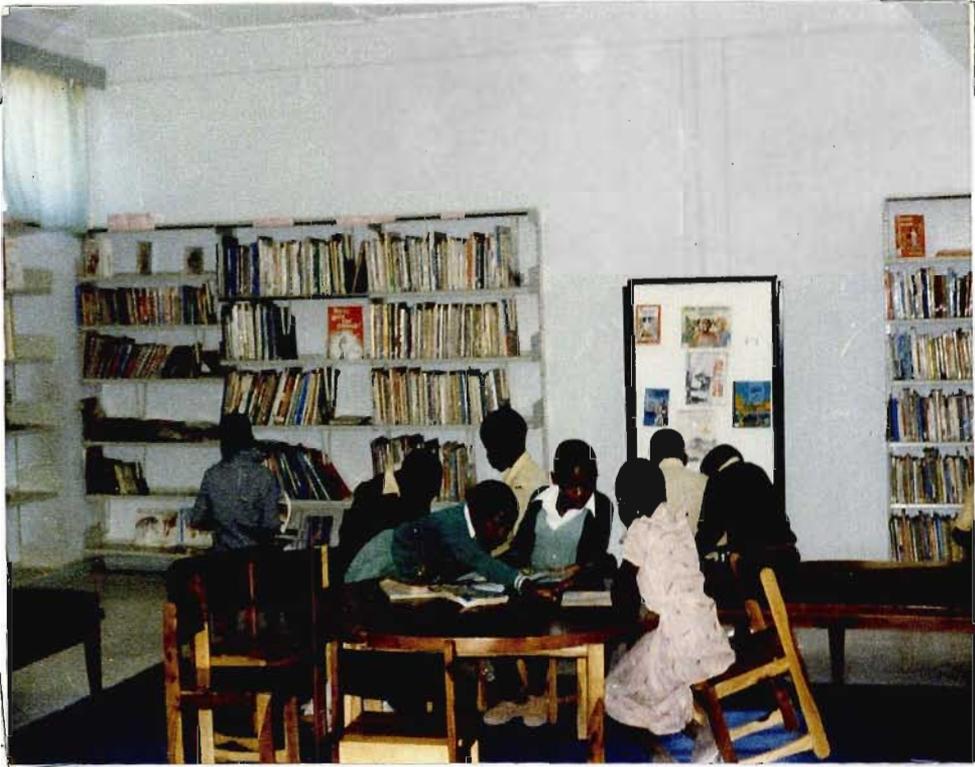




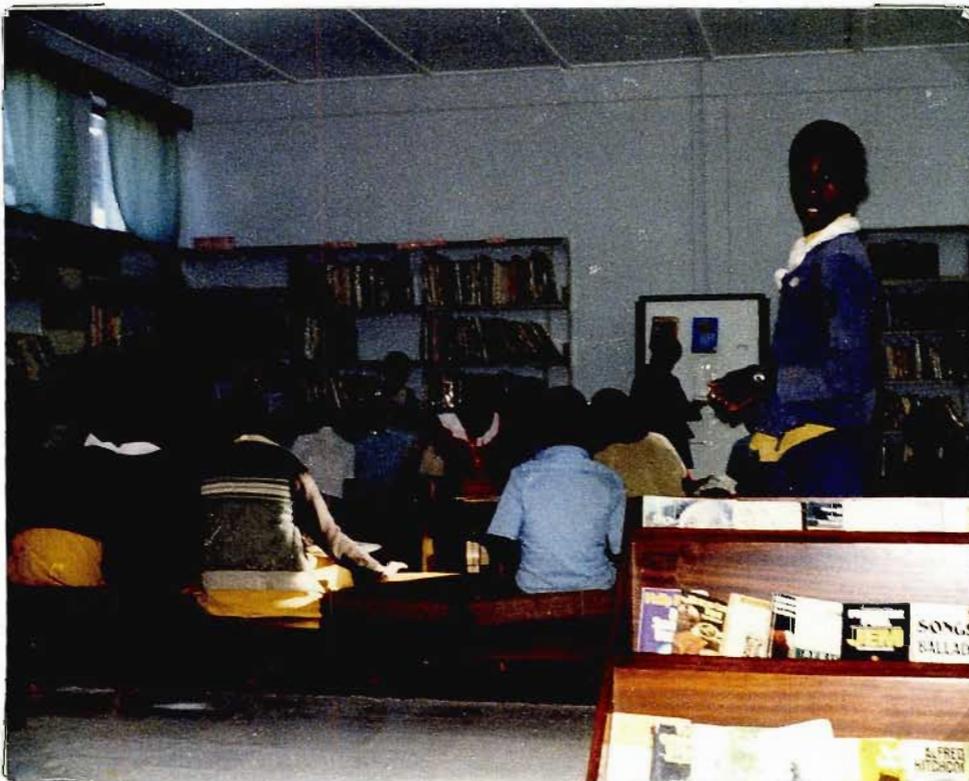
The Molepolole Public Library, serving a community with a population of approximately 20,556 with 11 primary schools scattered all over the village, and two high schools.



A health centre providing primary health care, feeding scheme for the undernourished, and health education on family planning.

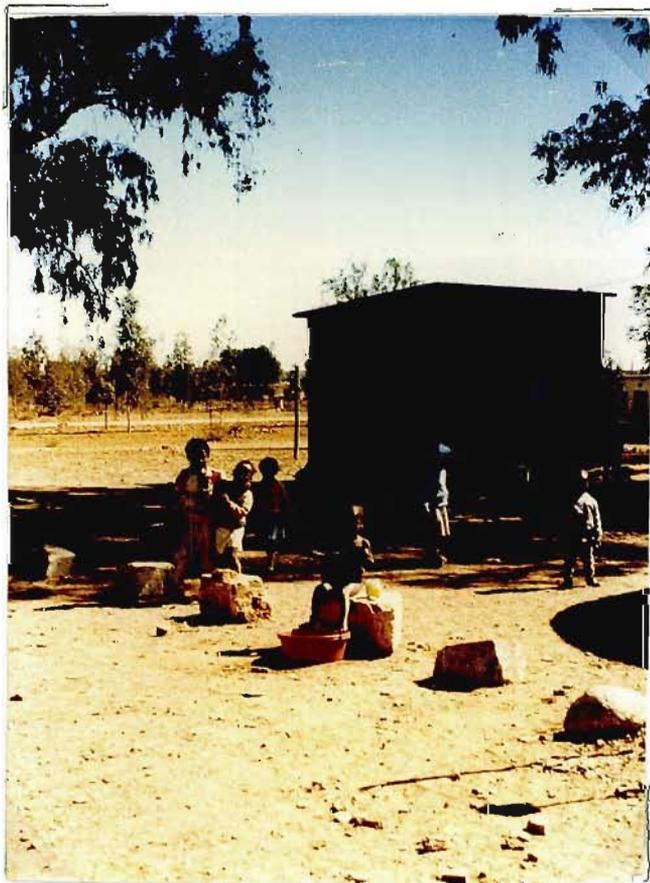


Inside the Molepolole Public Library. Primary school children in search of knowledge in a country that promotes basic education for all.





A village homestead showing the blending of urban and rural types of houses.



A nursery run by the Anglican church



The Community Centre, a meeting place for activities of women's organizations, political party members, beauty contests, and other youth recreational activities.

The reading collection is housed in one big room that accommodates both the children and the adult section of the library. The latter section has four tables and about eighteen chairs. The children's section has one big table with six chairs and a few throw cushions. It has an exciting collection of colourful books in both English and Setswana. Most of the books are tattered through overuse.

There is insufficient literature in Setswana. School children, civil servants and professionals, as well as a few expatriates are the regular users of the library. The author observed that primary school pupils frequent the library more than any other group.

The library collection consists of books, newspapers, reference materials, journals and government reports. The newspaper collection covers local and South African issues eg. Sunday Times and the (now defunct) Rand Daily Mail. The library subscribes to a few magazines, particularly South African publications such as Drum, Farmers Weekly, Living and Loving. There are also a few overseas issues such as Time, Newsweek, and a few from socialist countries.

#### 3.1.1.3 Health Services

The Scottish Livingstone Hospital, which was founded in Molepolole by the United Free Church of Scotland in 1934, serves the whole of Kweneng district. Clinics and health posts are scattered all over the village. These health posts provide basic primary health care.

#### 3.1.1.4 Other Services

Financial services are represented by both Standard and Barclays Bank. Other business services include a Consumer Cooperative Society, Consumers Marketing, Thrift and Loan Society, Funeral Undertakers and the Botswana Enterprise Development Unit (BEDU).

Molepolole as the administrative capital of Kweneng district has a District Commissioner and other government departments eg. Water Affairs and Community Development. Tribal administration is headed by the chief who functions with the help of sub-chiefs or headmen. Tribal police and the customary court support the tribal administration.

Voluntary organizations include the YMCA, Botswana Red Cross Society, Botswana Council of Women, Parents Teachers Association, Girl Guides/Boys Scouts Movement as well as the 4B (an organization of young people which emphasizes training in agricultural skills). Community services include the library, post office, community centre and an Information Centre which is run by the government.

#### 3.2 PILOT SURVEY

Fifteen respondents were interviewed for the pilot study, during the month of December 1984.

### 3.2.1 Ramotswa

This village lies south-east of Gaborone the capital, and had an estimated population of 13 009 (1981 Census). Eight respondents were interviewed from this village. A structured interview questionnaire was administered by a trained and briefed interviewer in the presence of the author. Households were randomly selected by choosing different starting points. The Politz Grid Technique was used to determine the person to be interviewed in each household.

### 3.2.2 Molepolole

The author interviewed seven respondents from this village. Respondents were randomly chosen as they left the library. The following quotas were imposed in the selection of interviews for both the pilot and the household survey. Respondents had to be:

- i) fifteen years of age or older
- ii) literate in Setswana or English
- iii) a member of a household rather than a visitor in the village.

### 3.3 HOUSEHOLD SURVEY

Permission to undertake the survey was secured with the help of community development officers, who introduced the author to the Village Development Committees. These committees consist of the chief as an ex-officio member, a Councillor and other members elected at the Kgotla. These committees motivate and initiate all village development programmes.

The field survey was conducted by four interviewers, two of whom were second year university students, one a high school teacher and one a high school leaver. They were trained and briefed by the author.

Field work was conducted from May to mid June, 1985. These interviews were carried out mainly during the day, while a few had to be done in the evenings. Interviews were conducted in English or Setswana, depending on the interviewee's preference.

### 3.3.1 Sampling Technique

A probability sample of two-hundred and three (203) interviews was drawn in Molepolole. The village was zoned into eight wards, namely Borakalalo, Loologa, Mangwenyana I & II, Mokgotlha, Ntloedibe, St Paul and Sebele. From each ward, four starting points were randomly selected and twenty-five (25) interviews systematically drawn from households around each point. In each household the choice of the interviewee was based on the Politz Grid Technique. In the absence of the chosen interviewee it was initially decided to arrange appointments. The latter were not honoured and this entailed loss of time in trying to trace respondents, as well as duplication of new household information sheets. In an attempt to reduce possible bias, substitute interviewees were arrived at by choosing the respondent preceding the one designated by the grid. This pattern was maintained throughout the sample.

### 3.3.2 The Research Instrument

A structured interview questionnaire with open and precoded questions was used. Questions were directed at both readers and readers who are library users. The first question in the questionnaire was used to enable both the interviewer and interviewee to establish rapport.

Interviewers were briefed and trained by the author. The questionnaire was translated into Setswana by an employee of Radio Botswana. This was done to enable interviewers to conduct the interview in Setswana, even though responses were recorded in English. The translated version was also aimed at standardising questioning and probing questions.

### 3.3.3 Data Processing

Data was coded onto computer sheets by the author, and processed on the University of Natal computer, by the Centre for Applied Social Sciences computer programmer.

## 3.4 PROBLEMS WITH THE RESEARCH METHOD

- (i) The sample has a bias for women. This bias is however not expected to affect the validity of findings, since this skewed ratio is a feature characteristic of the population in Botswana (Census 1981).

- (ii) The interviewers did not report any hostile reaction to the survey. This is despite the fact that there were other research studies consuming a lot of the villagers' time. Informal discussions with one of the community development officers indicated that villagers are often requested at kgotla meetings to receive researchers favourably, since findings of these studies might be used to better their lives. The familiarity of interviewers with the language, and their manner of approach, could also account for the positive reaction of respondents.
- iii) Recruiting reliable field workers initially posed problems for the author. Two had to be discontinued, one because she was unable to attend discussion of problems experienced in the field, nor did she keep a reasonable pace with the interviews. The second found employment elsewhere. This disruption however caused the author very little loss of time and money spent on training.
- iv) The author is aware that data on income was not collected for the study. It is extremely difficult to determine rural incomes with accuracy. It was decided that detailed data on educational levels and occupation would compensate for the lack of information on income. In addition, the public library service is accessible to all members of the community irrespective of level of income.

CHAPTER 4  
ANALYSIS AND INTERPRETATION OF FINDINGS:  
HOUSEHOLD SURVEY

4.1 INTRODUCTION

This chapter presents an analysis of findings of the interviews from a sample of two hundred and three (203) households drawn from Molepolole. The chapter is divided into two parts. The first part gives an analysis of the households interviewed, the composition and analysis of both the sample drawn from the households and that of public library users. The second part gives an analysis and interpretation of findings of both readers and library users. The second part is further subdivided into four topical areas namely:

- i) reading patterns
- ii) reading interests
- iii) library use
- iv) views on the library

Tables of both readers and library users will be discussed under these sub topics, with an attempt to highlight similarities and differences.

It should be noted that in each table, figures have been rounded off to the nearest whole number. In all tables, missing cases or responses have been indicated if they exceed five.

## 4.2. HOUSEHOLD INFORMATION

Household information was compiled by asking the interviewee questions such as relationship of household members to the household head, age, sex, marital status, education, occupation as well as how often household members were home (for the complete questionnaire, see Appendix 1). This information was collected in order to give a picture of households from which a sample of readers was to be drawn.

Table 1 shows household composition by sex, age, education and occupation.

The preponderance of females over males reflected in Table 1 compares favourably with other studies in Molepolole (Eding et al 1972, Census 1981, Guide to Towns and Villages in Botswana 1981).

Forty three percent of the household members were under twenty years old, in line with demographic trends for developing countries generally, as is the small number (twelve percent) fifty years or more. Thirty one percent of household members had no education, and a further sixty one percent had completed only junior secondary education.

The high percentage of household members without education poses a challenge to the role of the public library in facilitating literacy. This becomes particularly relevant in Botswana, where a national literacy campaign is in progress. Education is considered an important influence in reading behaviour irrespective of age, sex or

economic status (Asheim 1953:455). The level of education in a community is thus an important pointer to the level of reading materials to be provided by a library.

---

TABLE 1

Sex, Age, Education and Occupation of Household Members

	Frequencies	%
Sex		
Male	750	46
Female	862	53
Age		
Under 20	699	43
20-25	224	14
26-35	292	18
36-49	182	11
50+	190	12
Education		
Primary	407	25
Junior Secondary	584	36
Senior Secondary	102	7
Non-formal education	19	1
No education	499	31
Occupations		
Scholar	422	26
Unemployed	324	20
Preschool	209	13
Labourer	193	12
Housewife	158	10
Professional	74	5
White collar/clerical	56	4
Skilled	58	4
Herdsboy	29	2
Other	24	2

N = 1622

---

No information on sex = 10; age = 35; education = 11; occupation = 21

Note: 'Other' in the Table includes: soldiers, liquor sellers, Tirelo Sechaba participants as well as those who are not at school between the age of 8-18.

'Skilled' includes: builders and other artisans.

'Primary' is grade 1 to standard 6.

'Junior Secondary' is Form I to Form III.

'Senior Secondary' is Form IV to University.

The research wanted to obtain a general idea of everyday information needs of household members. Table 2 shows the views of both interviewees and other household members who were present in the house during the interviews.

---

TABLE 2

Information for Everyday Activities of Household Members\*

	%
Skills	33
Do not want to know anything	19
Agriculture	12
Further education	9
Library activities	5
Non-formal education activities	5
Jobs	3
Development programmes	3
Other	33

---

\* Multiple responses

The table shows that many respondents want knowledge that will enable them to acquire skills, suggesting a desire for income generating activities. This is understandable in a community with such high unemployment rates.

Agriculture is one of the main economic activities in the village, especially for households without cattle and other small stock. Some community members would like to know whether the government could help by providing tractors for ploughing their fields.

Information on library activities accounts for one of the lowest percentages in the table. Lack of information about the purpose and function of the library, coupled with poor publicity might account for the low responses as attested by Table 15 later in this chapter.

Information for everyday activities indicated under the category 'other' (33%) ranges from the need to know how to use service organizations such as the post office, or becoming a member of an organization e.g. Red Cross, to information on religion. The following quotations from interviews illustrate the need for information of a practical and functional nature:

"I would like to know more about the banking system. Is it true that if you do not increase the amount of the smallest deposit the bank uses it for its own purposes?"

"I want to become a Red Cross Society member."

"How do I obtain a loan from the bank to buy a tractor?"

#### 4.3 SAMPLE COMPOSITION

A sample of 203 readers was drawn from households interviewed. Table 3 depicts the composition of this sample.

The bias for women in this table is a finding which is also evident in the household information, and links with other findings in Molepolole. The migratory labour system in Botswana contributes to this imbalance.

TABLE 3

Sample Composition

	Sex			Age					Education			Occupation				
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Une	37	16	43	20	53	36	33	47	53	36	13	-	-	-	-	-
Sk	17	33	13	3	18	33	18	7	4	19	35	-	-	-	-	-
St	15	23	13	68	10	0	0	0	2	19	20	-	-	-	-	-
Hw	18	0	23	5	15	18	39	20	26	15	13	-	-	-	-	-
Ot	11	28	7	5	3	13	9	27	16	10	13	-	-	-	-	-
M	21	-	-	21	17	15	15	40	22	18	35	9	40	32	0	52
F	78	-	-	80	83	86	85	60	78	82	65	91	60	68	100	48
1-19	20	20	20	-	-	-	-	-	4	28	18	11	3	87	5	10
20-25	20	18	22	-	-	-	-	-	4	26	32	24	21	13	16	5
26-35	27	20	30	-	-	-	-	-	22	32	23	27	53	0	27	33
36-49	16	13	18	-	-	-	-	-	28	11	9	15	18	0	35	14
50+	15	30	11	-	-	-	-	-	43	3	18	19	6	0	16	38
Pri	25	26	26	5	5	20	47	73	-	-	-	36	6	3	37	35
Jun	62	55	64	85	78	71	43	13	-	-	-	59	71	77	54	52
Sen	11	19	10	10	17	9	7	13	-	-	-	4	24	19	9	13

Note: M = Male  
 F = Female  
 Pri = Primary  
 Jun = Junior Secondary  
 Sen = Senior Secondary up to University  
 Une = Unemployed  
 Sk = Skilled  
 St = Student  
 Hw = Housewife  
 Ot = Other

Table 3 indicates that about three quarters of the sample under thirty six years of age had obtained at least junior secondary education.

This is probably due to the increase of secondary schools in Botswana. On the other hand, few of the older respondents (50 years and above) had gone beyond the primary level of education.

The unemployed constitute the largest occupational group. Unemployment seems to cut across all age groups, but is particularly high amongst young women with primary and junior education. The skilled category is dominated by men with senior secondary education. This is probably the group that is absorbed as civil servants and other professionals such as teachers. The majority of labourers who fall under the category 'other' are miners.

#### 4.4 COMPOSITION OF LIBRARY USERS

Library users were drawn from the sample of 203 readers interviewed, and they constitute 30% of this sample. Table 4 presents the composition of library users according to sex, age, education and occupation.

TABLE 4

Profile of Library Users

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
Sk	26	12	15	7	20	16	10	-	-	-
St	44	15	30	44	0	34	10	-	-	-
N.i.p.e	30	2	27	18	12	26	3	-	-	-
Jun Sec	77	18	58	56	21	-	-	16	34	26
Sen Sec	23	10	13	13	10	-	-	10	10	3
-25 yrs	69	22	47	-	-	56	14	7	44	18
25+ yrs	31	7	25	-	-	21	10	20	0	12
M	28	-	-	22	7	18	10	12	15	2
F	72	-	-	47	25	58	13	15	30	27

- M = Male
- F = Female
- Jun Sec = Junior Secondary
- Sen Sec = Senior Secondary
- Sk = Skilled
- St = Student
- N.i.p.e = Not in paid employment (includes unemployed and housewives)
- 25 = Up to 25
- +25 = 25 and above

Students constitute the largest group of library users (44%), the majority of whom are females with junior secondary education. The second large group of users are those not in paid employment. The latter category includes housewives and the unemployed. Of this category women with junior secondary education feature prominently.

The last group of users are the skilled workers, with both junior and senior secondary education. It is understandable why students constitute the largest category of library users. The library's thrust and publicity has been largely focused on schools rather than the whole community.

#### **4.5 READING PATTERNS**

One of the aims of this study is to establish whether the public library as a community resource features as an important source for everyday and development related information. Reading patterns of both readers and library users will be discussed under the topics: reasons for reading and sources of reading materials.

##### **4.5.1 Reasons for Reading**

Table 5 and 6 present findings, and an interpretation of reasons for reading given by both readers and library users.

TABLE 5

Reasons for Reading by all Readers\*

	Sex		Age					Education			Occupation					
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Relax & pass time	67	77	64	60	81	60	73	60	53	70	74	61	83	68	62	65
To know more about religion	59	49	62	60	49	64	46	83	73	54	61	55	57	58	70	61
Learn about hobbies	32	33	31	43	46	24	24	17	16	35	52	32	26	48	38	9
School work	22	30	20	80	10	9	6	3	6	25	49	5	23	94	8	4
Inform about work	18	30	15	8	20	20	15	13	6	23	17	5	60	10	0	30
Club activities	10	26	6	15	10	13	3	10	0	13	22	3	31	16	5	4
Other	21	4	23	20	29	24	21	10	20	24	13	27	11	16	27	17

\* Multiple responses

TABLE 6

Reasons for Reading by Library Users\*

	Total	Sex		Age		Education			Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e	
	61	17	43	42	19	47	14	16	27	18	
	%	%	%	%	%	%	%	%	%	%	
Relax and pass time	73	71	72	71	74	66	86	81	70	67	
To know more about religion	56	47	61	55	58	49	79	50	63	50	
Learn about hobbies	44	12	7	7	11	11	0	31	48	50	
School work	55	18	5	11	0	9	7	31	93	17	
Information about work	28	0	7	5	5	5	0	81	11	6	
Club activities	26	0	2	2	5	2	7	56	75	17	
Other	18	0	2	0	5	2	0	6	15	33	

\* Multiple responses

Reasons for reading that stand out as the most important for both groups are: reading for relaxation, to know more about religion and to learn about hobbies. Reading for relaxation in particular cuts across all occupational groups for both readers and library users. The reading of religious books seems to be a practice of the older, with less education. The high percentage of students reading for religious purposes is probably an indication of their participation in Christian youth organizations that are active in the community.

## 4.5.2 Sources of Reading Materials

It was important to establish sources of reading materials of both readers and library users, to ascertain whether the library features prominently as a community information resource.

TABLE 7

Sources of Reading Materials of all Readers\*

	Total	Sex		Age					Education			Occupation				
		M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Books</b>																
Buy	59	71	56	64	51	66	50	60	50	58	78	51	78	68	40	71
Borrow	51	44	54	51	63	48	50	40	56	53	44	54	31	58	70	29
Public Lib.	17	24	16	41	20	7	5	5	0	17	44	7	19	55	4	0
School Lib.	12	24	9	36	9	5	5	0	3	13	22	2	9	45	7	0
Other sources	9	6	10	13	6	16	5	0	0	12	4	9	16	13	0	7
<b>Magazines</b>																
Buy	63	81	56	62	68	61	55	63	33	64	86	50	95	67	44	64
Borrow	47	39	51	46	52	50	55	25	67	42	57	67	14	48	56	43
Public Lib.	8	12	7	19	8	4	0	0	0	4	36	0	5	33	0	0
School Lib.	8	15	6	23	0	4	9	0	0	6	29	0	10	29	0	0
Other sources	3	4	3	4	4	0	0	13	8	3	0	0	0	5	0	7
<b>Newspapers</b>																
Buy	18	22	17	6	20	33	10	14	4	21	17	12	50	7	4	18
Borrow	18	19	19	15	20	14	38	14	17	19	17	20	7	19	36	6
Public Lib.	1	3	9	6	0	0	0	0	0	2	0	0	0	7	0	0
School Lib.	1	2	9	6	0	0	0	0	0	9	6	0	0	7	0	0
Other sources	133	83	89	97	87	88	67	86	88	89	89	92	80	96	80	88

\* Multiple responses

No information on books = 42; magazines = 104; newspapers = 54

TABLE 8

## Sources of Reading Materials of Library Users\*

	Total	Sex		Age		Education			Occupation		
		M	F	-25	+25	Jun	Sec	Sen	Sec	Sk	St
	61	17	43	42	19	47	14	16	27	18	
	%	%	%	%	%	%	%	%	%	%	%
<b>Books</b>											
Buy	75	82	71	69	89	68	100	94	67	71	
Borrow	49	41	52	52	39	49	46	25	59	53	
Public library	47	47	48	54	28	38	77	38	63	29	
School library	27	41	19	33	11	23	39	13	44	12	
Other sources	12	6	14	10	17	15	0	25	11	0	
<b>Magazines</b>											
Buy	75	92	68	72	79	69	92	92	68	69	
Borrow	45	58	41	49	36	40	58	25	53	50	
Public library	17	25	15	21	7	9	42	8	37	0	
School library	15	33	9	15	14	9	33	17	26	0	
Other sources	2	0	3	3	0	3	0	0	5	0	
<b>Newspapers</b>											
Buy	80	31	15	11	39	19	21	53	8	6	
Borrow	16	25	13	18	19	19	7	7	17	24	
Public library	4	6	3	5	0	5	0	0	8	0	
School library	4	6	3	5	0	2	7	0	8	0	
Other sources	93	81	97	92	94	95	86	87	96	94	

\* Multiple responses

No information on magazines = 14

In both Table 7 and 8 it is evident that the majority of respondents obtain books and magazines through purchase and borrowing from friends. Newspapers are obtained from the Information Centre, which is a government agency. The Centre distributes the government owned Botswana Daily News free to the public. The popularity of this newspaper with all age groups is probably due to the fact that it is written in both Setswana and English, and is also free. This accounts for the high percentage of 'other sources' in the table.

The percentage of those not in paid employment who buy books (seventy one percent), raises serious questions about the public library service. Village life in most developing countries is characterized by scarcity of resources, particularly basic needs such as food. Molepolole is no exception.

Kotei and Milazi (1984) in their study in Botswana found that the main source of obtaining reading materials for their respondents, was through ordering from outside the country. The authors further indicate that this buying of books is an indication of insufficient public library facilities.

#### **4.6 READING INTERESTS**

In order for the public library to foster community activities, it is necessary to ascertain the reading interests of different groups in the community. By exploring reading interests, this study is trying to establish the appropriateness of the library's attempts to reach out to vulnerable groups such as the semi-literate. Reading interests will be discussed under two sub-topics namely, general topics of interest, language and reading interests.

#### 4.6.1 General Topics of Interest

Table 9 depicts topics of interest to readers in the sample. Table 10 shows topics that library users expect to find when visiting the library, as well as topics they usually search for in the library.

TABLE 9

Topics of Interest of all Readers\*

	Sex		Age						Education			Occupation				
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Educational	36	39	35	71	47	30	11	8	12	45	43	30	31	83	30	5
Religion	19	15	20	8	8	14	37	46	43	11	10	29	17	3	15	11
Agriculture	16	32	12	3	8	18	7	46	31	11	19	13	17	0	15	47
General knowledge	13	24	10	13	6	16	5	0	0	12	4	9	16	13	0	7
Stories	12	7	13	3	18	16	11	8	12	11	14	16	17	0	7	5
Skills	7	7	7	0	5	16	4	0	7	8	0	7	11	0	11	0
Health/Family Planning	7	2	8	3	11	8	7	4	5	7	10	4	20	0	7	0
Culture	4	0	5	0	3	2	7	13	10	3	0	6	0	0	11	0
Other	6	5	7	0	11	8	7	8	5	8	5	7	9	0	4	16

\* Multiple responses  
No information = 22

TABLE 10

Reading Interests of Library Users

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
Topics preferred in the library										
Educational	68	77	64	78	47	72	57	44	81	72
General knowledge	15	12	17	12	21	9	36	19	15	11
Skills	7	12	5	2	16	9	0	19	0	6
Stories	7	6	7	5	11	7	7	19	0	6
Agriculture	7	12	4	2	16	7	7	19	0	6
Religion	5	6	5	2	11	4	7	19	0	6
Health/Family Planning	5	6	5	5	5	2	0	6	0	0
Other	2	0	2	0	5	2	0	6	0	0
Reading Materials sought in the library*										
Educational	30	41	23	33	22	33	21	20	30	39
Novels	25	18	29	17	14	24	29	33	22	22
Read own books	13	18	12	17	6	11	21	7	22	6
Magazines	8	0	12	7	11	2	29	13	7	6
Books about skills	5	6	5	5	6	7	0	7	4	6
Agricultural information	3	6	2	2	6	4	0	7	0	6
Can't remember	2	0	2	2	0	2	0	0	0	6
Newspapers	2	0	2	2	0	2	0	0	4	0
Other	20	18	21	17	28	24	7	33	15	17

\* Multiple responses

No information : Topics in the library = 40

Both readers and library users had topics of an educational nature as the most important preference. It is important to note that readers who are not students stated this preference, by indicating subjects such as sociology, law, history and geography. This survey did not to establish whether these readers are doing part-time studies. Religious topics again stand out as a preference of the older respondents with lower education, who do not use the library.

#### 4.6.2 Language and Reading Interests

The relationship between language and reading is well established in studies on reading. Table 11 presents language preferred in reading, and Tables 12 and 13 show reading materials preferred in Setswana and English.

TABLE 11

Language Preferences by Readers and Library Users\*

Total	Users*	Sex		Age					Education			Occupation					
		M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot	
203	61	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23	
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Set	61	19	42	65	33	53	59	88	80	100	22	0	78	27	13	78	83
Eng	39	82	58	35	67	48	41	12	20	0	78	100	22	74	87	22	17

Set - Setswana

Eng - English

No information = 11 for both all respondents and library users

\* Note: Users = Library Users

TABLE 12

Topics Preferred by all Readers in Setswana and English\*

In Setswana\*

	Sex		Age					Education			Occupation					
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Novels	35	35	34	44	51	33	29	14	24	40	33	34	30	54	36	22
Religion	30	20	33	8	32	20	45	55	50	21	22	38	27	8	36	22
Language	25	25	25	50	35	26	10	0	10	29	44	22	20	54	27	4
Poetry/ Drama	13	23	11	22	16	12	10	7	4	15	28	8	17	27	12	13
General knowledge	12	15	12	8	5	22	0	14	12	13	11	8	13	4	9	39
Cultural	9	5	10	8	3	12	13	7	12	9	0	11	10	8	6	4
Education	5	3	6	3	3	10	3	7	8	5	0	10	7	4	0	0
Current affairs	5	3	5	6	3	4	7	7	4	5	0	5	3	8	3	4
Agricul- ture	4	13	2	3	3	2	10	7	6	3	7	4	10	0	0	9

In English\*

General knowledge	39	37	40	25	39	44	83	50	43	41	18	50	42	4	69	57
Education	33	41	30	75	18	12	17	0	14	28	71	9	23	96	6	0
Novels	10	0	14	3	15	15	0	17	29	10	6	22	7	4	6	14
Agricul- ture	9	7	6	0	6	9	17	33	14	8	6	6	13	0	6	14
Language	7	4	7	3	9	9	17	0	14	6	12	9	10	0	13	0
Skills	6	7	6	0	6	15	0	0	14	7	0	6	10	0	6	14
Religion	3	4	2	0	6	3	0	0	0	3	0	3	3	0	6	0
Health																
Education	3	0	3	0	0	9	0	0	0	3	0	3	7	0	0	0
Other	4	0	6	3	9	3	0	0	0	6	0	6	3	0	0	14

\* Multiple responses

No information on topics in Setswana = 16; in English = 87

TABLE 13

## Topics Preferred by Library Users in Setswana and English

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
<b>In Setswana*</b>										
Novels	50	50	49	53	44	51	46	42	50	56
Language	48	64	44	53	38	42	73	33	58	44
Poetry/Drama	24	36	21	26	19	21	36	41	50	56
Cultural	11	0	15	8	19	14	0	8	8	17
Religion	9	0	13	11	6	9	9	17	8	6
Current affairs	6	0	8	5	6	5	9	0	8	7
Educational	4	7	3	3	6	5	0	8	4	0
General knowledge	4	0	5	3	6	5	0	8	4	0
<b>In English*</b>										
Educational	54	17	36	68	26	49	71	31	96	17
General knowledge	34	25	38	25	53	39	21	38	4	72
Novels	7	0	10	3	16	9	0	6	4	11
Language	7	6	5	8	5	4	14	0	11	
Agriculture	5	6	5	0	16	4	7	13	0	6
Religion	2	6	0	3	0	2	0	6	0	0
Skills	2	6	0	3	0	2	0	6	0	0
Other	2	0	2	3	0	2	0	0	0	6

\* Multiple responses

No information: Setswana = 7

Table 11 indicates that the level of education influences the choice of language in reading materials. The majority of students prefer reading materials in English because that is the language of instruction in schools. Skilled workers need information about work, and this is mainly in English.

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Topics that are of interest to readers in English elicited interesting information. General knowledge, which ranges from topics such as marriage, science, law, how to answer a quiz, to news in newspapers, is appreciated by all occupational groups, irrespective of the level of education.

Research in reading has established that the most important components in reading interests are accessibility and readability (Waples quoted in Karetzky 1982). Table 12 and 13 show that the main reading interests of both readers and library users are educational, light reading and general knowledge. However, the buying of books by these two groups as shown in Table 7 and 8 is a clear indication that reading interests of readers in the community are not adequately met by the library, particularly in terms of the level of education and language preferred when reading.

These observations indicate that the library should seriously implement guidelines of the Unesco Public Library Manifesto of 1972, especially because these have been adopted by BNLS as a guide for community service (Garebakwena 1982). According to the Manifesto the "library has to be watchful for the emergence of new needs and interests in the community ... such as the establishment of groups with special reading requirements and new leisure interests (Unesco Public Library Manifesto 1972:130).

## 4.7 LIBRARY USE

Botswana is supposed to have one of the most impressive networks of public libraries spread out in some of the major big villages. The study sought to establish, in one village, the nature of library use, motives, frequency, reasons for limited use as well as reasons why 70% of readers studied do not use the library at all.

This study found that library users constitute 30% of the two-hundred and three (203) readers in the sample.

In this section Tables 14, 15 and 16 will be discussed under two sub-topics namely: reasons for and frequency of library use, and the reasons for limited library use by users and non use of readers.

### 4.7.1 Reasons for, and Frequency of Library Use

Information in Table 14 gives the reasons given by library users as to why and how often they use the library.

Library users visit the library to read anything they find interesting to read. Other reasons for using the library are connected with school related activities. The table indicates that the library is also used largely as a reading room by all occupational groups except the skilled. Regarding frequency of visits to the library, it is striking that nearly half (49%) of users say they go there once a week or more often than that. These tend to be students and those in skilled occupations.

TABLE 14

Library Visiting by Users\*

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
<b>Reasons</b>										
To read anything interesting	80	88	77	86	68	81	79	75	82	83
Research in connection with school work	46	41	47	59	26	49	36	13	63	0
Read school books	46	41	49	52	32	43	57	19	67	39
Read newspapers	39	47	37	36	47	34	57	75	37	11
Research in connection with work	21	29	19	12	42	19	29	69	7	0
Other	3	0	5	0	11	2	7	0	0	11
<b>Frequency</b>										
More than once a week	12	18	10	14	6	13	7	13	15	6
Once a week	37	47	33	38	33	26	71	40	44	22
Twice a month	27	18	31	24	33	32	7	20	26	33
Once a month	13	12	14	14	11	15	7	13	11	17
Less often than once a month	12	6	12	10	17	13	7	13	14	22

\* Multiple responses

4.7.2 Reasons for Limited Library Use by Users, and Non-use by Readers

Tables 15 shows why 70 percent of readers do not use the library at all, and Table 16 presents reasons why the remaining 30 percent use the library less than desired.

TABLE 15

Reasons for not Using the Library by all Readers\*

	Sex		Age					Education			Occupation					
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
No time to read	46	48	46	44	57	60	20	38	31	57	30	37	67	44	39	52
Library far from home	31	30	32	42	41	25	23	31	25	34	35	36	21	44	30	22
Ignorant about the library	24	33	22	6	16	21	27	55	45	15	25	31	9	4	27	39
Buy books and read at home	20	18	20	14	30	12	33	10	27	15	30	19	15	19	24	22
Library hours inconvenient	16	23	14	36	16	14	7	0	4	20	20	6	15	48	12	13
Library is for children	11	8	12	8	3	6	27	14	14	10	5	4	3	4	33	18
Do not enjoy reading	8	10	8	7	3	17	7	3	10	8	0	10	6	4	6	13
Library does not have materials I need	7	13	5	8	3	6	27	14	4	4	30	1	18	19	0	4
Too much trouble to go to library	5	8	3	6	0	6	3	10	10	3	0	6	9	4	3	0

\* Multiple responses

TABLE 16

Reasons for Limited Library Use by Users\*

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
No time to read	52	43	56	50	56	59	28	64	44	53
Library far from home	38	36	39	40	31	40	27	21	44	41
Library opening hours inconvenient	34	43	32	35	31	33	36	14	52	24
Buy books and read at home	20	21	20	20	19	16	36	14	16	29
Library does not have materials I need	20	36	15	15	31	11	55	43	20	0
Too much trouble to go to library	4	0	2	5	0	4	0	0	4	6
Do not enjoy reading	4	0	5	3	6	4	0	0	0	12
Library is for children	2	7	0	3	0	2	0	0	4	0

\* Multiple responses

Two reasons that stand out as major obstacles to effective library use for both readers and library users are that respondents do not have time to read, and the library is far away from their homes. Other reasons indicated by readers are related to the library's inability to widely publicize the service as a community resource to be utilized by the whole community. Thus, respondents who are not informed about the library's existence and purpose, are forced to spend their meagre resources to satisfy their informational and leisure needs. Library users on the other hand are frustrated that the library does not seem to be able to meet their reading interests, and this has led them to buy books to meet their reading needs.

On the whole both readers and library users seem to enjoy reading despite other demands on their time. It is nevertheless apparent that reasons that prevent effective library use are interrelated. Lack of time prevents respondents from travelling long distances to the library. The fact that library opening hours are not convenient for most respondents, particularly workers, further limits chances of effective library use.

TABLE 17

## Users Views on Library Opening Hours

	Total	Sex		Age		Education				Occupation		
		M	F	-25	+25	Jun	Sec	Sen	Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47		14		16	27	18
	%	%	%	%	%	%		%		%	%	%
<b>Suitability of library opening hours*</b>												
Yes	49	41	54	45	60	45		64		63	33	61
No	49	53	47	52	42	53		36		38	63	39
No response	2	6	0	2	0	2		0		0	4	0
<b>Preferred library hour extension*</b>												
Weekday	24	25	25	20	33	22		33		43	19	17
Weekend	27	13	35	30	22	22		50		29	38	0
Holidays	66	75	60	70	56	74		33		43	69	83

\* Multiple responses

No information on extension = 32

Table 17 shows responses of library users to a question regarding the suitability of library opening hours. The library opening hours are:

Weekdays 9 - 6 p.m.  
 Saturdays 9 - 12 noon  
 Holidays closed

It can be seen that respondents were divided in their opinions about these hours - half found them convenient, the other half not. When questioned about extensions of hours, 66% said they would like the library to open during the holidays.

At the time of this research the BNLS was considering extending library hours, and was experimenting with the idea in a few libraries. Longer library opening hours will enable workers and students to use the library much more efficiently.

#### 4.8 VIEWS ON THE LIBRARY

This section explores perceptions about the library of both readers and library users. Table 18 presents views of readers on what is not liked about the library, and suggestions for improvements. In Table 19 library users indicate their likes and dislikes about the library as well as ways of making the service meet their reading needs more efficiently.

TABLE 18

Views on the Library by all Readers

	Sex			Age					Education			Occupation				
	Total	M	F	1-19	20-25	26-35	36-49	50+	Pri	Jun	Sen	Une	Sk	St	Hw	Ot
	203	43	159	40	41	55	33	30	51	125	23	75	35	31	37	23
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>What is Not Liked About the Library*</b>																
Like every-thing	25	19	27	7	18	38	22	44	35	25	11	39	50	3	8	25
Distance from home	17	14	18	27	21	15	9	4	19	18	11	12	7	24	35	10
Library not spacious	16	24	13	22	21	13	4	16	6	16	50	8	14	29	0	28
Do not know library	14	12	15	5	8	11	30	28	27	9	0	23	0	3	15	13
Opening hours inconvenient	7	5	8	12	8	9	4	0	0	11	6	2	7	18	15	3
Library procedures inconvenient	6	7	4	7	5	6	4	0	2	8	0	3	14	6	8	3
Not enough reading material	4	7	3	7	0	0	13	4	2	2	11	0	0	9	4	8
Other	12	12	13	12	18	9	13	4	10	12	11	14	7	9	15	13
<b>Ways to Improve the Library*</b>																
Do not know	25	27	24	11	21	31	29	34	36	22	11	43	29	3	5	25
More library branches	23	18	24	36	29	20	17	9	19	26	21	20	0	35	33	15
More books	12	14	11	13	9	10	17	13	14	12	11	7	14	14	5	23
Librarians to publicize library	9	10	8	2	5	5	14	22	16	7	0	4	7	0	26	10
Improve physical conditions	9	14	8	4	17	10	6	6	3	10	26	7	21	11	5	12
Extend building	8	10	7	13	5	7	9	6	2	8	21	5	0	16	3	12
Change opening hours	5	2	6	9	7	5	3	0	2	7	0	3	14	11	8	0
Other	9	4	11	11	7	12	6	9	9	8	11	9	14	11	15	4

\* Multiple responses

No information: Not Liked: Age = 39; Sex = 36; Education = 43; Occupation = 35

Ways to improve: Age = 20; Sex = 17; Education = 26; Occupation = 16

TABLE 19

Views on the Library by Users

	Total	Sex		Age		Education		Occupation		
		M	F	-25	+25	Jun Sec	Sen Sec	Sk	St	N.i.p.e
	61	17	43	42	19	47	14	16	27	18
	%	%	%	%	%	%	%	%	%	%
<b>What is Liked About the Library*</b>										
Quiet place	61	71	58	62	58	57	71	62	59	61
Research	41	29	44	43	37	45	29	25	44	50
Variety of books	21	18	23	19	26	26	7	6	30	22
Other	15	6	5	12	21	15	14	31	0	22
<b>What is Not Liked About the Library*</b>										
Like everything	9	0	13	6	18	13	0	14	4	14
Distance from home	26	14	31	28	24	30	17	14	28	36
Library not spacious	42	64	33	42	41	35	67	64	40	21
Opening hours inconvenient	15	14	15	17	12	18	8	0	24	14
Not enough reading material	9	14	8	8	12	5	17	7	12	7
Other	11	14	10	14	6	13	8	7	12	14
<b>Ways to Improve the Library*</b>										
Do not know	8	8	6	9	6	10	0	8	4	14
More library branches	52	54	53	50	56	55	33	42	50	64
More books	20	23	19	18	25	20	22	42	17	7
Extend building	22	31	19	18	31	15	44	25	25	14
Change opening hours	10	8	11	12	6	13	0	0	17	7
Other	10	0	14	12	6	10	11	0	13	14

\* Multiple responses  
 No information: Ways to Improve = 12

Library users appreciate the library mainly as a quiet place to read and to find information. Some of the following quotations indicate the usefulness of the library to them:

"I enjoy reading quietly with my friends."

"We no longer have to go to town for books."

"I can use the books for my correspondence course."

The library is also appreciated for its collection, particularly by students. Skilled workers, however do not share this view. In fact interviews with some civil servants representing organizations interviewed, indicate that one of the main reasons the library is not an important feature in their work activities is because it lacks the required literature. Both readers and library users would however like to see more reading materials in the library that are based on their reading interests, language of preference and level of education. Literature that is of interest to both readers and library users is that for relaxation and to know more about religion. Lack of books in Setswana is a need expressed by both readers and library users. Paucity of this type of literature is closely linked with lack of authorship as well as peoples' perception of English as a language of advancement.

Readers appreciate the library despite lack of knowledge about the library's role in their day to day activities and in development generally. Both readers and library users indicate that major constraints to library use are lack of adequate space in the library, and its location in relation to the rest of the village. Lack of

space in the library is understandable when it is considered that the seating capacity of the library is limited to eighteen chairs. Molepolole as a village covers about 50 square miles, with a population of approximately 20 600; these two factors indicate why the library is not close to most sub-villages.

In the light of widespread lack of knowledge about library purpose and use, it is not surprising that the majority of readers did not know how the library could be improved. Readers and library users responses show that more library branches are desired by the community. The effectiveness of the library as a community resource that can facilitate the process of social change depends largely on its accessibility.

An effective impression of this problem is reflected in the tone of the following quotations from interviewees:

"Have a branch near my home."

"Librarians should have a classroom in Borakalalo primary school and use it as a branch of the public library."

"Have branches in different small villages."

Library publicity seems to have been a thorn in the flesh of the library service since its inception. Readers indicate that the library is not well publicized, hence their lack of knowledge about its activities. This lack of knowledge about library purpose and functions is evidenced in the following quotations:

✓ advise

"I have a desire to know much about the library and why it is important that people should use it."

"I would like to know more about the library and how to borrow books."

"Where is the library and how does it operate?"

Readers recommend that librarians help advertise the service by using the traditional forum, the kgotla. That the public library is not well advertised is evidenced in the following quotations:

"Librarians have to tell people in the kgotla about the library."

"Librarians to visit people to explain that the library is not only for children."

"Librarians should visit people and advise them about the benefit of the library."

In this chapter data collected from a sample of 203 readers was analyzed and interpreted. The analysis focused on reading patterns, reading interests, library use and views on the library. The next chapter will focus on an analysis and interpretation of responses of members of organizations interviewed, as well as the relationship between the public library and community organizations.

CHAPTER 5  
ANALYSIS AND INTERPRETATION OF FINDINGS:  
COMMUNITY ORGANIZATIONS AND THE LIBRARY

5.1 INTRODUCTION

This study sought to establish the views of members of governmental and non-governmental organizations on the role of the public library in organizational membership, sources of information for organizational activities, the relationship between the library and organizations in the community, as well as the interaction between librarians and the communities they serve.

Sources of data for this analysis and interpretation are responses of the 203 readers interviewed for the survey, individuals and groups belonging to governmental and non-governmental organizations, (see Chapter 3 for list and appendix II for discussion guide), and interviews held with eight librarians (see appendix III for discussion guide).

Table 20 shows the range of organizations community members belong to.

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TABLE 20

Organizations People Belong To\*

	Frequencies	%
Do not belong to any organization	76	45
Church affiliated	20	12
Sporting activities	14	8
4 Bs	14	8
Red Cross Society	12	6
Developmental	9	5
Girl Guides/Scouts	8	4
Botswana Council of Women	3	1
Other	14	8
	<hr/>	<hr/>
	170	97

N = 203

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\* Multiple responses  
No information 48

The high incidence of no information in this table is attributed to the fact that the question was not answered by many respondents for reasons the author was unable to establish during the interviews.

## 5.2 SOURCES OF INFORMATION FOR ORGANIZATIONAL ACTIVITIES

This study sought to establish sources of information for organizational activities, in order to find out whether the library bridges the information gap between individuals or groups and organizations they belong to. The question asked was, "Where do you find information that helps you to know more about these club activities?"

TABLE 21

Sources of Information for Activities of Organizations\*

	Frequencies	%
Leaders	67	72
Bible	9	10
Books	3	3
Pamphlets	3	3
Workshops	1	1
Church	1	1
Other	9	10
	93**	100
N = 203		

\* Multiple responses

\*\* No information out of a total of 170 multiple responses noted in Table 20

Leaders were identified as the main source of information in organizational activities. The significance of leaders as sources of information cuts across all strata including the highly literate respondents in the sample.

The bible features as the main source of religious information, particularly for women with lower education who are non-library users. If religion as an activity is interpreted as permeating day to day activities, it is understandable that the bible as a basic document on religious information is appreciated as a guide to these activities.

Interviews with members of governmental and non-governmental organizations indicated their main source of information as 'parent' bodies such as ministries or headquarters or organizations as well as 'leaders' in senior positions.

An interesting finding relates to the four churches covered in the interviews, namely the Anglican Church, Assemblies of God, Christian Faith Mission and the United Congregational Church of Southern Africa (UCCSA). The latter three have what could be termed 'church libraries'. Collections of these church libraries are built largely through purchase from the Bible Society of Botswana; the Christian Faith Mission has a collection developed through purchase from the Bible Society and gifts from All Nations Gospel Publishers from South Africa. The materials, mainly pamphlets, include topics such as "The Holy Spirit", "Good News".

The bulk of the materials are in English with a few in Setswana. These religious materials, though available to the whole congregation, are specifically intended for the youth.

It is clear that the library is not serving as the main source of information for activities of either governmental organizations or community organizations. Organizations suggested that the library:

- i) provide simple readable materials in both English and Setswana, particularly for new literates and semi-literates. The present collection is described as "too advanced." A youth officer indicated that available reading materials are "too advanced for the rural youth."
- ii) provide information distributed by other organizations such as the Red Cross Society.

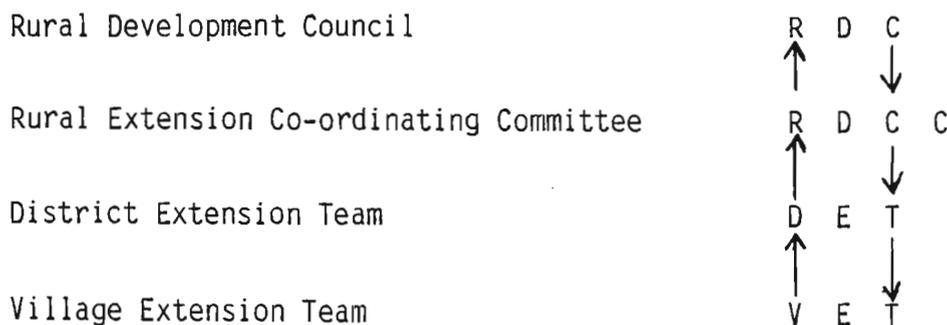
iii) participate in the distribution of health posters to promote health education programmes.

iv) compile and publicize community related information. One Rural Industrial Officer pointed out that "it is difficult to know what is happening in other government departments, let alone the community".

### 5.3 RELATIONSHIP BETWEEN THE LIBRARY AND ORGANIZATIONS IN THE COMMUNITY

The library's isolation from the community is reinforced by the lack of formal inclusion of librarians in the extension workers' structure. All extension workers, namely Agricultural Demonstrators, Veterinary Assistants, Community Development Officers, Family Welfare Educators, Literacy Assistants, Head Teachers, Tirelo Sechaba participants and Rural Industrial officers are part of the village and district structure. This ensures their representation on a forum for communication with other extension workers and the community.

This structure is as follows:



Librarians are normally urged to attend DET meetings, but their representation is not formal. Attendance depends on the initiative, enthusiasm and availability of time of the librarian concerned. Informal discussions with some librarians revealed that much as they appreciate participating in these organizations, time and inadequate staff are the main constraints.

This structural isolation of librarians has resulted, amongst other things, in the library being by-passed when evaluation studies are undertaken involving extension workers as a grouping of development agents. The library is thus always studied apart from other development institutions. This has resulted in failure to perceive the impact of the library in relation to other development organizations, and as a facilitator in the mainstream of the development process. Examples of such studies include: **Towards Improving Extension Services in Botswana** by (Fortmann 1983) and another contained in Behnke et al (1981) titled **Traditional and Modern Institutions North-East Ngwaketse and Central Districts**. Findings of these studies indicated that traditional institutions such as kgotlas and headman are regarded as the centre of all village activities and initiators of development projects. Better known modern institutions, such as the library, are, however, characterized by poor attendance, low participation and lack of clarity about their roles in development (Behnke et al 1981).

#### 5.4 LIBRARIANS AND THE COMMUNITY

Librarians are aware of this lack of communication between community organizations and the public library service. They further acknowledge that this communication gap is one of the reasons the library is under-utilized. The school is the only institution libraries have had prolonged and fruitful contact with. This contact has been established by giving lectures in schools, and by inviting teachers to the library.

There is presently no forum for communication between the library and the community, such as exist between the Literacy Assistants and the Village Literacy Committee. The latter comprises of learners and other community officers. Librarians in Botswana have been toying with the idea of a Library Committee. The majority of librarians indicated that this committee should consist of representatives from other organizations such as Parents Teachers Association (PTA), Village Development Committee, amongst others. These organizations are sought largely as a forum for advertising the library service.

It is apparent that the library does not have established links with community organizations operating in the community. The library's lack of awareness of the functions, purpose and needs of community organizations has resulted in its inability to consider these needs in its selection of reading materials. The library thus lacks simple readable materials as recommended by organizations.

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On the other hand the seeming inability of librarians to integrate its activities with community development organizations could be attributed to library training that is not oriented to a development related role. Practising librarians and the Department of Library Studies at the University of Botswana are in agreement that present training of librarians still fails to prepare them for existing realities in predominantly rural Botswana.

## CHAPTER 6

### THE PUBLIC LIBRARY AND THE NATIONAL LITERACY CAMPAIGN IN BOTSWANA

#### 6.1 INTRODUCTION

This chapter answers one of the research objectives of this study, namely, the role of the public library in the national literacy campaign. It further illustrates attempts by the public library in Botswana to diversify its role by participating in other development activities that also seek to eradicate illiteracy and increase reading. Sources of information for this chapter were obtained largely from deliberations of the Conference on Libraries and Literacy, held in Kanye, Botswana.

Public libraries in developing countries base their support for campaigns to eradicate illiteracy on the following realities:

- i) Communities served are largely poor and illiterate or semi-illiterate. It does not help the cause of overall development to duplicate urban libraries in communities with low literacy levels.
- ii) Basic education needs to be promoted prior to, or simultaneously with, a library service, if libraries are successfully to disseminate development-oriented information.
- iii) If the above two problems are attended to, then the library is well placed to supply free information to disadvantaged groups as part of a strategy to improve their living standards.

## 6.2 DEVELOPMENTS IN BOTSWANA

The present national campaign to eradicate illiteracy in Botswana is spearheaded by the Department of Non-Formal Education (DNFE) under its Informal Programmes section. The campaign which started in 1979 aims to eradicate illiteracy, so as to facilitate the government development strategy of rural development and creation of employment (DNFE 1984:4). The programme is executed at national level by a Literacy Co-ordinator. The District Adult Education Officer monitors the programme at district level, with the assistance of Literacy Assistants.

The cadres that are in direct communication with learners are Literacy Group Leaders. They are selected on the following basis:

- i) seven years of primary education
- ii) interest in teaching others to read and write
- iii) ability to recruit a sufficient number of people to form a group (DNFE 1984).

The literature on the development of public libraries in Botswana makes clear that there have been some expressions of support by librarians for the campaign to eradicate illiteracy. Librarians have recommended that suitable reading materials be provided to new literates to promote life long education (Made 1977, Raseroka 1977, Garebakwena 1982, Stellingner 1982, Thapisi 1982). These

recommendations have, however, not been successfully implemented by the public library. The library's pattern of development in terms of reading materials and community interaction does not reflect the reality of low literacy and the rural environment.

Librarians have recently experienced a shift in thinking on the library's role in promoting literacy. This was shown at the Conference on Libraries and Literacy.

#### 6.2.1 Conference on Libraries and Literacy, Kanye Botswana 1985

The conference, which was initiated by the Botswana Library Association (BLA), was jointly organised by BLA and DNFE. The organizing committee included personnel from the public library and the Institute of Adult Education of the University of Botswana. The conference was perceived by BLA largely as:

- i) an attempt to forge links with the national literacy programme to promote development.
- ii) a move to encourage the development of reading habits, as well as personal development (Conference on Libraries and Literacy 1985:1).
- iii) an attempt to identify issues of mutual concern about the topic in the country, as preparation for the Standing Conference of Eastern, Central and Southern African Librarians (SCECSAL). SCECSAL's theme for 1986, which Botswana was hosting, was Libraries and Literacy.

These moves by librarians seem to show an attempt at concrete community involvement. According to Monroe (1976:504), "collaboration by public librarians with community agencies, organizations and other groups in joint activity - quite distinct from public library services to such groups - is a mark of a public library's community involvement ..."

### 6.3 POTENTIAL ROLE OF THE PUBLIC LIBRARY IN THE LITERACY CAMPAIGN

At the conference there was some agreement on areas of shared participation by the two groups. Areas of mutual concern were production and distribution of literature for new literates, reading rooms, the training of community librarians, and co-ordination of information and other activities. Each of these will be dealt with in turn.

#### 6.3.1 Production and Distribution of Literature for New Literates

The need to provide reading materials for new literates is supported by many other factors other than simply sustenance of literacy. Education policy in Botswana has shifted from an emphasis on secondary and higher education to basic education for all, particularly primary and non-formal education (DNFE 1984:3). This shift in policy has meant that the public library needs to cater for reading needs at all educational levels.

DNFE, as the agency responsible for the national literacy campaign, has been the main producer of reading materials for new literates. According to DNFE, reading materials are generated on the basis of "the development vision of the government .... new farming methods, health etc" (Sebolai 1985:1).

A number of guidelines for the production of literature for new literates have been provided by local research. Kotei and Milazi (1984:44) found that new literates prefer reading materials that inform them about their day to day activities, as well as understanding their culture in depth. The study by DNFE (1984) confirmed that new literates prefer materials of a functional and practical approach. Preference is for information that can enable new literates to learn skills that can improve their immediate life and also provide the possibility of a cash income (DNFE 1984:28).

The findings of this study confirm this preference for information needs of new literates, and these are not significantly different from those of semi-literates.

The need for materials of an audio-visual nature for new literates has been established by Stellingner (1982), Kotei and Milazi (1984), and the Seminar on the Role of the Library and Community-User Education (1981). This type of material has become necessary particularly for women, as much of the research in Botswana's rural areas has indicated that women are the main agents for social change. In this survey, one of the main reasons respondents (the majority of whom are women) gave

for not reading was lack of time. This is understandable when it is considered that women in rural areas are involved in a number of necessary but time-consuming activities. The need for use of audio-visual materials is also based on the understanding that they tend to reach out to a wider audience including non-literates.

### 6.3.2 Reading Rooms

Reading rooms started operating on an experimental basis in 1983 in three villages of the Kgatleng district (Chebani 1985). The DNFE planned these as community libraries that would provide reading materials for new literates as well as for extension workers such as Veterinary Assistants and Family Welfare Educators.

The establishment of reading rooms throughout the rural areas was lauded by all groups as an important component in the promotion of literacy and development. During the Conference on Libraries and Literacy, it became apparent that reading rooms are to service the whole community, but particularly new literates, semi-literates and extension workers. They are also to act as rural information centres. It was, however, realized that in order for reading rooms to be effective, it is necessary to diversify their activities. Reading rooms are thus expected to encourage reading habits by providing reading guidance through book talks. Another way would be through organizing popular theatre groups amongst new literates, to promote development themes.

The importance of diversifying reading rooms is illustrated by Mchombu (1984). Citing the case of Tanzania, he explains that linking rural information centres with just the national literacy campaign narrows the scope of these centres as soon as the illiteracy rate decreases. He points out that if reading rooms are to assume the role of rural community information centres, emphasis has to be on the following:

- i) that they communicate ideas for social change, rather than act as mere places to read.
- ii) that they operate closely with other change agents.

However, some problems experienced with the reading rooms in Botswana were:

- i) lack of suitable accommodation. When initiating the reading rooms project, DNFE decided to use any available accommodation in the community as a reading room. Thus, school classrooms were found to be unsuitable because teachers were sometimes reluctant to open classrooms after school hours. Public libraries could not be used effectively because of their inconvenient opening hours, particularly for workers.
- ii) new literates found it difficult to adjust to the idea of using the library with its masses of books.
- iii) there was a lack of relevant reading materials in the public libraries.

### 6.3.3 Training of Community Librarians

The training of a cadre of professionals to manage reading rooms is one of the strategies acknowledged to be important by all groups at the Conference (1985). This, in fact, is in line with government policy to train personnel to manage development programmes (Botswana Development Plan 1979/85). Emphasis was on training that will include adult education skills such as those imparted to literacy assistants.

The idea of incorporating community development skills in the training of librarians was put forward by Raseroka (1977) in her recommendations on literacy and library development. She points out that the training of librarians should take into consideration the environment under which librarians should work, and should thus include skills related to those used by extension workers in dealing with the community. Such skills include communication and public relations.

Activities of 'community librarians' are envisaged to:

- i) promote reading rooms to ensure that they remain an effective community resource.
- ii) cultivate reading habits.
- iii) select reading materials based on a continuous assessment of reading and information needs of the community.
- iv) participate in the activities of the Village Extension Team (VET) as other extension workers.
- v) co-ordinate the work of other extension workers by disseminating information about their activities.

#### 6.3.4 The Co-ordination of Activities Concerned with Disseminating Information

It became apparent during the Conference that one of the problems experienced by the national literacy campaign was the distribution of reading materials. Literacy materials are largely distributed through other extension workers (DNFE 1985:2). The library has so far not been facilitating the distribution of literature to new literates.

At present the role of disseminating information on community related matters is the responsibility of the agency mounting a particular campaign. This was evident in interviews in this study with organizations involved in health, agriculture and sanitation, and in the survey on Setswana materials carried out by Chokwe (1985).

It is important to note that Botswana is presently not solely dependent on the library to disseminate development related information and knowledge. There are many other avenues that have been successfully used, such as the touring theatre, the mobile museum and the radio to name a few. However, the government perceives the existing public library as a viable agent to promote change through the dissemination of development related information. The library also has the potential of supporting the literacy campaign in particular, by distributing post-literacy reading materials to sustain literacy and to create an awareness about development issues.

This chapter has shown that it is clear that the library needs to be a central organization for collecting and disseminating information in the community. This will help avoid overlapping of services, ensure efficient use of scarce resources as well as contribute to efficient planning.

## CHAPTER 7

### CONCLUSION

#### 7.1 A LIBRARY SERVICE GEARED TO COMMUNITY EDUCATION AND INFORMATION NEEDS

One of the objectives of this study was to devise a model on the basis of data obtained. The model will attempt to present components necessary for an appropriate library service, geared to community education and information needs. The purpose of such a model is to explore and highlight some possibilities for future development that the public library in Botswana could examine.

The point of departure of this study has been that any present discussion of public libraries in Botswana has to situate the service within a rural development strategy. The rural nature of Botswana, according to government plans will continue despite increasing urbanization. Rural communities in Botswana are still characterized by poverty, low literacy and lack of access to public services. A rural library service should not, therefore, be built on urban models.

This study sought to establish whether the Botswana National Library Service is based on real information needs of communities served. On the basis of the findings of the study, and of indications that some of the features of the basic needs approach to development are being adopted by Botswana, the present public library service in Botswana will be evaluated on the basis of some of the principles of the basic

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needs approach to development. The principles are appropriateness, focus on target groups, accessibility, affordability, integrativeness, participation and assertiveness.

### 7.1.1 Appropriateness

This study has suggested that public library policy in Botswana is still based on policies derived from the modernization approach. This is despite the fact that the government has acknowledged the inability of these policies to promote desired changes. Modernization policies are partly evident in book selection policies, which assume a highly literate rural population that attaches value to print knowledge.

The public library service in Botswana is not solely to blame for all these problems. Inappropriate techniques have been employed by government and other departments to encourage modernization, particularly as they relate to the diffusion of information and education. These techniques seem to have been applied without a proper analysis of the social reality of developing countries such as Botswana, e.g. low literacy, lack of relevant published information etc. However, the public library service has shown a lack of sensitivity to questions raised by research and observations by librarians such as Kibirige (1977), Benge (1979), Kotei and Milazi (1984) and especially Stellingner (1982) in Botswana. These authors have challenged library policies based on the modernization strategy, and suggest that public library planning has to reflect needs identified by their respective communities.

There is no doubt that the public library service is aware of changes in the government development strategies. The library's response to these changes is evident in initiatives to diversify the role of the library to facilitate other development programmes, as well as to expand the library's network to more rural communities. What is however lacking is an aggressive approach to implement these changes along lines demonstrated by other sectors such as health, and the National Museum and Art Gallery through its mobile museum service. It will be shown later in this chapter how these two sectors reach out to rural communities.

It is apparent that BNLS has been increasing its library collection to its rural service points. However, the Molepolole library collection indicates that these materials do not seem to be appropriate in terms of development priorities or reading interests of the community. This concern for the lack of appropriate literature in rural libraries is shared by public librarians. The collection in Molepolole is not only irrelevant but highly specialized. In sections like religion for example, titles on the Talmud, Judaism and Islam constitute approximately 70% of books on religion. Another illustration of specialization and inappropriateness is evident in the music section. This section is dominated by artists such as Debussy, Tchaikovsky, Schubert, to name a few.

The pattern described above is true of other rural libraries in Botswana, since acquisition of reading material has until recently been centralized in Gaborone. Librarians have to realize that part of the proliferation of Tchaikovsky and Schubert in their libraries is

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because of the library's use of the British National Bibliography (BNB) and other foreign book selection aids. These selection aids are used by many public libraries in developing countries in the absence of relevant, indigenously derived selection aids and viable book industries.

In order for BNLS to promote an effective service, it has to explore means of either generating its own information or linking with other organizations that have printing and publishing facilities. Generally, lack of relevant reading material in developing countries like Botswana is linked to the absence of a viable book industry to cater for national needs.

Publishing and book development in Botswana has to be understood against a background of: lack of funds to support the book industry, low literacy, lack of writers, and limited reading habit. The publishing sector in Botswana is dominated by Macmillan (Boleswa) and Longmans (Botswana). These publishers tend to publish what is marketable and in Botswana that is school textbooks. Publishing that focuses on target groups and other national needs has so far been a neglected area.

Links that are being forged between BNLS and DNFE in eradicating illiteracy and promoting reading, indicate that there are now greater possibilities for BNLS to participate in publishing. DNFE has printing and personnel resources needed for publishing the kind of materials BNLS presently requires. Sharing of such resources further increases savings in the development budget.

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The BNLS should also look into ways of including literature emanating from other departments and development programmes in the National Bibliography of Botswana (NABOB), as well as in its rural libraries. The director of BNLS indicated in the Conference on Libraries and Literacy (1985) that literature from these sources is not adequately covered by NABOB.

This literature actually constitutes the core of development literature as indicated by the list compiled by Chokwe (1985) for the same conference. It included, amongst other things, agricultural information on the rabies campaign (twantso ya molafo), the monthly newspaper 'Ga e Golelwe' from the literacy campaign etc.

A strategy that has been adopted by some librarians in an attempt to increase appropriate literature in the libraries, has been to involve civil servants in the selection of reading materials. This is done by circulating selection aids such as booklists from publishers e.g. Longmans, Macmillan etc. The author would like to sound a word of caution about this approach. First, it is likely to further skew the library collection to the needs of the highly literate, who constitute only a small percentage of the rural population. The collection is thus not likely to reflect socio-economic needs of the predominantly rural and semi-literate population. Also, foreign publishing is not likely to address itself to needs of specialized groups in developing countries.

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There is a complementary need to provide audiovisual and other non-book materials to both non - and semi-literates. The idea of providing materials such as charts, diagrams and posters seems even more appropriate in the envisaged reading rooms.

### 7.1.2 Focus on Target Groups

The Botswana public library service has been focusing attention mainly on school children since its inception. The service's collection as well as its outreach programmes are evidence of this attention, and this is in accordance with its objectives to satisfy educational needs. There are some special groups, however, whose educational needs still have to be adequately met. These are correspondence students registered with the DNFE primary and secondary education. Education reforms in Botswana indicate that emphasis is on basic education for all, which has led to an increase in the primary school population. The library service will need to attend to their reading needs particularly in terms of language, content and quantity.

The public library service needs to be sensitive to the needs of groups which are periodically targeted for development programmes. This idea is succinctly summarized in the Unesco Public Library Manifesto, which has been adopted by the Botswana National Library Service (BNLS) as a guideline.

Women have been singled out for the national literacy campaign (DNFE 1984). The library will thus need to sustain literacy by introducing suitable literature. This study, as well as that of Stellingner (1982) and DNFE (1984) has identified areas that are of concern to women: information about skills that would facilitate income generating activities, religious information, literature for leisure, and other development related information such as how to use service institutions e.g. banks, post office, etc.

This study has indicated that the library has paid scant attention to the information needs of extension workers. The latter are designated the main agents of development in rural communities. Information collected from respondents about sources of information for organizational activities indicates that extension workers are the main sources of information. Extension workers are amongst the group that described the library collection as highly specialized and too advanced for their needs.

### 7.1.3 Accessibility

The public library is presently not accessible to all members of the community, in terms of distance from home and library opening hours. The library service is however committed to expanding its network so that it at least reaches out to most readers. The book box service to outlying primary schools is another attempt at increasing access. The mobile service is very active in areas around Gaborone, but its absence in rural areas is felt by extension workers and other readers.

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The library has been experimenting with community college libraries in an attempt to increase accessibility. Community college libraries are supposed to cater for the needs of both the school and the community. These libraries, like other rural libraries, seem to have made very little impact in the community. According to the librarian from Tutume, library opening hours are one constraint to effective library use by the community (Butale 1985).

Library opening hours as a factor preventing effective library use has consistently appeared in the study. Extension of hours over weekends and holidays was an expressed need. At the time of this research BNLS was considering changing library hours to suit readers.

#### **7.1.4 Affordability**

The BNLS has to be commended for providing a free service to the community. The service has been able to supplement educational needs of school children. It must be emphasized that the public library offers the only possible access to books on a regular basis.

#### **7.1.5 Integrativeness**

The principle of integrating the library service into the community is evident in a number of initiatives that have lately been adopted by the library service, for example forging links with the national literacy campaign as well as organizing a Seminar on the Role of the Library and the Community-user Education (1981). Discussions and

recommendations of this Seminar have in fact produced a blue-print for the library's strategy in integrating its service to the community. Some of the suggestions made were:

- i) Materials emanating from departments be translated into Setswana for distribution by the library.
- ii) The library help launch health preventative campaigns.
- iii) Workshops and other projects be conducted in the library, where they can be backed up by reading materials.
- iv) Branch libraries be used as bases for co-ordinating local information.

There are so far no indications that the library is implementing these interesting ideas. The library does not seem to have developed a machinery to facilitate its integrative strategy, and efforts still lack co-ordination. According to Monroe (1976:501) the **Minimum Standards for Public Library system** has identified three areas by which the community library becomes an integral part of the population served:

- i) continuous and periodic study of the community
- ii) participation of librarians in the life of the community
- iii) correlation of library programmes with those of other community organizations.

Findings of this study suggest that the library has still not been able to gear its activities effectively to the needs of existing community organizations. The library was not the main source of information for activities of organizations interviewed. In fact none of these organizations had formal contact with the library about their programmes. Churches interviewed present a very glaring case of the library's inability adequately to meet reading needs of the community. Three of the churches interviewed have established their own 'church libraries' through purchase and donations.

#### **7.1.5.1 Library Committees**

There is ample evidence that the present library system has little impact on the community. Interviews with librarians indicate that they are interested in reviving library committees where they existed or introduce them where they do not exist. The idea of library committees seems to have briefly operated in some libraries e.g. Selibe Pikwe. Librarians envisage the library committee as the only forum that would mediate between the library and the community. The library committee is expected to:

- explain the purpose of the library to encourage use.
- educate parents about library procedures. Most parents are reluctant to sign membership forms for their children, for fear of accounting for lost books.
- engage the community in the selection of relevant reading materials.

The majority of librarians envisage the library committee to include members of the VDC, PTA, and DET to name a few. These organizations are encouraged by government to increase participation in development. The library has to be aware of the fact that, much as inclusion of these organizations is appropriate, they are not necessarily the most effective to spearhead the library's publicity programme. A study by Fortmann (1983) indicates that some people do not understand the role of these organizations. He also shows that modern institutions such as PTA, YMCA and BCW to name a few, seem to be characterized by low participation.

One approach that could be used to balance the composition of the library committee would be to have both elected and appointed members. Elected members could be chosen from a kgotla meeting. Appointed members could come from members of the community organizations. Such people could be chosen on the basis of their interest and enthusiasm in the library service as well as other leadership qualities. The library has to understand that recognition of kgotlas is supported by research findings on rural people's perceptions of traditional and modern institutions in rural development. These findings show that more people attend kgotla meetings than those of modern institutions, and the chief seems to be the centre of virtually all village activities (Behnke et al 1982).

#### 7.1.5.2 Tirelo Sechaba

The library also needs to find ways of involving Tirelo Sechaba participants, so that they may better understand the library's

objectives in the community. Tirelo Sechaba is a scheme whereby all form five leavers are required to undertake a period of national service in rural areas before proceeding to further education or employment (Botswana Development Plan 1979/85). The objectives of the programme are to ensure that young people are exposed, as part of their education, to the practical realities and development problems of rural areas, especially remote areas (DNFE 1984). Tirelo Sechaba participants are already involved in a number of programmes e.g. the literacy campaign, community development, teaching in primary schools etc. The library needs to seek ways of involving this group in their reading rooms activities.

#### 7.1.5.3 Governmental Education Information Units

It is also apparent that the library has to develop structures for facilitating sharing of information with departments within government ministries. Most departments have an education and information unit that develops, collects and disseminates information about its programmes. The Ministry of Agriculture, for example, has the Agricultural Information Service; other such units are the Health Education Unit, Wildlife Education Unit etc. These units produce booklets, posters, folded sheets and pamphlets in Setswana for their programmes. There does not seem to be a consistent system of accumulating these materials in the library for wide distribution. There is also no forum for sharing resources amongst these units and BNLS.

#### 7.1.5.4 Reform of Library Training

To be able to implement all these integrative initiatives, the library needs librarians with a community based approach to education. At the Conference on Libraries and Literacy (1985), the idea of introducing a cadre of para professionals equivalent to Family Welfare Educators, in the library field was discussed. This idea introduces new dimensions in the training of these 'community librarians'. Traditional library training has tended to emphasize, amongst other things, organization of information for retrieval rather than integration of library activities in community life. It is important to note that much as organization of knowledge is crucial to retrieval, training of this group has to highlight communication skills in community development.

'Community librarians', according to the Conference on Libraries and Literacy (1985) are intended to be the first library personnel the community comes into contact with. In that respect they have to be able to:

- educate the community about the role of the library in disseminating information useful for day to day activities and for community development.
- promote the reading habit through establishing contacts with other community organizations as well as with extension workers, and to offer reading guidance particularly to new literates.

The 'community librarian' it is hoped, will be able to reduce psychological barriers the community has about using the library as a modern institution.

### 7.1.6 Participation

One of the fundamental features of the basic needs approach is that people have to participate as individuals or communities "in shaping their existence" and to make a contribution to development (Ghai et al 1977:6). The Botswana government's support for the public library indicates acknowledgement of the library as a viable agent of social change. Participation by the community through using the public library would ensure that development related information from the government via the library would reach a large number of members of the community.

Findings from this study indicate that both readers and community organizations are not benefiting from the knowledge and development related literature that is, and could be, disseminated through the public library. The community's lack of understanding of the function of the library, in everyday activities and in development, has resulted in library under-utilization. This is further aggravated by the lack of outreach programmes by the library to special groups in the community such as the semi-literates and extension workers.

### 7.1.7 Assertiveness

This study has showed that the library lacks an aggressive strategy to promote the library as a community resource. Ignorance about the library was cited as one of the first three reasons why readers do not use the library, and this has led to readers buying their own books to read at home.

The library can learn aggressive marketing strategies from the health and museum sectors in Botswana. These sectors are noted for their assertiveness in implementing the government's development priorities. The health sector's thrust is to provide primary health care to promote development. Strategies adopted by this sector are based on principles promoted by the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF). Principles propounded by these world organizations are that basic health facilities should be "accessible to individuals and families in the country in an acceptable and affordable way and with their full participation" (International Conference on Primary Health Care 1978:38).

Health programmes in Botswana are thus promotive, preventive, curative and rehabilitative. The cadre of health professionals that has the first contact with individuals and families are Family Welfare Educators (FWEs). Prospective FWEs are drawn from candidates with primary school education, and trained for eleven weeks as health innovators and educators. Family Welfare Educators man health posts that are scattered throughout the village, under the supervision of a qualified nurse. Through family visits they are able to educate the community about immunization, basic sanitation, maternal and child care and family planning (Botswana Year Book 1982). The effectiveness of the FWEs strategy was demonstrated in a study of all extension workers in Botswana. This study identified FWEs as the group that had the highest contact with the community (Fortmann 1983).

Similarly, the National Museum and Art Gallery which shares the Ministry of Home Affairs with BNLS provides an interesting and aggressive mobile museum service to rural communities, particularly schools. This department, according to the Botswana Development Plan (1979/85:131), was created:

"to develop an education and cultural institution providing a visual record of man's achievements and his effects on the natural environment in Botswana."

The mobile museum service includes small displays, films and lectures which it provides to school children, teachers and adults. Training in arts and crafts is also provided. A librarian told the author that the mobile museum is received with a great deal of enthusiasm by both schools and the community. The author would like to suggest that the public library explore ways of promoting its service through channels established by the mobile museum service. This suggestion is based on the following observations:

- i) The department of National Museum and Art Gallery shares with BNLS the same concerns of communicating knowledge to enhance cultural activities. By co-operating and sharing responsibilities they could promote the concept of sharing limited resources.
- ii) The mobile museum visits rural communities for longer periods of approximately a week. The visible presence of the service, coupled with its longer periods of stay in the community, enables villagers to participate in and identify with the service. This approach is opposed to the useful, though not so visible book box service provided to remote rural schools by BNLS. The book box service is a system whereby books are packed in boxes by the BNLS and distributed to primary schools in rural areas. The service is intended to augment primary school text books and to provide reading materials for teachers.

## 7.2 POTENTIAL AND CONSTRAINTS OF THE PROPOSED MODEL

The author would like to argue that the public library in Botswana has great potential in effecting changes in the communities it serves. The study has shown that the library is appreciated for its support for formal education, despite the lack of understanding of its broader purpose in development. The library also enjoys the support of central government, which perceives it as a facilitator in development, through the dissemination of information. Library legislation (The Botswana National Library Act 1967) further ensures government funding and continuity. The government has to be commended for this support, because in many developing countries the public library is still not perceived as a viable change agent in development.

The author is aware of the financial implications of some of the strategies suggested to increase the impact of the library in the community. Training of low level personnel seems to be in line with government programmes. (Botswana Development Plan 1979/85). Training of this cadre of personnel is understood as a way of creating rural employment as spelled out by the government development strategy. Professional resistance to the introduction of 'community librarians' as a new professional cadre is not anticipated. A number of sectors have such equivalents already working within the community e.g. FWEs, literacy assistants, brigades, to name a few. Botswana is also in the fortunate position of providing library education through the Department of Library Studies of the University of Botswana. This library education ensures adequate staffing and continuity. This

ideal situation is not enjoyed by, for example, Swaziland and Lesotho. The library has to acknowledge that some of its inappropriate library planning policy decisions stem from inadequacies of the modernization strategy. For example, the modernization strategy attempts to diffuse modern scientific knowledge to develop human skills and leadership needed for development has necessitated dependence on literature originating from developed countries. This dependency has discouraged development of indigenous publishing industries that would need to focus on appropriate development related literature. The financial implications of promoting indigenous publishing is acknowledged, but these cannot outweigh the continual erosion of foreign currency resources used to purchase expensive literature that, as this study indicates, are inappropriate and underutilized.

One of the assumptions of the modernization theory is that traditional structures impede the process of modernization. The author would like to argue that findings in Botswana indicated that kgotla as a traditional structure is one of the most important vehicles for integrating the rural library service into the community. The destruction of traditional structures has not necessarily brought about modernization. Some authors on development argue that traditionalism and modernity are not mutually exclusive, and experience in developing countries indicates that modernity can be built on foundations of tradition.

The use of the inappropriate urban model of the modernization strategy in the health, other social services and public libraries in rural areas of developing countries has not brought about the desired

development changes. In the case of public libraries, the urban model is basically structured to focus on formal education and the highly literate.

It is important to note that the proposed model does not purport to be exhaustive. In fact, it might not even meet the needs of some of the realities of remote rural areas. It does, however, base its principles on approaches that seek to minimize cost and duplication of services, to promote meaningful development.

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APPENDIX I

INTERVIEW NUMBER

AREA

INTERVIEWER

DATE OF INTERVIEW


THE PUBLIC LIBRARY SERVICE AS A  
COMMUNITY RESOURCE IN  
BOTSWANA

HOUSEHOLD QUESTIONNAIRE

Centre for Applied Social Sciences  
University of Natal  
Durban



1. When did you last do any of the following?

	1-3d	1 wk	2 wks	month	less often	never
listen to the radio						
play sport						
watch television						
sing in groups or choirs						
take part in club activities						
read						
go to church						

2. What are your reasons for reading? (INT: DO NOT PROMPT)

to relax/pass time	
to learn more about my hobby	
for club activities	
to get information about my work	
for my school work	
to know more about my religion	
any other reasons (SPECIFY)	

3. Which of the following reading materials do you use for your reading?

books	
magazines	
pamphlets	
newspapers	
Bible	
other (SPECIFY)	

4. How do you obtain your reading materials? (INT: ASK OF THE MATERIALS NAMED IN Q3)

	buy	borrow from friends	public library	school library	other sources (SPECIFY)
books					
magazines					
newspapers					
pamphlets					
other					

5. In which places do you read? (DO NOT PROMPT)

own home	
friend's home	
public library	
school library	
other places (SPECIFY)	_____

---

6. Do you ever visit the public library? YES \_\_\_\_\_ NO \_\_\_\_\_

INTERVIEWER: IF "NO", GO TO QUESTION 13

7. How did you come to know of the library? \_\_\_\_\_

---

8. What do you actually visit the library for? (DO NOT PROMPT)

to read newspapers	
to do research in connection with my work	
to read my school books	
to read anything I find interesting	
to do research in connection with school work	
other (SPECIFY CAREFULLY)	_____

9. When did you last visit the library? \_\_\_\_\_

And the time before that? \_\_\_\_\_

And the time before that? \_\_\_\_\_

10. Generally, how often do you visit the library?

more than once a week	_____	
once a week	_____	
twice a month	_____	
once a month	_____	
less often than once a month	_____	

11. What materials that you need do you NOT find in the library?

\_\_\_\_\_

\_\_\_\_\_

12. The public library opening hours are:

Weekdays: 9 a.m. to 6 p.m.  
 Weekends: 9 a.m. to 12 noon  
 Holidays: closed

Are these hours suitable for you? YES \_\_\_\_\_ NO \_\_\_\_\_

If NOT, what hours and days would be more suitable for you?

\_\_\_\_\_

13. I am going to show you some cards, which have on them some reasons why some people do not use the library at all, or do not use it as much as they would like to. Could you look through the cards and show me which ones apply to you.

INTERVIEWER: HAND THE CARDS TO THE PERSON. MAKE A NOTE BELOW OF THE NUMBERS ON THE BACKS OF THE CARDS WHICH THE PERSON CHOOSES. SHUFFLE THE CARDS BEFORE THE NEXT INTERVIEW.

CARD NUMBERS CHOSEN: \_\_\_\_\_

Are there any reasons which apply to you which were **not** on the cards?

\_\_\_\_\_

14. We would like to find out about what organizations or clubs people belong to. Can you please tell me about any organizations or clubs you belong to?

INTERVIEWER: ASK QUESTIONS FOR EACH ORGANIZATION MENTIONED.  
IF MORE THAN THREE, USE BACK OF THE PAGE.

Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: \_\_\_\_\_

Type: \_\_\_\_\_ Type: \_\_\_\_\_ Type: \_\_\_\_\_

Where do you usually hold your meetings?

\_\_\_\_\_

Where do you find information that helps you know more about this club's activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What kind of reading have you done in connection with the club or organization's activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Thank you for telling me about your clubs. Now speaking generally, not just in connection with clubs and organizations, what subjects or topics interest you most?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

16. Does the library have enough or any materials on these subjects you have mentioned?

YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

IF NO: What topics would you like the library to have more of?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

17. Do you think the library should have more of the following:

newspapers YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

magazines YES \_\_\_\_\_ NO \_\_\_\_\_ DON'T KNOW \_\_\_\_\_

18. (INTERVIEWER: LIBRARY USERS ONLY) The last time you visited the library, what were you looking for?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Did you find what you were looking for? YES \_\_\_\_\_ NO \_\_\_\_\_

If NO: Which things were not available?

1. \_\_\_\_\_
2. \_\_\_\_\_

19. ASK ALL: In which language do you mostly read?

\_\_\_\_\_

20. Which subjects/topics do you prefer reading in Setswana?

\_\_\_\_\_

21. Which subjects do you prefer reading in English?

---

22. Which types of reading materials do you prefer reading in Setswana?

books

magazines

newspapers

other (SPECIFY)


23. (INTERVIEWER: LIBRARY USERS ONLY) What do you particularly like about the library?

---

---

24. (INTERVIEWER: ASK ALL) What do you not like about the library?

---

---

25. Can you suggest ways to improve the library?

---

26. There is just one last question. We have been talking in this interview about what people are interested in, what they like to read, and where people get information from that will help them in their lives. Are there any other things that you can think of that you would like to know more about, or that people in this household would like to know more about?

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APPENDIX II

COMMUNITY DEVELOPMENT ORGANIZATIONS/GROUPS  
DISCUSSION GUIDE

1. Name of Organization

.....

2. Major purposes/goals of Organization

.....

.....

3. Activities the Organization is involved in

.....

.....

.....

4. Membership

.....

.....

5. Problems experienced in carrying out activities

.....

.....

6. How is information that helps carry out the activities of the Organization obtained?

.....

.....

.....

7. (ASK THIS Q. ONLY IF PUBLIC LIBRARY IS NOT MENTIONED)  
Have you ever thought of using the library for activities of your Organization?

.....

.....

8. (IF LIBRARY IS/HAS BEEN USED)

For what kinds of information is the library consulted?

.....  
.....

What has not been available?

.....  
.....

9. Does your Organization have a library?

.....  
.....

10. Has there been any contact between your Organization and the Public library?

.....  
.....

11. Are there any specific ways in which you would like to see the library assist your Organization?

.....  
.....

12. What role would you like to see the library play in the community?

.....  
.....  
.....  
.....

13. Are the pamphlets your Organization is distributing, reaching the groups concerned?

.....  
.....  
.....

APPENDIX III

DISCUSSIONS GUIDE FOR LIBRARIANS

1. What role do you think the public library should play in your community?

.....  
.....  
.....

2. Which categories of people in the community is the library reaching out to?

.....  
.....  
.....

3. Has your library ever had any contact with the existing community development organizations? e.g. health, agriculture, etc. Probe for the nature of contact and the extent to which such contact has taken place.

.....  
.....  
.....

4. Are there any specific ways in which you would like to see the library assist community development organizations?

.....  
.....  
.....

5. What kinds of problems is the library encountering in your community

.....  
.....  
.....