

**AN ANALYSIS OF THE CURRICULA OF SCHOOL LIBRARIANSHIP
PROGRAMMES IN COLLEGES OF EDUCATION IN
TRANSKEI, VENDA, BOPHUTATSWANA AND Ciskei**

By

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ABSTRACT

The main focus of the study is an examination of School Librarianship programmes offered in colleges of education for blacks in the former independent states or TVBC states. School Librarianship is one of the subjects that constitute the colleges of education curriculum. An investigation into the teaching of School Librarianship in teacher training institutions has been provoked by a poor quality of education, a low pass rate and a lack of information literacy in black schools. The researcher believes that if these programmes could be relevant and appropriate, they would make a greater contribution in the education of the teacher and later that of the child. The study was conducted by means of acquiring syllabi from the various education departments concerned. The syllabi were examined using the following criteria: source of the syllabus; the title; date of implementation; groups or levels intended for training, such as Junior Primary Teachers Diploma, Senior Primary Teachers Diploma, Senior Primary Teachers Diploma, Secondary Teachers Diploma etc.; grouping in the colleges of education curriculum, duration of the course; curriculum objectives and aims; curriculum content; teaching methodologies; teaching time and methods of evaluation. The syllabi were analyzed individually and comparatively. The comparative analysis revealed that both the Venda Education Department and Ciskei Education Department use the same syllabi, of the former Department of Education and Training (DET).

The Venda and Ciskei syllabi emphasize library orientation, while the Transkei and Bophutatswana syllabi emphasize preparation of the teacher trainee to run a school library/media centre. It was noted that both groups of syllabi attend only to one aspect of the problem; either orientation of students about information use or preparation of students to run a school library or media centre. It was suggested that they should address both aspects of the problem equally. Lastly, guidelines of an appropriate School Librarianship curricula were suggested focusing on the findings of the study and also using suggestions by authorities in the subject.

DECLARATION OF ORIGINALITY

I hereby declare that the work contained in this thesis is my original work and has not previously in its entirety nor in part been submitted at any university for a degree.

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TABLE OF CONTENTS

	PAGE
ABSTRACT	(ii)
DECLARATION OF ORIGINALITY	(iv)
ACKNOWLEDGEMENTS	(v)
LIST OF ACRONYMS AND ABBREVIATIONS USED IN THIS THESIS	(ix)
INTRODUCTION	1
CHAPTER 1 BACKGROUND TO THE STUDY	3
1.1 STATEMENT OF THE PROBLEM	3
1.2 MOTIVATION FOR THE STUDY	6
1.3 KEY WORDS	8
CHAPTER 2 RESEARCH METHODOLOGY AND PROCEDURE	13
2.1 LITERATURE REVIEW	13
2.2 RESEARCH PROCEDURES	15
2.2.1 Data Gathering	15
2.2.2 Analysis of Data	15
CHAPTER 3 GENERAL PATTERN OF SCHOOL LIBRARIANSHIP CURRICULA IN SOUTH AFRICA	19
3.1 THE CONTENTS OF THE SUBJECT BOOK EDUCATION	21
3.2 HOW BOOK EDUCATION WAS TAUGHT	21
3.3 TRAINING FOR SCHOOL LIBRARIANSHIP AT TEACHER TRAINING COLLEGES	22
3.4 THE INTEGRATION OF THE TEACHING PROGRAMMES WITH THE SCHOOL LIBRARY OR CURRICULA MEDIA USE	24

3.5	WHAT HAS COMPULSORY BOOK EDUCATION/MEDIA USER EDUCATION ACHIEVED?	26
3.6	SCHOOL LIBRARIANSHIP IN THE SCHOOLS UNDER THE DEPARTMENT OF EDUCATION AND TRAINING AND THE FORMER TVBC STATES	28
CHAPTER 4	ANALYSIS OF CURRICULA	31
4.1	TRANSKEI COLLEGES OF EDUCATION SYLLABUS: SCHOOL LIBRARIANSHIP: STD/PTD	31
4.2	BOPHUTATSWANA EDUCATION DEPARTMENT	35
4.3	CISKEI EDUCATION DEPARTMENT	39
4.4	VENDA EDUCATION DEPARTMENT	43
4.5	COMPARATIVE ANALYSIS	43
4.6	FACTORS FOR CONSIDERATION IN DESIGNING A RELEVANT CURRICULA FOR SCHOOL LIBRARIANSHIP IN COLLEGES OF EDUCATION	47
CHAPTER 5	PROPOSED GUIDELINES FOR AN APPROPRIATE SCHOOL-LIBRARIANSHIP CURRICULA	51
5.1	TITLE	52
5.2	HOW LONG OR WHAT PERIOD SHOULD THE SYLLABUS TAKE?	52
5.3	INTENDED CATEGORIES OR LEVELS	53
5.4	GROUPING	54
5.5	DURATION OF THE SCHOOL LIBRARIANSHIP COURSE	55
5.6	CURRICULUM OBJECTIVES AND AIMS	55
5.7	TEACHING METHODOLOGIES	56
5.8	TEACHING TIME	57
5.9	CURRICULA CONTENT	58
5.9.1	Introduction	58
5.9.2	Information culture	58
5.9.3	Sources of Information and their use	59
5.10	EVALUATION	60
5.11	PROBLEMS	61

	PAGE
CONCLUSION	63
BIBLIOGRAPHY	65
APPENDICES	74
APPENDIX 1 MAP OF SOUTHERN AFRICA: EDUCATIONAL REGIONS	
APPENDIX 2 THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN AFRICA: AN ORGANOGRAM	
APPENDIX 3 TEACHER TRAINING: COLLEGES OF EDUCATION FOR BLACKS	
APPENDIX 4 TRANSKEI COLLEGES OF EDUCATION - SUBJECT GROUPING	
APPENDIX 5 SCHOOL LIBRARIANSHIP SYLLABI FROM THE EDUCATION DEPARTMENTS OF: VENDA, CISKEI, BOPHUTATSWANA AND TRANSKEI	
APPENDIX 5.1 VENDA EDUCATION DEPARTMENT	
APPENDIX 5.2 CISKEI EDUCATION DEPARTMENT	
APPENDIX 5.3 BOPHUTATSWANA EDUCATION DEPARTMENT	
APPENDIX 5.4 TRANSKEI EDUCATION DEPARTMENT	

LIST OF ACRONYMS AND ABBREVIATIONS USED IN THIS THESIS

ANC	AFRICAN NATIONAL CONGRESS
CEPD	CENTRE FOR EDUCATION AND POLICY DEVELOPMENT
DET	DEPARTMENT OF EDUCATION AND TRAINING
ERS	EDUCATION RENEWAL STRATEGY
JPTD	JUNIOR PRIMARY TEACHER'S DIPLOMA
LIS	LIBRARY AND INFORMATION SERVICES
NECC	NATIONAL EDUCATION CO-ORDINATING COMMITTEE
NEPI	NATIONAL EDUCATION POLICY INVESTIGATION
READ	READ EDUCATE AND DEVELOP
SABINET	SOUTH AFRICAN BIBLIOGRAPHIC NETWORK
SPTD	SENIOR PRIMARY TEACHER'S DIPLOMA
STD	SECONDARY TEACHERS DIPLOMA
SSTD	SENIOR SECONDARY TEACHERS DIPLOMA
TVBC	TRANSKEI, VENDA, BOPHUTATSWANA, CISCHEI

INTRODUCTION

South Africa is presently engaged in a period of transformation from the apartheid era to a non-racial democratic South Africa. Education is one of the areas that was most adversely affected by the past, hence during the final years of apartheid we experienced a complete breakdown in black education. Transforming black education means improving the situation of students who have been the victims of apartheid education, and most important, making a complete break from the past by laying a solid foundation at the grassroots, i.e. the beginner's level. Improving the quality of education goes hand in hand with improving the quality of teachers. If teachers are ill-equipped in terms of knowledge and skills, there is little chance of achieving quality education. It has been stated that a major constraint on the rapid qualitative and quantitative upgrading of black schools is the poor quality of training of many black teachers (NECC 1992:25). Schools in the former homelands and TVBC states also account for a large number of school-going children and statistics reveal that over three quarters of all matriculation students attend former homeland schools (NECC 1992:28). It is also predicted that despite rapid urbanisation, more than half of South Africa's population will still be living in the homelands by the year 2000 (NECC 1992:28). Therefore education in these areas needs to be specifically targeted.

This study focuses on the analysis of School Librarianship curricula in colleges of education for blacks, with the aim of providing a positive contribution towards increasing relevance in the teaching of School Librarianship. The curriculum for School Librarianship has been irrelevant to the real needs to the extent that students often query why the subject is taught at all. Students do not know where to apply the knowledge gained from the course since there are almost always no libraries at the schools where they are going to teach. The shortage of teacher librarians in the country necessitates that all teachers should be media teachers. Pupils deserve to be introduced to information literacy which results in an information culture, in order to survive in an information world, therefore one cannot wait until each school has a full-time teacher librarian/media teacher. The National Education Co-ordinating Committee (1992) reported widespread dissatisfaction with courses currently taught at colleges of education. The result has been a lot of wastage in human potential. The next question was whether a more meaningful School Librarianship curricula could be devised even in the absence of libraries in schools. The idea of determining what was offered in School Librarianship in other areas with a similar situation led to an investigation of School Librarianship curricula offered in colleges of education in the former TVBC states.

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 STATEMENT OF THE PROBLEM

Training of information workers or professionals take place at universities, technikons and colleges of education. Some universities and technikons offer specialised courses for the training of educational information workers/teacher librarians. All colleges of education offer School Librarianship as an ancillary course in their teacher training diplomas. Read Educate and Develop (READ) is also making an important contribution on a national scale to the training of school teachers as librarians (Nassimbeni, Stilwell & Walker 1993:31). According to *Education Realities in South Africa* (Department of Education 1990) there were altogether 69 colleges of education for blacks in South Africa, 16 under the Department of Education and Training, 28 from self governing states, 13 from Transkei, 5 from Bophutatswana, 4 from Venda and 3 from Ciskei. There are 25 colleges of education in the former TVBC states.

Because of the decentralised nature of the education system in South Africa, different education departments offer different curricula, with the result that there are about 1400 core syllabi used by various education departments in the Republic of South Africa (Department of National Education 1990). This situation necessitates an investigation of what has traditionally been offered with the aim of rationalising, restructuring and

standardising syllabi for a post-apartheid education system. Irrelevant training programmes will have no place under a new dispensation (Tötemeyer 1992:1).

The syllabi that are prescribed by various departments of education for teaching of School Librarianship in colleges of education for blacks appear to be irrelevant, inappropriate and do not take into account the anomaly of students who come from underprivileged and disadvantaged educational backgrounds. They also do not address the educational realities the students are going to encounter in the schools where they are going to teach. Problems often encountered are a lack of physical infrastructure and equipment. If a school library is available it is frequently used as a classroom, staffroom or bookroom for excess prescribed textbooks. Lack of co-operation from the principal and teaching staff are common. The greatest problem experienced is lack of co-ordination in the entire educational system. Students at predominantly black colleges of education tend to have limited experience with school libraries. Once in employment they tend to experience problems such as: the struggle to establish school libraries with inadequate funds and a lack of other support; dealing with students, many of whom have had no access to libraries; and coping with a curriculum that is far from resource-based and heavily reliant on textbooks. When the re-training of teachers to include resource-based teaching is addressed, curricula and teaching methods that take serious account of this situation have to be developed (Nassimbeni, Stilwell and Walker 1993:32). Zaiman paints a picture of the situation in black schools in his report in 1988 as follows:

"It seems premature to speak of proposed school libraries at those areas at present, since the provision of basic educational facilities is still in an early stage. Parents in the National States often have to erect their school buildings, and equipment such as furniture is so scanty in some schools that in virtually every classroom, pupils have to sit on the floor".

(Zaaiman 1990:75).

Teacher librarians offering School Librarianship are also confronted with many problems which originate from students' background, for example lack of orientation about the library and information use, a low reading age, learner passivity, curricula that make little or no demands on the library and utilitarian or instrumental use of information. In South Africa the statistics of library provision indicate that library and information services are severely lacking in black communities (Nassimbeni 1990:75).

About ninety percent of black students are exposed to a library or information centre for the first time at college or university, that is during their tertiary education phase. They are virtually information illiterate. The present School Librarianship programmes generally train students how to run school libraries at the grades or levels at which they are going to teach. The problem is how do they manage this task when they are not capable of using information themselves. According to the National Education Coordinating Committee - NECC (1992:63) there is an increasingly reiterated concern by progressive library and information workers that most curricula offerings assume

inappropriate British and American models and fail to problematise the realities of current library and information infrastructure in South Africa. There is an urgent need to address this problem in a practical sense. The curricula that we design and prescribe should develop the individual and be practicable and adaptable even in adverse educational circumstances.

1.2 MOTIVATION FOR THE STUDY

The researcher has chosen colleges of education as a target group since they are central to the education process. Colleges of education train and produce the educators of our nation. The better their training, the better the quality of their products. According to the existing structure, colleges of education, formerly called teacher training colleges, offer various programmes starting from pre-primary education, to primary, secondary and senior secondary education, so that these teachers on completion will have an impact in the entire first and second phase in the education system. If curricula offered to these teachers are relevant and goal directed, they will make a significant change in the quality of students that these teachers will produce. The best place to effect change is in the schools at the grassroots level. Education should be relevant to real life needs and should prepare pupils to be of maximum benefit to society and also in the working environment. Education should make a meaningful contribution in preparing youth for multi-faceted adult life (Mabe 1988:9).

One of the recommendations by the NECC on the training of information professionals is that Library and Information Science training be made compulsory for all prospective teachers as a component in their curriculum. This view is summed up in the slogan "All teachers media teachers". Jones (1989:11) is of the same opinion that, no matter how well the school librarian integrates the work of the library into the delivery of the curricula, it is dear that, until the use of library resources and an understanding of the role of the educational librarian become part of initial teacher training, the full potential of both library and librarian will not be realised in education. One of the problems encountered by those rendering educational information services in black schools at the moment is that teachers/lecturers are uncooperative as they did not use libraries during their schooling and some of them have passed their degrees at university without using a library. This type of teacher is highly detrimental to the promotion of an information service in any school and to the implementation of information literacy. Teacher trainees should be trained in meaningful media education or information skills so as to be motivated

Lastly, curricula should be designed in such a way as to accommodate all educational circumstances in our country. This is not a proposal, that students from disadvantaged backgrounds should have separate syllabi, as they are going to serve under one education system. The suggestion is that, their problem should be accommodated in the curricula. Again it would be an important factor to reassess these syllabi continuously as the development of a people is a dynamic process.

1.3 KEY WORDS

Education

Curricula

Syllabus

School Library

Media Centre

Teacher Librarian

Media Specialist

Information Worker/Professional

Teacher Trainees

Colleges of Education

Key words are defined to explain their meaning and also how they have been used in this study.

EDUCATION

Many educationalists believe that the aim of education is to be the fullest development of the child's abilities with a view to the career he/she will follow and his/her future status as a full citizen, and not the traditional overburdening of the memory with pre-digested factual knowledge and prefabricated examination answers. It is believed that the fundamental principle on which true education rests is the recognition of the individuality

of the child and the development of the child's inherent abilities in such a way, and to such an extent, that the child will become a mature human being and not merely a satisfactory examinee. This approach demands special methods. Mass-directed, prescriptive syllabuses, textbooks and notes take into account neither individual dissimilarities, nor the growing extent of knowledge and experience, nor the necessity of a balanced perspective of this in the child's mind (Groenewald 1978:440). The best method for the all-round shaping of the individual's independent thinking and judgement, is experience through self-activity.

CURRICULUM

The curriculum has always been the key to what happens in schools. It is a written document, basically a device through which the vast range of knowledge and values, skills and roles which the school offers to its pupils, is organised, taught and eventually evaluated. Tyler (1973:18) defines curriculum as a programme of activities designed so that pupils will attain as far as possible, certain educational ends or objectives. Eisenberg and Berkowitz (1988) bring a broader view of the curriculum as they perceive it as a conceptual heart of the educational process. According to them, the curriculum translates educational goals into learning experiences and describes the specific interaction of students, teachers and subject matter. For the curriculum to succeed in an information rich world, availability of access to, and use of, a wide range of resources are crucial. To this end, the classroom needs to incorporate additional information with the

traditional textbook approach. The need for a broad-based approach to instructional resources makes the library media centre the ideal classroom. The skills associated with acquiring and using information therefore become integrated with course content and are basic for all students. As the curriculum is central to the educational process, so too is the library media programme central to curriculum.

SCHOOL LIBRARY

The term school library is normally used to describe the more traditional library which is mainly concerned with printed material and where audio-visual material is of little importance. The school library originally contained mostly books and these were used for recreational reading and to enrich the curriculum.

MEDIA CENTRE

A media centre is a facility in a school where a comprehensive range of print and audiovisual media and the necessary equipment are accessible to pupils and teachers. When we refer to the media centre we refer to a more recent development where a variety of audio visual media are included in the collection. The equipment for using these media is also housed in the media centre and facilities for production of media are provided. All media are used as an integral part of the teaching and learning process and not merely as aids to learning and this is why the term media centre is preferred to school library. Other terms for the media centre used in the literature are school library

media centre, library resource centre, multi media centre and instructional media centre for example.

SCHOOL LIBRARIAN

A person working in the traditional school library is sometimes called a school librarian irrespective of qualifications.

TEACHER LIBRARIAN

A teacher working in the traditional school library is usually called a teacher-librarian. A teacher librarian is usually a qualified teacher with some form of library qualification.

MEDIA TEACHER

A media teacher is a qualified teacher usually with an additional library qualification who is in charge of the media centre and who is also responsible for teaching media user education. The media teacher may also be referred to in the literature as a media specialist.

TEACHER TRAINEES

The term refers to students in a teacher training institution or college of education who are pursuing a teacher-training course.

COLLEGES OF EDUCATION

These were originally called teacher-training institutions. The term refers to a tertiary institution, where teacher training or education of teachers is being offered. In South Africa the mission of colleges of education is to educate teachers through three or four year diploma offerings for initial qualifications for the primary or secondary school. Universities, however, may also assist colleges by offering certain courses for the primary or secondary school phase e.g. Home Economics, Industrial Arts or Physical Education. A number of colleges have entered into agreements with universities enabling joint endorsement of certification of teachers, and as a result students may obtain credits towards a university degree in respect of courses included in their Diploma of Education. Although college programmes generally meet the minimum criteria as contained in the document entitled, *Criteria for the Evaluation of South African Qualifications for Employment in Education*, there is great variation in interpretation and structure (*Education Realities in South Africa* 1990:20).

CHAPTER 2

RESEARCH METHODOLOGY AND PROCEDURE

2.1 LITERATURE REVIEW

The topic under study is in the area of School Librarianship, therefore it includes the field of education as well as the field of Library and Information Science. The study examines curricula that have traditionally been offered in colleges of education with the aim of suggesting a more relevant or appropriate curricula. The nature of study necessitates the examination of both fields. As education is undergoing a period of transformation it became crucial to examine major documents pertaining to educational change in South Africa. Documents such as Education Renewal Strategy (ERS); National Education Policy Investigation (NEPI), on teacher education and library and information services; The Centre for Education and Policy Development (CEPD); African National Congress (ANC) Draft Policy Document on Education and Training; Education with Production in South Africa, and the Education White Paper (discussion document) fall into this category. The use of mass media has also helped keep track with current events, as new developments unfold.

In the Library and Information Science field, literature has been reviewed on education and training of information professionals generally. The main trends have been that

Library and Information Science training in South Africa needs to change. Nassimbeni (1991:7) perceives Library and Information Science Training in South Africa as Eurocentric, technicist, guilty of overemphasizing information technology and tending to neglect the social and political context in which information is generated, distributed and consumed. It is also suggested that Library and Information Science (LIS) training should change to accommodate the socio-political changes in our country. The literature on training of educational librarians, teacher librarians or media teachers covered mainly specialised school librarianship programmes offered at universities and technikons and emphasis is on the changes in education and their effect on LIS training. Therefore LIS education should shift emphasis from training for a traditional school library to training for media centres. Material on training of teacher librarians in colleges of education in particular was very scanty. Useful materials were those speculating on an alternative school library system for post-apartheid South Africa (Verbeek & Stilwell 1988) and visions for school libraries in South Africa such as (Stadler 1991, Le Roux 1992). The source that addressed colleges of education in particular was a paper delivered by Tötemeyer at the 10th year celebratory symposium of the Department of Library and Information Science, University of Transkei in 1991, entitled *School and college curricula in the contemporary South African scene*. Sources were located by means of online and manual searches using SABINET, Library Literature, and Library and Information Science Abstracts (LISA).

2.2 RESEARCH PROCEDURES

2.2.1 Data Gathering

Letters which requested curricula offered in college of education in the various departments of education: Transkei Education Department; Ciskei Education Department; Venda Education Department and Bophutatswana Education Departments were sent in 1993. See Appendix 5:1-5.4. Departments of education concerned responded well by sending the curricula. Further information was also gathered by telephone communication. More information was obtained from Transkei as the researcher had easy access, for example, to information on the colleges of education subject groupings. However, it was difficult to get information from other former independent states in 1994, because of the integration process.

2.2.2 Analysis of Data

A comparative analysis of the different curricula, looking at the similarities and differences was conducted. This took the form of multiple case studies and a synthesis. Analysis was based on the following criteria, which originated from the literature and from personal experience.

CRITERIA FOR ANALYSIS

Source of the syllabus

Title of the subject

Date of implementation

Intended levels or categories

Grouping in the colleges of education curriculum

Duration of the course

Curriculum objectives and aims

Teaching methodologies

Teaching time

Curriculum content

Methods of evaluation

1. SOURCE OF THE SYLLABUS

The source of the syllabus denotes the origin of the syllabi for example an Education Department.

2. TITLE OF THE SUBJECT

Title indicates name or code used for the course.

3. DATE OF IMPLEMENTATION

Date of implementation means the year when the syllabus was first issued for use.

4. INTENDED LEVELS OR CATEGORIES

This serves to explain whether the syllabus is intended for Junior Primary Teachers Diploma, Senior Primary Teachers Diploma, Secondary Teachers Diploma or Senior Secondary Teachers Diploma.

5. GROUPING IN THE COLLEGES OF EDUCATION CURRICULUM

Subjects in the colleges of education curriculum are divided into groups such as major subjects, minor subjects, credit subjects and cultural subjects.

6. DURATION OF THE COURSE

Duration of the course means the training period or period of study. It could be one year, two years or three years of study.

7. CURRICULUM OBJECTIVES AND AIMS

Curriculum objectives and aims refer to learning goals or desired educational outcomes. Aims are usually broad statements of educational intention, often expressing what the educators are intending to do for the learner. Objectives generally describe what the learner is intended to do at the end of the process.

8. TEACHING METHODOLOGIES

Teaching methodologies refer to methods used in the presentation of the subject matter such as lectures, group discussions, practical exercises, class projects etc.

9. TEACHING TIME

Teaching time indicates the number of periods allocated to the subject per week, the length of periods, and the total number of periods per semester or per year.

10. CURRICULUM CONTENT

Content is the core of the curriculum, what actually has to be learnt by students in terms of subject matter.

11. METHODS OF EVALUATION

Evaluation is the process of assessing the performance of students. It could take various forms such as continuous assessment, assignments, practicals, projects tests and examinations.

The end product would be suggestions or guidelines for a relevant or appropriate School Librarianship programme for teacher trainees in colleges of education.

CHAPTER 3

GENERAL PATTERN OF SCHOOL LIBRARIANSHIP

CURRICULA IN SOUTH AFRICA

It was an important milestone in South African education when the Transvaal Education Department decided in 1947 to appoint the first supervisor of school and college libraries. In the next 40 years all education departments in South Africa followed suit. The school library has quite a long history but training in how to use it appeared during the fifties. The lowest form of school library is where the stock consists of a few reference books, such as encyclopedias and dictionaries kept in the cupboard which is usually in the principal's office. Book collections of some sort have always been present in schools, although they were often locked up in the classroom, staffroom, principal's office or storeroom. For a long time such collections consisted mainly of storybooks, for additional reading, to improve language proficiency or to occupy fast pupils while the rest of the class is still busy. These collections were supervised mainly by language teachers. These books were usually arranged alphabetically. As the collections grew bigger however, administrative tasks became time consuming enough to warrant the appointment of part time or full time staff who were mostly untrained. Many of the library systems devised by these unqualified school libraries were to say the least, unorthodox and often impractical. Later on qualified librarians were appointed in some schools.

Tötemeyer (1991) has documented the history of School Librarianship in South Africa and the following account is drawn from her paper.

The pioneer of School Librarianship in South Africa is E.C. Groenewald, who has been called by SAILIS "the doyenne of School Librarianship in South Africa". In the fifties she started her campaign for Book Education in Transvaal schools. She not only succeeded in establishing a separate School Libraries Division in the Transvaal Education Department, but she also managed to provide a basis for the establishment of school libraries in all white schools. Groenewald was also responsible for the introduction of a compulsory non-examination subject, Book Education, for the first eight to nine years of schooling. She designed the syllabus for this subject and also wrote a comprehensive handbook entitled *The School Library in Educational Perspective* published in 1967. This book contained basic school library management techniques; the syllabus for the subject Book Education, plus the content of the teaching matter and guidelines on how to integrate the teaching programme with the school library. The Transvaal Education Department became the leader of this new trend in education in South Africa. Gradually other provinces followed the example of the Transvaal Education Department. Since all education departments were using the same textbook *The School Library in Educational Perspective*, the syllabi of the compulsory subject Book Education, were very much the same in schools throughout the Republic of South Africa. The book was revised and a new edition came out in 1978. By the middle of the eighties all copies were sold out and today it is totally out of print.

3.1 THE CONTENTS OF THE SUBJECT BOOK EDUCATION

The syllabus consisted of 16 units comprising the following:

Introduction of the school library and its use.

The physical handling of books.

The development of writing, writing materials, the book;

the history of printing.

The development of the alphabet and the use of the alphabet.

The anatomy of the book.

The use of the various printed parts of the book.

Classification of library materials.

How to choose a book, reading skills and techniques;

Ready reference works and how to use them;

Periodicals and their use;

Newspapers and making summaries;

Writing bibliographies;

Undertaking independent research projects;

Development of a love for books.

3.2 HOW BOOK EDUCATION WAS TAUGHT

Groenewald developed a syllabus for all grades from Sub-A up to Std 8 i.e. for ten years in which all the 16 units were taught each year, but becoming progressively more

advanced. She recommended one period per class per week. Most education departments however refrained from teaching the subject formally during the first four years but offered it for 6-7 years, as from Std 2 up to Std 7 or 8. The subject was taught by teacher-librarians who ideally had to be trained as teachers and as librarians. Groenewald firmly believed that the person in charge of the school library and in charge of teaching book education had to be a teacher in the first instance, and should in the second instance also be a trained librarian, preferably a trained school librarian.

3.3 TRAINING FOR SCHOOL LIBRARIANSHIP AT TEACHER TRAINING COLLEGES

Most teachers' training colleges in South Africa train for primary education, but there are a few exceptions, who train secondary and senior secondary teachers. Training for School Librarianship at teacher training colleges varies tremendously. Although most of the colleges offer at least a semester course in library skills, because the Committee of Education Heads require it, not all teacher-training colleges have responded to the need for teacher-librarians in schools. Some do not offer any specific training in School Librarianship. Some offer a compulsory course in School Librarianship to all first year students. Some even offer a compulsory three year course in school librarianship. Some offer an optional major in School Librarianship on second and/or third year level, after the first year compulsory course. Other colleges offer a full year's training in School Librarianship. The inconsistency in training ranges from no training at all, to a semester

course, a one year, a two year and or a three year training period. The inconsistency indicates a lack of library policy and the low value attached to the training of teacher-librarians. Successful candidates of the three year course can call themselves teacher-librarians, the others qualify for the title library teacher, just as there will be a sports teacher, music teacher, or science teacher in the school (Engelbrecht and Le Roux 1981).

The syllabi of the first year compulsory courses concentrate mainly on teaching teacher trainees, information retrieval skills and the use of information found in the school library.

The syllabi of the more comprehensive 3 or 4 year course include components such as:

- The foundation, history and philosophy of school librarianship.
- School library management.
- Cataloguing, classification and indexing.
- Audio visual media and equipment.
- Children's literature and collection development for the library/media centre.

The didactics of school librarianship are also offered and teacher trainees are taught how to implement the book education/media user syllabus. Methods to integrate all subjects in the school with the school library are also taught.

3.4 THE INTEGRATION OF THE TEACHING PROGRAMMES WITH THE SCHOOL LIBRARY OR CURRICULA MEDIA USE

The integration of the teaching programme with the school library was the ultimate goal of the whole programme and the third and final step of the Book Education process. The three steps were as follows:

- i) Establishment of a well-stocked school library in every school.
- ii) Training pupils and guiding teachers in information retrieval skills and information use in the school library.
- iii) Application of these skills to each and every subject through project work based on research conducted in the school library.

The integration process entailed an analysis of every subject and identification of aspects which lent themselves particularly to research. This would be achieved by means of an integration committee consisting of the principal as the chairperson, the teacher librarian and the various departmental heads. This committee would perform the task of analysing the syllabi, identifying project themes and drawing up timetables for class groups. This system required a high degree of co-operation between the teacher-librarian and the subject teacher who would jointly guide pupils through the project. Groenewald argued strongly that offering Book Education to pupils was not an end in itself but a means to an end, which was the integration of the total teaching programme with the school library.

For this reason teacher training institutions not only taught teacher trainees how to manage a school library, or how to teach Book Education, but also to integrate the teaching programme with the school library. What the education faculties of universities and teacher training colleges did not do and are still not doing today, is to introduce the teacher trainees to a wide variety of information sources available on their subject, and to train them in the use of these sources to enrich their teaching (Bester 1981) in Tötemeyer 1991.

PROBLEMS

Problems experienced in the integration process were:

Integration or curricula media use is a two-way process which needs greater co-operation from the teacher librarians and subject teachers. Many teachers do not know how to use a library themselves. Many are complacent and prefer just to use the prescribed textbook and no other information sources.

The supervision and marking of research projects conducted in the library entail a lot of extra effort and time and many teachers are just not prepared to do this. The teacher-librarian has no authority over teachers and if the principal shows no interest and does not make the project-work compulsory, integration seldom takes place. The result is that a school may have a well equipped school library, a qualified teacher-librarian and pupils who are taught the information retrieval skills, but the skills are never used and the pupils

lose them again. The knowledge and skills attained are never applied, because of the examination-based-teaching.

3.5 WHAT HAS COMPULSORY BOOK EDUCATION/MEDIA USER EDUCATION ACHIEVED?

The results of the Overduin & De Wit investigation during 1985 into school libraries in secondary schools of the Republic of South Africa portrayed a discouraging picture (Overduin & De Wit 1987). After more than 35 years of Book Education in the schools of the RSA, the situation in this regard is as follows:

"Formal Book Education is taught in most primary schools in Std 6 and 7 in South Africa. As few subject teachers afford pupils the opportunity of practising library skills e.g. making summaries and bibliographies, senior pupils tend to lose these skills. It was found that the teaching of Book Education is usually too formal and theoretical. The biggest limiting factor in most schools is that Book Education seems to be irrelevant or only slightly relevant to the specific needs of subject teaching which requires skills to be applied and practised at the point when they are required by the syllabus. As a result pupils are not interested in research strategies and information retrieval."

(Overduin & de Wit 1987:177)

As far as integration of the teaching programme with the media centre is concerned, the researchers have the following to say:

"The extent of curricula media use in schools vary greatly... An important factor contributing to the under use of media and the school library is the fact that a large number of teachers are not motivated to use media, possibly as a result of deficiencies in the formal training and in-service training of teachers. Teachers who promote curricula media use, consider it an 'add on' activity. During interviews teachers often mentioned that the syllabus and examination requirements prevented them from finding time for library work. It is clear that they consider the 'syllabus' and library work as two entirely different areas of work. Teachers also indicated that examiners require facts from the textbook and do not acknowledge insight gained from background reading. In most departments subject inspectors do not sufficiently promote curricular media use. As a result subject teachers fail to understand the purpose of a school library within the present textbook and examination-orientated teaching environment. It is therefore not surprising that, in all departments, the facilities of the library are most often used in History, as an assignment is part of the matriculation examination in most departments"

(Overduin & De Wit 1987:177).

3.6 SCHOOL LIBRARIANSHIP IN THE SCHOOLS UNDER THE DEPARTMENT OF EDUCATION AND TRAINING AND THE FORMER TVBC STATES

While Overduin & De Wit's study boasts of infrastructure and resources in the schools of the former South Africa, formal Book Education taught in most primary schools and in Std 6-7; curricula media use or integration being conducted in the schools, although in an unsatisfactory manner, the situation is totally different in schools under the Department of Education and Training (DET), the former homelands or self governing states and the former TVBC States.

The Bantu Education Act (No. 47 of 1953) made no provision for the training of teacher-librarians nor for the provision of libraries in African schools. The Department of Education and Training (DET) officially acknowledged the potential role of school libraries under their jurisdiction only in 1983 (NECC 1992:9). Schools under the Department of Education and Training today experience such a critical shortage of classroom accommodation that the school library is often used as a classroom and therefore cannot fulfil its proper functions. The situation is even worse in the former homelands and TVBC states as the provision of educational facilities is still at an early stage.

Bristow (1992:488) highlights her experience of education and library provision in Venda.

"There are still classes being held outside because of lack of classrooms.

There is still insufficient basic equipment such as desks and textbooks.

There are still schools without proper electricity or proper sanitation. It seems superfluous to add to the list that: There are very few schools with any kind of collection of non-textbook materials to be used as resources by teachers and/or pupils. A viable school library was found in none of the 400 primary schools, and in only 11 of the secondary schools. In those 11 schools that did have a viable library only ONE school gave regular Book Education to pupils. Only a third of the teacher-librarians had any kind of appropriate training"

(Bristow 1992:488).

Finally Bristow suggests that, the situation clearly calls for drastic measures or else the majority of people will sink further into the abyss of ignorance, poverty and dependence. Tötemeyer's (1985:60) study on the state of libraries in the Transkei indicated that out of 22000 schools only 25 had a school library of some sort. There was no qualified teacher-librarian in charge of any of the college libraries. The situation has since changed in colleges of education as there is a qualified teacher-librarian at almost all of them. Investigation into the school library provision in KwaZulu shows that 76% of all schools are without libraries (Krige 1990:5). On the whole the pattern of School

Librarianship in South Africa follows the same pattern of apartheid education which is characterised by a deliberate inequitable distribution of educational facilities, resources, and unequal funding, which results in the poorest situation for Blacks.

CHAPTER 4

ANALYSIS OF CURRICULA

4.1 TRANSKEI COLLEGES OF EDUCATION SYLLABUS: SCHOOL LIBRARIANSHIP: STD/PTD

The syllabus is the product of the Department of Education in Transkei and is intended for colleges of education which offer the Senior Teacher's Diploma and the Primary Teacher's Diploma.

1. DATE OF IMPLEMENTATION

The date of implementation is not indicated in the syllabus.

2. DURATION OF THE COURSE

The course extends over a two year period with evaluation at the end of each year.

3. CURRICULUM OBJECTIVES

The objective and aims of the syllabus are not stated in the syllabus.

4. CURRICULUM CONTENT

The syllabus is divided into 6 units. 3 units are allocated to the first year of study and another 3 units allocated to the second year of study. The subdivisions run as follows:

FIRST YEAR

UNIT 1 Introduction to Books and Libraries

UNIT 2 Management of Library Materials

UNIT 3 Information Analysis and Retrieval

SECOND YEAR

UNIT 4 Organisation and Administration

UNIT 5 User Guidance

UNIT 6 Integration

5. TEACHING METHODOLOGY

Teaching methodology is largely theoretical. Practical exercises are suggested in classification and cataloguing. A group bibliographical project in the form of compilation of reading lists or references on a chosen topic is also suggested.

EXCURSIONS/EDUCATIONAL TOURS

The syllabus suggests that students should visit either a model school library, a public library or a university library. They should also co-operate with the local public library by way of visits and block loans.

6. TEACHING TIME

There is no indication of teaching time/teaching periods in the syllabus, but through my personal experience as a college lecturer in the Transkei, a 60 minute period (double period) is usually allocated to School Librarianship per week.

7. METHODS OF EVALUATION

The practical work should be on the basis of continuous assessment with a 50 mark total. The remaining 50 marks will be theory work.

Therefore Examinations	=	50 marks
Practical	=	50 marks
Total	=	100 marks

School Librarianship is a credit subject in the colleges of education curriculum and is grouped along with other credit subjects such as Physical Education, Needlework, Music, Art and Crafts, and students should pass it with a minimum mark of 40%.

8. REFERENCE MATERIAL (See table 4.5).

This area is appreciably well covered. There is one prescribed book to be used by all students. Four books are recommended as teacher's handbooks. A further two copies are suggested for further reading by students. All the publications suggested are local authors and could be easily obtained.

9. COMMENT

There is no indication as to when the syllabus was implemented. The statement of objectives and aims of the syllabus are not outlined, but looking at the content one gathers that the teacher-trainee is being prepared to run a school library after completion of the studies. The syllabus presupposes that the student is knowledgeable or is familiar with the field and is being prepared to run a school library of his/her own. This is most apparent when topics like USER GUIDANCE are placed as the second last item of the second year, as they relate to school pupils that the trainee will teach and not the teacher trainee. The course outline is ambiguous and lacks clarity and much is left to the discretion of the lecturer who may not even be an LIS-professional in many cases. For example topics such as:

- i) Information Sources - categories, characteristics and uses;
- ii) Media of Communication - primitive to modern. The syllabus should outline categorically which information sources should be addressed. This would ensure uniformity of work, help lecturers who are unsure about the subject matter and also provide uniformity for examination purposes as colleges of education are usually examined by a control body.
- iii) In topics like Collection Building - Acquisition and Selection Preparation of Books to the Shelves, procedures should be clearly outlined.

- iv) The type of User Guidance offered deals with specialised problems that normally occur in a traditional western model of a library. The problem of total or semi information illiteracy of both teacher-trainee and the prospective student is not addressed. On the whole the syllabus does very little to orientate students on the use of information, taking into consideration their disadvantaged educational and information backgrounds.

4.2 BOPHUTATSWANA EDUCATION DEPARTMENT

1. TITLE:

LIBRARIANSHIP ANCILLARY: PRIMARY AND SECONDARY

2. DATE OF IMPLEMENTATION

The syllabus was first implemented in 1991.

3. DURATION OF THE COURSE

The course extends over a 3 year period.

The first year of study is coded CLIER 110

The second year of study is coded CLIER 210

The third year of study is coded CLIER 310

4. CURRICULUM OBJECTIVES

The major aims of the syllabus are:

To prepare students to be able to develop the school library as a learning centre for the independent pursuit of knowledge by the pupil, for the improvement of his skills of learning and enquiry.

To equip students to manage and administer the school library effectively.

5. CURRICULUM CONTENT

The curriculum content is divided into three sections and is coded as follows:

CLIER 110, CLIER 210 and CLIER 310.

FIRST YEAR - CLIER 110

Selection of Materials I

Reference Materials I

Administration & Organisation I

SECOND YEAR - CLIER 210

Selection of Materials II

Media User Guidance I

Administration & Organisation II

THIRD YEAR - CLIER 310

Selection of Materials III

Media User Guidance II

Administration III

6. TEACHING METHODOLOGY

The following are the suggested methods for use by staff and students where appropriate:

Introductory Input

Guided Discussions, Group Discussions

Audio Visual Support, Edutel

Interviews, Visits

Demonstration and display of relevant materials

Practical work

Role playing

7. TEACHING TIME

A great deal of emphasis has been placed in this area.

Three lectures per week are allocated to the ancillary therefore one lecture per week for each group, in the first, second and third years. Double periods are requested to accommodate the practical nature of the course. Four double periods a year have been allocated to the general purpose of films, tests, review of

homework exercises/assignments. Two double periods have been allocated to revision at the end of each semester.

8. METHODS OF EVALUATION

On the aspect of evaluation a detailed account of how the lecturer should go about the question of assessment is thoroughly outlined in all the levels CLIER 100, CLIER 210 and CLIER 310. Greater emphasis has been put on the question of theory and very little emphasis on the practical aspect. The practical aspect has only been dealt with in so far as preparation of what is termed 'Library Lesson Notes'.

9. REFERENCE MATERIAL

With reference to this aspect the responsibility is placed on college lecturers concerned in the drawing up of bibliographies or recommended texts. They are encouraged to be eclectic in the use of sources of information. Magazines, TV and radio programmes, tapes, slides, films, newspapers, conference and workshop papers can all be consulted. Students are encouraged to do likewise.

10. COMMENT

The syllabus does not formally introduce the course as a totally new course in the students' lives. No orientation is given on the role of the school library in an educational setting. The syllabus is based on the assumption that students are knowledgeable about libraries. The syllabus looks more like a continuation rather

than a completely new subject. As a result the first module deals with the selection of different types of books. Subjects/topics are left to the discretion of the lecturers concerned to assess the level and parameters of treatment of such topics, for example Classification, Cataloguing, Indexing, Integration Programme, Current Awareness Programmes. The area of reference materials needs more detailed attention as many types of information sources have been omitted.

4.3 CISKEI EDUCATION DEPARTMENT

1. TITLE

SYLLABUS FOR LIBRARY ORIENTATION

The Ciskei Education Department uses the syllabus of the Department of Education and Training popularly known as "DET" which is/was responsible for the education of Blacks outside the former independent states and homelands. Two syllabi were sent:

a) The FIRST syllabus is entitled

**DEPARTMENT OF EDUCATION AND TRAINING PRIMARY TEACHER'S
DIPLOMA (Senior Primary)**

SYLLABUS FOR BOOK EDUCATION

1985 STRUCTURE

b) The SECOND syllabus is entitled

DEPARTMENT OF EDUCATION & TRAINING

SECONDARY TEACHER'S DIPLOMA

SYLLABUS FOR LIBRARY ORIENTATION -

BACKGROUND SUBJECT

1990 STRUCTURE

The first syllabus is intended for Primary Teacher's Diploma and the second one for Secondary Teacher's Diploma. They are different in terms of content and outline. The second syllabus lists all different categories of teacher training as using the same syllabus.

Pre-Primary Teacher's Diploma

Junior Primary Teacher's Diploma

Senior Primary Teacher's Diploma

Secondary Teacher's Diploma

2. DATE OF IMPLEMENTATION

There is a contradiction on the date of implementation of this syllabus. The title page indicates a 1990 structure whereas the actual syllabus indicates a 1985 structure.

3. DURATION OF THE COURSE

The course extends over ONE YEAR, and is part of the first year curriculum.

4. CURRICULUM OBJECTIVES AND AIMS

The aim of this syllabus is to orientate students about the library and to assist them to make effective use of the library towards their learning.

5. CURRICULUM CONTENT

The following subheadings constitute the content:

Introducing the Library

Furniture & Equipment

Arrangement of books in a Library

Anatomy of the Book

Classification

Cataloguing

Reference Works and how to use them effectively

Taking Notes and making Summaries

Reading Guidance and Selection of Books

Story Time in the Library

Periodicals and Newspapers

Displays

6. TEACHING METHODOLOGY

It is suggested that the subject matter should be dealt with in the library and its practical application be given as homework.

7. TEACHING TIME

One period a week during the FIRST year of study is allocated to this course.

8. METHODS OF EVALUATION

The subject is evaluated as a credit.

Guidelines for the allocation of marks:

Tests (at least two)	50 marks
Year Mark - 2 assignments	<u>50</u> marks
	100
Minimum of Credit	50%

9. REFERENCE MATERIALS

None suggested for both lecturers and students.

10. COMMENT

The syllabus is entitled LIBRARY ORIENTATION and its aim is to orientate students about the library. It is clearly stated that the course is intended to assist students to use a library effectively for their own studies. The next question is: does the syllabus succeed in doing the stated objectives? Firstly the syllabus suggests that the teaching of Library Orientation should take place in the library and its practical application be given as homework. The idea that teaching should take place in the library is good but it is also appropriate that the practical application of the course should take place in the library as it involves actual

contact and interaction with the sources. Library Orientation is practical in nature and assisting in the effective use of the library should also take place within the library. Only a few aspects of the course could be appropriate as homework. The syllabus addresses only the first aspect of the problem, that of the teacher-trainee. The second aspect of the problem which is preparation of the trainee to impart knowledge and skills to future pupils is not addressed. On the question of information skills much more needs to be done to produce independent learners. In order to produce more broad-minded teachers it is advisable to portray the library as an institution of organised information not as the only source of information. On the whole the syllabus is book/print orientated and needs revision of terminology and content.

4.4 VENDA EDUCATION DEPARTMENT

TITLE: Syllabus for LIBRARY ORIENTATION. The Venda Education Department also uses the syllabus of the Department of Education and Training (DET). Everything is the same as that of Ciskei.

4.5 COMPARATIVE ANALYSIS

1. TITLE

The course is termed differently by the various Education Departments; The Transkei Education Department terms it School Librarianship: Librarianship

Ancillary in Bophutatswana and *Library Orientation* in Ciskei and Venda. The three syllabi analyzed use the same curricula for all categories of teacher training starting from Pre-Primary to Senior Secondary Teachers Training. The course falls under different groupings of subjects in the colleges of education curricula.

2. DATE OF IMPLEMENTATION

Ciskei and Venda use a syllabus dated 1985 while Bophutatswana use the syllabi dated 1991-1993. There is no indication of the date of implementation in the Transkei syllabus.

3. DURATION OF THE COURSE

The course is offered for a period of ONE, TWO and THREE years in the various education departments.

4. OBJECTIVES AND AIMS

Those engaged in Library Orientation place emphasis on the training for the effective use of the College Library. In the Bophutatswana syllabus, the aims and objectives are not concurrent with the content. The aims emphasize Library Orientation while the content emphasizes preparation of the teacher-trainee to run a library. This is apparent as the content starts with the selection of library materials.

5. CURRICULA CONTENT

On the whole these syllabi treat more or less the same topics although under different subheadings. The topic introducing the library features in all except the Bophutatswana syllabus. Another topic which features in all syllabi is Reference Sources or Information Sources.

The following topics which orientate student teachers about their own college libraries also appear in all syllabi:

Library rules

Physical facilities - furniture - equipment

Arrangement of books in the library

Anatomy or parts of the book

Classification and cataloguing

User Guidance - Media User Guidance - Reading Guidance

User Guidance means to guide users in the use of resources in the library/information centre. The term has been interpreted differently in the various syllabi, in terms of content offered. Selection of Library Materials is treated elaborately in the Bophutatswana syllabus, starting from Picture Books to Fiction and from Subject Literature and Audio Visual material. On integration of the library into the curriculum the Transkei syllabus teaches how to go about an Integration Programme, while the Bophutatswana one deals with maintaining the Integration Programme.

6. TEACHING METHODOLOGY

Teaching is largely theoretical, little emphasis is placed on the practical aspect.

7. TEACHING TIME

The course is offered once every week i.e. one period per week throughout.

8. EVALUATION

There are no formal examinations at the end of the year for the Ciskei and Venda syllabi. Evaluation is through continuous assessment: two tests and two assignments are recommended. There is no practical evaluation. As far as the Transkei syllabus is concerned the evaluation criteria are well balanced. Fifty marks are allocated for practical and 50 marks for theory. In the Bophutatswana syllabus evaluation is purely theoretical. On the whole students pass the course with a minimum mark of 40 to 50%.

9. REFERENCE MATERIALS

Only the Transkei syllabus deals with this at length. In other syllabi the issue of reference materials is either left at the discretion of teachers or not mentioned at all.

10. The following is a diagrammatic representation of School Librarianship syllabi in the TVBC states.

A COMPARATIVE ANALYSIS

	TRANSKEI	BOPUTATSWANA	CISKEI	VENDA
1. Source	Transkei Education Dept.	Boputatswana Education Dept.	Dept of Education & Training	Department of Education and Training
2. Title	Transkei Colleges of Education Syllabus: School Librarianship: STD/PTD	Librarianship ancillary Primary & secondary	Syllabus for Library Orientation : Background Subject	Syllabus for Library Orientation
3. Date of implementation	Not indicated	Jan. 1991-1993	1990 Title page 1985 Structure	1990 Title page 1985 Structure
4. Categories/ levels intended for	PTD STD	PTD STD	P-PTD J-PTD STD S-PTD	P-PTD STD J PTD STD + Degree course S PTD STD Technical
5. Grouping	Group IV	-	Group III subject	Group III P-PTD Group IV Others
6. Duration of Course	2 years	3 years	1 year	1 year
7. Curriculum Objectives and Aims	Not stated	<ol style="list-style-type: none"> 1. Understanding of the potential of the school library as an integral part of education function. 2. To prepare students to be able to motivate and implement in co-operation with the line of authority, the integration of library and its resources into intra- and extra-mural activities of the school. 3. To prepare students to be able to develop the school library as a learning centre for the active, independent pursuit of knowledge by pupil for the improvement of <u>his</u> skills of learning and enquiry. 4. To enable students to stimulate and foster in pupils, the enjoyment of leisure activities. 5. To equip students to manage and administer the school library effectively. 6. To encourage reading as an educational and recreational activity. 	Same as Venda	<ol style="list-style-type: none"> 1. To introduce student teachers to the library, to give them the necessary insight into classification and cataloguing and to equip them with the necessary basic skills needed in a library. 2. To acquaint student teachers with characteristics of Reference Work. 3. To introduce students to the concept of a multi-media library. 4. To train student-teachers conversant with Non-Book Audio and Visual Material.

A COMPARATIVE ANALYSIS

	TRANSKEI	BOPUTATSWANA	CISKEI	VENDA
B. Teaching methodologies	Practical exercises are suggested in classification and cataloguing Group Bibliographical Project Compilation of Reading Lists or References on a chosen topic.	Introductory Input Guided discussions, group discussions Audio Visual support - Edutel Interviews Visits Demonstration & displays Practical work, role playing	Whenever possible, the subject matter must be dealt with in the Library and its practical application be given as homework.	Wherever possible the subject matter must be dealt with in the Library and its practical application be given as homework.
9. Teaching time	There is no indication of teaching time. Personal experience 1 double period of 60 mins per week.	One lecture per week CLIER 110, 210 and 310	One period a week during first year of study.	One period a week during the first year of study.
10. Methods of evaluation	Practical work should be on the basis of continuous assessment and average 50 marks, theory 50 marks - total 100 marks	Theory: Students must have semester mark of 100 and examination mark of 100. Final mark is semester mark + examination mark ÷ 2 Little emphasis on the practical aspect of evaluation.	Tests at least 2 50 marks Year mark 2 written assignments based on syllabus - 50 marks = 100 marks Minimum of credit 50%	Tests at least 2 - 50 marks Year mark 2 written assignments - 50 marks = 100 marks Minimum of credit - 50%
11. Curriculum content	<u>FIRST YEAR</u> UNIT 1 Introduction to books & libraries UNIT 2 Management of library materials UNIT 3 Information analysis & retrieval <u>SECOND YEAR</u> UNIT 4 Organisation and Administration UNIT 5 User guidance UNIT 6 Integration	<u>FIRST YEAR CLIER 110</u> Selection of Materials I Reference Materials I Administration & Organisation I <u>SECOND YEAR CLIER 210</u> Selection of Materials II Media Use. Guidance I Administration & Org. II <u>THIRD YEAR CLIER 310</u> Selection of Materials III Media User Guidance II Administration & Organisation II	First year only SAME AS VENDA	<u>FIRST YEAR ONLY</u> 1. Introducing the library Library Rules Furniture & Equipment Arrangement of books in a library 2. Anatomy of the Book 3. Classification 4. Cataloguing 5. Reference Works and how to use them effectively 6. Taking notes and making summaries 7. Reading Guidance & selection of books 8. Periodicals & Newspapers 9. Displays

A COMPARATIVE ANALYSIS

	TRANSKEI	BOPUTATSWANA	CISKEI	VENDA
12. Prescribed and Recommended Text	<p><u>PREScribed</u></p> <p>1. Fricke, Shirley Basic Book Education Cape Town : Maskew Miller 1982.</p> <p><u>Recommended</u></p> <p>2. Groenewald E.C. 1967. The School Library in Educational Perspective. Pretoria : TED.</p> <p>3. How to Run a School library : a library manual for Transkei schools compiled by S.A. Bank. Umtata : Latra 1984.</p> <p>4. ALA Filing rules</p> <p>5. DDC Abridged edition</p> <p><u>Additional Reading</u> <u>Material</u></p> <p>6. Vink & Frylinck 1983 Library Orientation Goodwood : Via Afrika.</p> <p>7. Botha, C.C.W. 1981 Book Education : An Introduction to School Librarianship Cape Town : Longman.</p>	<p>The onus is put on college lecturers to assist in the drawing up of Bibliographies of Recommended Texts. They are encouraged to be eclectic in the use of sources of information. Magazines, TV and Radio Programmes, Tape Slides, Films, Newspapers, Conference and Workshop papers can all be consulted. Students are encouraged to do likewise.</p>	Not recommended.	None recommended.
13. Excursions or educational tours	The syllabus suggests that students should visit a Model School Library, a Public Library & University Library	No suggestion.	No suggestion	No suggestion

4.6 FACTORS FOR CONSIDERATION IN DESIGNING A RELEVANT CURRICULA FOR SCHOOL LIBRARIANSHIP IN COLLEGES OF EDUCATION

The restructuring of education from an apartheid education to a single nonracial education system that is equal for all is a process and an enormous task. The White Paper on education released by the Minister of Education, Sibusiso Bhengu, spells out the beginning of transformation. It states that:

"From January 1995, the apartheid juggernaut of ethnically based education departments will be replaced by a single national education department with nine provincial sub-sections"

(Sunday Times 25 September 1994).

Those restructuring education will have to start from scratch in black schools by providing a basic infrastructure for instance school buildings. It was unfortunately part of apartheid's hidden curriculum to use a poor physical infrastructure to teach black children that they were inferior and white children were superior. In black schools the physical environment was generally a miserable eyesore while white schools, on the other hand, were maintained in glittering elegance and plentiful provision (Njobe 1991:5).

The enormous backlog of basic human needs like water, electricity, sanitation etc will ensure that libraries remain low on the priority list. School libraries will have to compete with other educational needs in a time of scarce resources. Le Roux (1992:516) states that

"it is our responsibility as school library specialists to promote the position and importance of the school library in whatever form in a new education dispensation. No one else will do it for us. We must not let this opportunity slip from our grasp, or else the school library will sink into oblivion - to the lasting detriment of democratic and quality education."

The problem of financial resources is going to plague the country during the period of transition. Already the 1994 Education Budget is insufficient to address the education chaos in the country. This means that good intentions will not be turned into reality if there is no money. Dr Bhengu addressing parliament after his Budget Debate said:

"Because of the lack of resources it would not be possible to provide 10 years of free education from next year. This did not mean that there would be no free education at all. The commitment is there, that we will provide free and compulsory education, but the question of starting with the system fully covering 10 years at the beginning of next year is not possible. The resources are not there. It would take two to three years to institute free education for all" (Bhengu 1994:2).

The information age we are living in requires relevant, adaptable, lifelong education to enable both teachers and students to cope with the fast changing world. The disadvantages of textbook-based education are well documented. Textbook-based education is characterised by rote learning and an overemphasis on certification. Problems created by this type of learning manifest themselves when black students enter the job market. They are employed because of very good qualifications but unable to apply the knowledge acquired at school, or face the challenges of a commercial or industrial life (Sebidi 1989:4).

Education without information literacy and information seeking culture, is the repetition of the same old order, which was regarded as irrelevant and inferior. In support of change in teaching and learning methodology, Sebidi (1989:6) argues that, the methods of an education system that aims at liberating and serving the needs of the people cannot be similar to the methods of a domesticating educational system. Sebidi further suggests that the banking system of education in which learners become mere receptacles of neatly packaged knowledge needs to be replaced by a method that is stubbornly dialogical, non obscurantist and non-restrictive on both sides to the teacher and learner.

The reality is that, we are sending teachers out to the schools where the situation is so very different and diverse. They may encounter a situation where there is: no library, instead a shortage of classrooms; a library but used for other purposes; a classroom

collection or box library; a traditional school library; a school library with some audio visual material or a media centre. The curricula should take into account such differences.

All colleges of education should have a school library/media centre otherwise the teaching of school librarianship will tend to be theoretical. The White Paper on education promises that the government will provide funds to schools on an equitable basis in order to ensure an acceptable quality of education. Education which reinforces independent, self reliant learning is central to quality education. Colleges of education should be specifically targeted, as teachers are the cornerstones of education in a country.

CHAPTER 5
PROPOSED GUIDELINES FOR AN APPROPRIATE
SCHOOL-LIBRARIANSHIP CURRICULA

The guidelines will address the following questions:

- i) What should the title or name of the course be?
- ii) What period should the syllabus take?
- iii) Should all categories of teacher training such as Junior Primary, Senior Primary, Secondary, Senior Secondary teacher's diploma be offered the same programme?
- iv) In which grouping of subjects in the colleges of education curriculum should School Librarianship be allocated?
- v) How many years should training take - 1, 2 or 3 years?
- vi) What should the objectives and aims of the curriculum be?
- vii) What methods should be used in the teaching of the subject?
- viii) How many periods per week should be allocated?
- ix) What should curriculum content consist of?
- x) How should the subject be evaluated or assessed?

5.1 TITLE

From the syllabi analyzed in this survey the title or name of the subject varies from School Librarianship, Librarianship Ancillary and Library Orientation. Other terms used elsewhere are Media Science, Media Education and Resource Science etc. On the whole the title of the syllabus should be consistent with the aims and objectives of the syllabus. In this case the title should include: Orientation about the world of information. Use of information and information resources. Nurturing an information culture. Prepare students to manage an information centre or resources in the school. The term School Librarianship itself is narrow in scope as it excludes the new media. The term media science overemphasizes electronic media when applied to libraries. It is very difficult to get an inclusive term. The term "Information Education" may be a better concept.

5.2 HOW LONG OR WHAT PERIOD SHOULD THE SYLLABUS TAKE?

Information studies as a field of study is rapidly changing and becomes outdated very quickly, therefore obsolescence is a major problem. For instance, terminology used in the syllabi analyzed needs revision. Change in the political and social order affects the curriculum as training for an apartheid society is different from training for a democratic South Africa. Therefore School Librarianship programmes should be revised and updated regularly to keep up with the times.

5.3 INTENDED CATEGORIES OR LEVELS

This serves to determine whether all categories of teacher training such as Junior Primary, Senior Primary, Secondary, Senior Secondary teacher's diploma should be offered the same programme. Teacher training in colleges of education in the TVBC states is categorised as follows:

Category	Teaching level	Diploma
Primary Education	Sub A - Std 2 Std 2 - Std 4	Junior Primary Teachers Diploma JPTD Senior Primary Teachers Diploma SPTD
Secondary Education	Std 5 - Std 7	Secondary Teachers Diploma STD
Senior Secondary Education	Std 8 - Std 10	Senior Secondary Teachers Diploma SSTD SSTD - Commercial stream SSTD + Degree courses

The present categorization is likely to change with the phasing out of Standard 8 and Standard 10 and the emphasis on grades as indicated in the new education system. The syllabi analyzed reveal that almost all the syllabi follow the same curricula for the different categories. Student teachers are trained to teach at different levels in the education system. Although there are many common areas, emphasis should be placed at the level at which they are going to teach. For example with aspects like Collection Development, Media User Guidance the situation is very different. Pupils differ in age and educational level and the collection should differ:

Sub A - 2 age varies from 6-9 years

Std 3 - Std 4 age varies from 10-11 years

Std 5-7 age varies from 12-14 years

Std 8-10 age varies from 15-17 years

Collection in the junior primary collection is a starter collection and different from that of the middle primary. That of a secondary school is an adolescent collection and different from collection for young adults. For example, in aspects such as Guidance and Use of Information younger children rely more on teachers than older children, and such differences should be accommodated in the syllabus. For example those students who follow specialisation e.g. SSTD - Commercial Stream should be exposed to more sources of information in their field of study, rather than embarking on a general programme

5.4 GROUPING

School Librarianship is classified as an ancillary course or credit subject. It is grouped as either a Group III or Group IV subject in the curriculum. The grouping suggests the weighting of subjects, e.g. major subjects, credit subjects, ancillary subjects or cultural subjects. (See Appendix 4 for Transkei Colleges Groupings.)

It is the duty of Library and Information Science professionals and teacher librarians to fight for the status of the course as it is a seemingly low priority subject.

5.5 DURATION OF THE SCHOOL LIBRARIANSHIP COURSE

Analysis reveals that the duration of the course in the college curriculum may be one, two or three years. It is recommended that the course should commence during the first year of study and extend over a three year period. The first year should be dedicated to orientating students about the world of information, their own college library or media centre, and to ensure that students are capable of using information effectively for their own studies. The second and third year of study should be devoted to training student teachers in how to run a school library/media centre, how to supervise the use of box libraries and classroom collections, and also how information skills can be imparted using available sources such as textbooks, newspapers etc. Information skills should be taught throughout from the first to the final year.

5.6 CURRICULUM OBJECTIVES AND AIMS

The basic aims and objectives should be to introduce teacher trainees to the world of information. The curricula should dictate that students be exposed to centres of organised information/information agencies, e.g. the different types of libraries, resource centres, community resource centres, documentation centres, information and advice centres etc. They should be taught the value of information in one's life, in society and in an educational situation, to nurture an information culture which ensures lifelong learning and to cultivate the information seeking culture in such a way that information becomes part of one's life rather than associated with school only. They should be

shown the use of information in a goal-directed way e.g. the use of information for studying, recreation, leisure and escape. To teach students information skills so that they will become independent and self reliant learners. This will be accomplished by introducing trainees to a wide variety of information sources. Students should be taught how to exploit these resources. Students should also be exposed to a variety of learning skills e.g. how to locate, analyze, organise, synthesise and present information. To prepare students with skills to manage, administer and run the various forms of collections available in the schools, starting from box libraries and classroom collections to the school library or media centre use. They should be shown how to teach information skills in the absence of any form of collection, using the available resources e.g. textbooks, class readers, Bibles or religious books, cuttings, pamphlets, maps, pictures, newspapers, magazines, etc. To equip students with techniques, procedures and practices of integration or curricula media use. The teaching of school librarianship should be conducted in collaboration with subject teachers, so that learners have the opportunity to reinforce skills learnt through regular practice in other subjects.

5.7 TEACHING METHODOLOGIES

In order to familiarise the students with information sources and the information environment, it is highly recommended that the teaching and learning should take place in the school library or media centre where possible. School Librarianship is a practical subject and teaching should be less theoretical and more practical, involving students

in the manipulation of sources and using them effectively towards their studies. Practical projects whether they are individualised or in group form should be encouraged. In circumstances where a collection does not exist, teachers should bring materials into the classroom or use any form of teaching aids or instructional media. Overduin & De Wit (1987) found that the teaching of Book Education is usually too formal and theoretical. Therefore retrieval skills should not be taught in isolation but only when they can be applied immediately to execute certain reference or research task. All teacher trainees should do the School Librarianship course as part of their teacher training. School Librarianship should be made compulsory rather than taken as an optional subject. This will eliminate the problem of teachers who in many cases, when allocated a library duty, will not know what to do because of a lack of skills.

5.8 TEACHING TIME

The general pattern has been that only one period a week is allocated to this subject. Another problem is, that because it is taken as a low priority subject it is usually placed at an inconvenient time on the weekly timetable e.g. on a Friday as a last double period. This results in a tremendous loss of teaching time as a Friday afternoon usually has a lot of interruptions. In the new education system, teacher librarians/media teachers should fight for at least two periods a week at a time convenient for staff and students, as students engaged in this course do not have background experience and the whole concept is totally new.

5.9 CURRICULA CONTENT

The majority of students in these colleges do not have a background of a library/information centre, nor an information culture. The first year should merely be orientation, the nurturing of an information culture, and helping students to become independent and self-reliant learners.

Recommended subjects/courses in the first year.

5.9.1 Introduction

Introduction to the world of Information

Value of Information in society and education in particular.

5.9.2 Information culture

Use of Information for a particular goal e.g. studying. Use of Information for recreation pleasure and escape.

Making information part of one's life.

Culture of sharing information should be emphasized.

Behaviour in an Information Centre, observing rules, to ensure that information is available for all.

How to use one's own college library.

5.9.3 Sources of Information and their use

Oral sources

Verbal communication - people as vehicles of information.

Printed Sources: Books: Reference Work, Fiction, Non Fiction/Subject Literature.

As far as subject literature is concerned emphasis should be placed on the subjects they are studying.

Periodicals: Journals, Magazines, Newspapers, Pictures, Poster, Photographs, portraits.

Non print or audio visual materials.

Research and information gathering skills using these sources should be practised from the first year to the final year.

SECOND YEAR

The second year of study should prepare the trainees to be teacher-librarians or media teachers. The following aspects should be addressed:

How to run a school library/media centre.

How to go about using classroom collections or box libraries in imparting information skills.

What can be done in the absence of any of the above.

Media User Education should be taught throughout the course of study.

THIRD YEAR

The third year of study should be devoted to the Integration of the school library into the curriculum or curricula media use.

5.10 EVALUATION

Teaching and learning of School Librarianship has been largely theoretical because of lack of libraries, therefore evaluation has been theoretical. Little emphasis has been placed on the practical aspects. In the new syllabus evaluation of theory and practical should carry the same weight i.e. if the total mark is 200. Theory should carry 100 marks and the practical 100 marks. The Practical should be further subdivided to include:

50 marks of continuous assessment

50 marks of practical examination

The overall pass mark should be 50%.

5.11 PROBLEMS

Most Library and Information Science professionals who have probed the problem of School Librarianship in South Africa attribute the failure, or the minimum impact School Librarianship has had on education in South Africa to three major problems:

- Absence of school library policies from the educational philosophy and educational system of the country.
- The teaching methodologies and evaluation systems that are based on the traditional textbook-chalkboard method which make no demands on the students' knowledge.
- Absence of school libraries in many/most black schools.

Tötemeyer (1991:16) and Bristow (1992:493) suggest the following:

- i) Educational authorities should supply funding for a basic media collection and facilities, which should adhere to minimum standards laid down by an international code.
- ii) Educational policies must ensure that provision is made for all pupils to receive instruction in the acquisition of library and information skills.

- iii) Education authorities must facilitate the holding of regular compulsory in-service training courses for inspectors, headmasters, teacher librarians and subject teachers.
- iv) Teacher training institutions should include in the subject didactics of each subject, an introduction to a wide variety of information sources on the subject and teach teacher-trainees, how to use them as part of the subject teaching. These information sources should not necessarily be found in the school library/media centre but should be tapped from the environment and/or from people as carriers of information.
- v) The syllabi should be rewritten and should specify opportunities for self-study and both internal and external evaluation should give credit for self/study assignment work. Each and every examination paper should include questions to the amount of at least 20% of the total marks, the answers of which are not in the text book.

Lastly, the training for Information Science in schools should take the South African reality into account; that the majority of black schools do not have any school libraries, let alone media centres (Tötemeyer 1991:16 and Bristow 1992:493).

CONCLUSION

The teaching of School Librarianship should basically aim at producing teacher trainees who are information literate and who are lifelong learners. Secondly, curricula should equip trainees with the techniques and skills of imparting information skills to the pupils they are going to teach. In this way an information literate society will emerge. However, it is apparent that a lot has to be done to reach the desired goals. The first stage would be to ensure that a clearly defined library/information policy forms part of the educational philosophy of the total education system. In order to achieve these goals (Lor 1994:3) states that:

".. educational librarians need to convince educationalists, who want to democratise education and break the mould of text-book-based, teacher-centred learning, that libraries or resource centres are crucial to student centred, resource based learning. Internationally empirical studies have proved that the presence of a school library in a school makes a significant difference to educational outcomes"(Lor 1994:3).

Once educational authorities accept information-resource based learning as a policy option they would then be responsible for establishing, funding, maintaining and enforcing library and information programmes in the schools. Teacher librarians/media teachers would then be engaged in other internal struggles such as: a better status for the subject and also the extension of the programme from one year to three years.

Success in these battles would be gained by means of a united action, through a teacher librarian's association such as the Media Teachers Association of South Africa. These efforts are likely to succeed as the present minister of education is committed to quality education. Professor Bhengu reiterated his commitment at the installation of the new vice chancellor of the University of Transkei:

"I have invited all South Africans to join the great classroom of South African learning. I have challenged every man or woman, child or adult to be involved in life-long learning. We are committed to creating a learning nation."

(Bhengu 1994:3).

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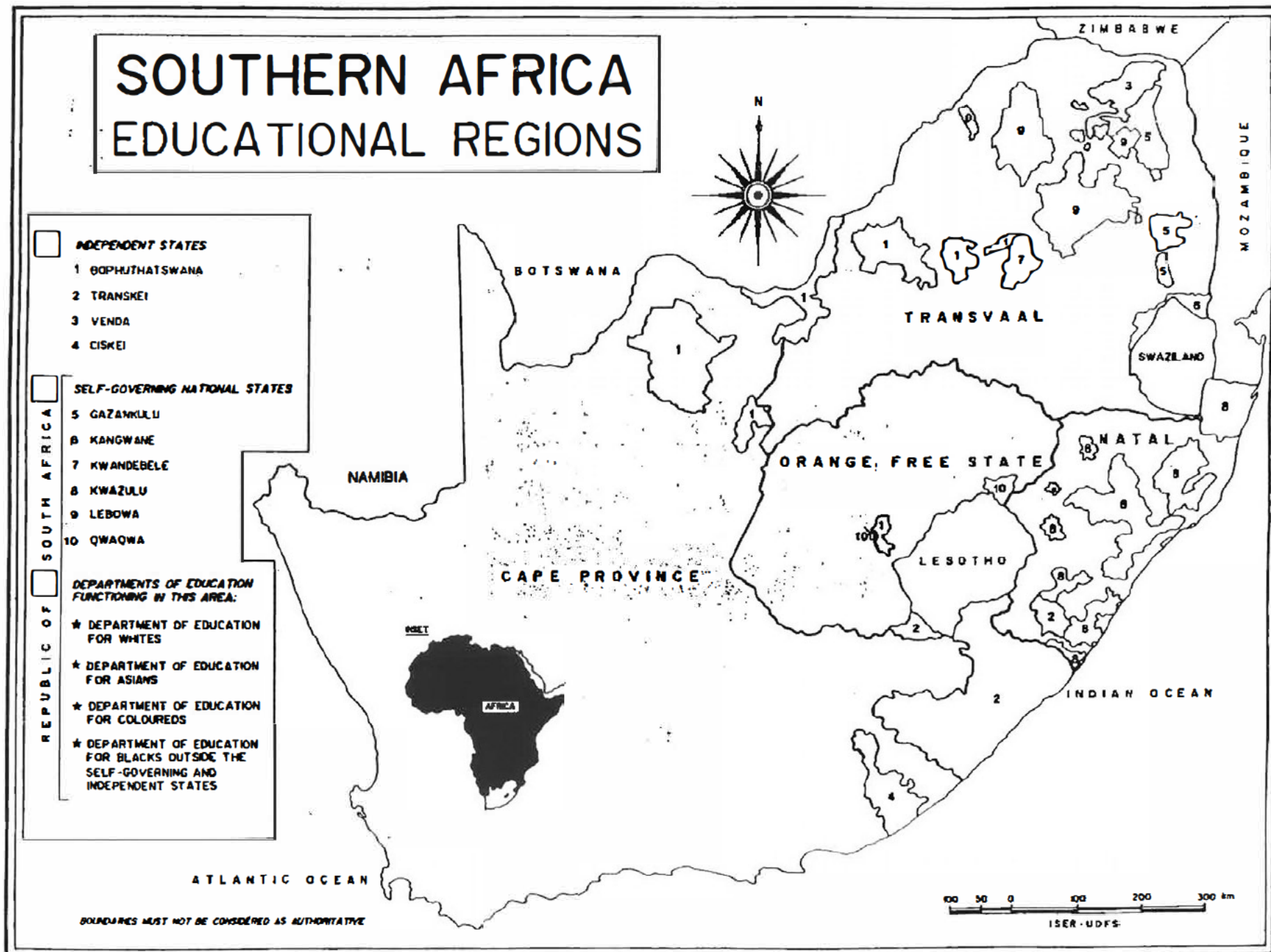
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APPENDICES

- APPENDIX 1 MAP OF SOUTHERN AFRICA: EDUCATIONAL REGIONS**
- APPENDIX 2 THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN
AFRICA: AN ORGANOGRAM**
- APPENDIX 3 TEACHER TRAINING: COLLEGES OF EDUCATION
FOR BLACKS**
- APPENDIX 4 TRANSKEI COLLEGES OF EDUCATION - SUBJECT GROUPING**
- APPENDIX 5 SCHOOL LIBRARIANSHIP SYLLABI FROM THE:**
- 5.1 VENDA EDUCATION DEPARTMENT**
- 5.2 Ciskei EDUCATION DEPARTMENT**
- 5.3 BOPHUTATSWANA EDUCATION DEPARTMENT**
- 5.4 TRANSKEI EDUCATION DEPARTMENT**

APPENDIX 1

MAP OF SOUTHERN AFRICA: EDUCATIONAL REGIONS

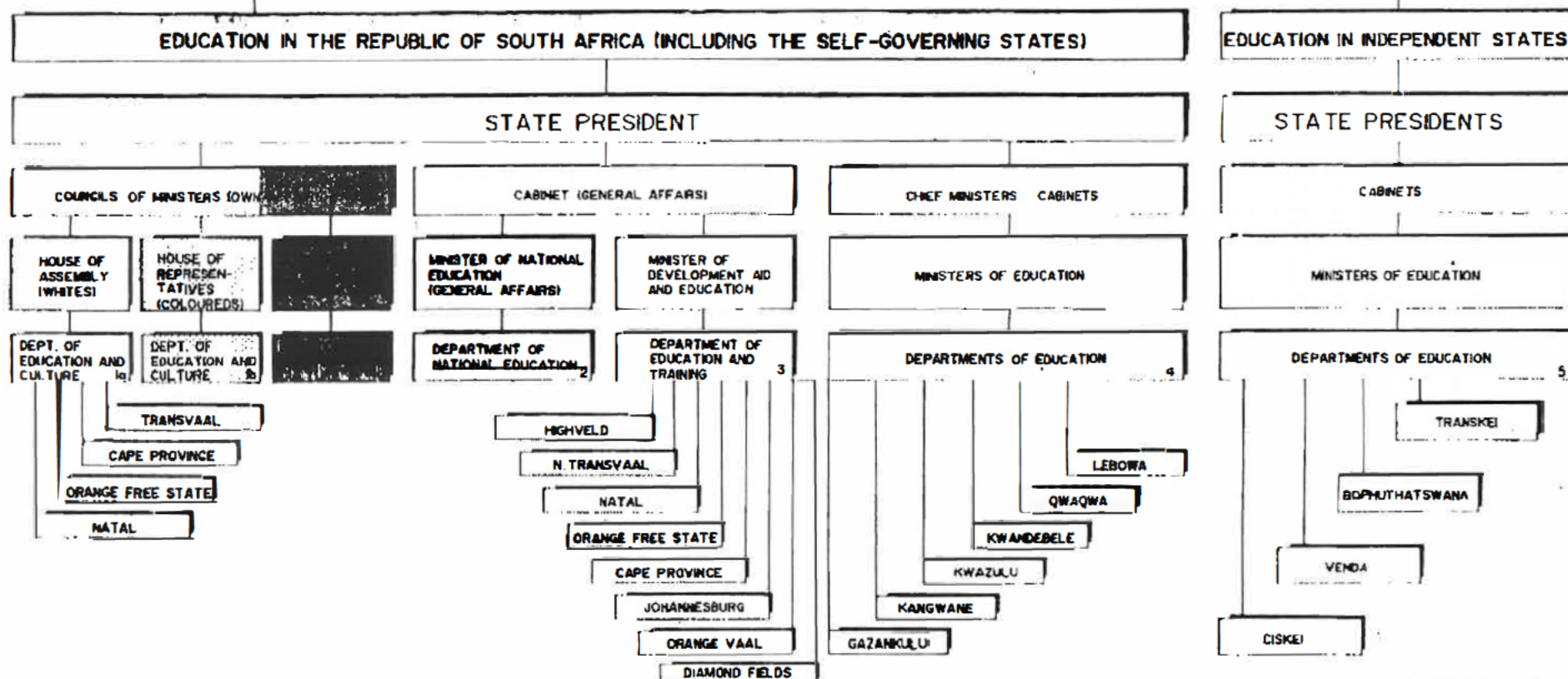


APPENDIX 2

THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN AFRICA: AN ORGANOGRAM

THE DECENTRALISED EDUCATION STRUCTURE IN SOUTHERN AFRICA

EDUCATION IN SOUTHERN AFRICA



- (a,b,c) The administration of education for Whites, Coloureds and Asians is considered to be an own affair and is managed by separate departments of education for each of these population groups.
- The Minister of National Education is responsible for policy [Act 76 of 1984: Article 2(1)] regarding formal, nonformal and informal education in the Republic of South Africa in respect of:
 - Norms and standards for the financing of running and capital costs of education for all population groups;
 - Salaries and conditions of employment of staff;
 - The professional registration of teachers;
 - Norms and standards for syllabuses and examination, and for certification of qualifications.

The Minister may therefore determine general policy only in respect of certain predefined matters and he must first consult with each Minister of a department or state responsible for education, as well as the South African Council for Education or with the Universities and Technikon Advisory Council and, in some cases, also with the Minister of Finance. In terms of Section 2(4) of the Act, each Minister of a department of state responsible for education must execute the policy determined in accordance with Subsection 2(1), in so far as it applies to the population group for which he is responsible.
- The Department of Education and Training administers the education of Blacks outside the Self governing and Independent States.
- Six separate departments of education administer education for Blacks of the different ethnic groups in the Self-governing States.
- Four departments of education administer education for Blacks in the Independent States.

APPENDIX 3

TEACHER TRAINING: COLLEGES OF EDUCATION FOR BLACKS

Strauss, J.P., S.J. Plekker & J.W.W. Strauss. 1991. Education and Manpower Development No. 12. University of the Orange Free State: Research Institute for Education Planning (RIEP).

TEACHER TRAINING: COLLEGES OF EDUCATION FOR BLACKS

Area	Name of College	Address	Tel no.
Department of Education and Training			
Johannesburg	Bowelo College of Education Molapo College of Education	P.O.Box 90084, BERTSHAM, 2013 P.O.Box 184, FLORIDA, 1710	(011) 9331083/4 (011) 984-4068/81
Natal	Indumiso College of Education	P/B X9077, PIETERMARITZBURG, 3200	(0331) 81741/2/3
Northern Transvaal	Transvaal College of Education College for Continuing Education Technikon Northern Transvaal	P/B X11, SOSHANGUVE, 0152 P/B X49, SOSHANGUVE, 0152 P/B X7, PRETORIA NORTH, 0116	(01214) 2051/2 (01214) 2047/8/9 (01214) 2005/6/7/8
Orange Vaal	Mphahleli College of Education Sebokeng College of Education	P/B X088, KROONSTAD, B500 P.O.Box 253000, THREE RIVERS, 1639	(01411) 41341 (016) 581300/336682
Cape	Cape College of Education Good Hope College of Education Algoe College of Education	P/B X2041, FORT BEAUFORT, 5720 P/B X001, KHAYELITSHA, Cape Town, 7784 P.O.Box 14489, SIOUWEL, Port Elizabeth 6081	(0435) 31170/8 (021) 371805 (041) 452522
Highveld	East Rand College of Education Kethorua College of Education Daveyton College of Education	P/B X32, SPRINGS, 1500 P/B X04, LEONDALE, 1424 P/B X05, DAVEYTON, 1607	(011) 739-3702/ 739-8501 (011) 905-8101 (011) 963-1300/1/2
Orange Free State	Kagiso College of Education	P/B X20823, BLOEMFONTEIN, 9300	(051) 352818
Diamond Fields	Phatlamang College of Education	P/B X3047, KIMBERLEY, 8300	(0531) 44212
Self-governing States			
Gazankulu	Hoxane College of Education Thumani College of Education Giyani College of Education	P/B X1024, HAZY VIEW, 1242 P/B X1420, LETABA, 0870 P/B X0872, GIYANI, 0828	(013124) Nkukulu 11 (015236) 41701/2/3 (01528) 4273
KaNgwane	E C Mango College of Education Mgwenya College of Education	P/B X1004, KASOKWENI, 1245 P/B X1008, KANYAMAZAME, 1214	(013184) 8277 (013184) 3283
KwaNdebele	Ndebele College of Education	P/B X4011, SIYABUSWA, 0472	(01208) 8308
KwaZulu	Amantzimtoti College of Education Appelbosch College of Education Eshove College of Education Eskhewini College of Education Kwaqikazi College of Education Madadeni College of Education Mpumalanga College of Education Ntuzuma College of Education Umbumbulu College of Education Umlazi College for Further Education Umlazi Inseel College of Education	P/B X80013, AMANTZIMTOTI, 4125 P/B X202, OZWATINI, 3476 P/B X503, ESHOVE, 3815 P/B X8520, ESKHAWINI, 3887 P/B X6059, NONGOMA, 3950 P/B X5001, MACADENI, 2981 P/B X1004, HAMMARSDALE, 3700 P/B X02, P.O. KWA-MASHU, 4360 P/B X20012, AMANTZIMTOTI, 4125 P/B X08, MOBENI, 4080 P.O.Box 54138, UMLAZI, 4031	(031) 95384 (0202) Ozwatini (0354) 42131/2 (0351) 83041/2 (035282) 80 (03431) 82004 (03251) 82088 (031) 5081823 (081) 95304 (081) 9073565 (031) 9081251

Area	Name of College	Address	Tel no.
Lebowa			
	Dr C.N. Phatudi College of Education Kwena Moloto College of Education Mamokgalake Chuene College of Education Mopuleng College of Education Modjadji College of Education Mokopane College of Education Sekhuthane College of Education Setlotshane College of Education	P/B X1020, BURGERSFORT, 1180 P/B X4015, SESHEGO, 0742 P/B X629, GROBLERSDAL, 0470 P/B X458, ACOMHOEK, 1360 P/B X748, GA-KGAPANE, 0836 P/B X801, MAHWELERENG, 0628 P/B X08, APEL, 0378 P/B X7372, PIETERSBURG, 0700	(0202) Ga Marota 23 (01527) 5362 (0202) Motetema 32 (0202) Acomhoek 1802 (0202) Ga-Kgapane 4 or 72 (0154252) 4 (0202) Apel 1440 (0202) Setlotshane 5
Orangeva	Bonamele College of Education Sefikang College of Education Tshya College of Education	P/B X08, PHUTHADITJHABA, 9888 P/B X827, WITSIESHOEK, 9870 P/B X808, WITSIESHOEK, 9870	(01438) 31391 (0202) Tshakgole 4113 (01438) 30058
Independent States			
Transvaal	Arthur Tshepo Training College Bensonvale Training College Bethel Training College Butterworth Training College Clein College Clarkebury Training College Chydesdale Training College Lumko Training College Maluti Training College Mfundweni Training College Mt. Arthur Training College Shawbury Training College Sigcau Training College	P.O.Box 2, CALA, 5455 P.O.Box 8, BENSONVALE, 5562 P.O. ESDABROOK, 4868 P/B BUTTERWORTH, 4980 P/B X5003, UMTATA, 5100 P.O.Box 7, CLARKEBURY, 5024 P/B X5003, UMTATA, 5100 P/B X5003, UMTATA, 5100 P.O.Box 87, MATATIELE, 4730 P/B X5003, UMTATA, 5100 P/B X1122, LADY FRERE, 5410 P.O. SHAWBURY, Oumbu, 5187 P/B X814, FLAGSTAFF, 4810	(0202) Cala 43 (0202) Bensonvale 5 (0202) Esdabrook 3148 (04341) 3187 (0471) 2638 (0202) Clarkebury 7 (0471) 25111 (0471) 25111 (0202) Maluti 11 (0471) 25111 (0202) Lady Frere 1612 (0202) Shawbury 2 (0202) Flagstaff 1212
Bophuthatswana	Hebron College of Education Moretele College of Education Strydom College of Education Taung College of Education Tshebe College of Education	P/B X1084, GARANKIWA, 0208 P/B X378, MAKAPANSTAD, 0404 P/B X717, SELDSHESHA, 9785 P/B X03, PUDIMOE, 8580 P/B X2003, TUBABANE, 0305	(0148) 24288 (0202) 18 (0208) 2322 (0202) 20 (014854) 2917
Venda	Malhedo College of Education Ramsano Mubshani Training Centre Tshimani College of Education Venda College of Education	P/B X1004, DZANANI, 0870 P/B X1303, TSHAKHUMA P/B X1302, TSHAKHUMA P/B X2289, SIBASA, 0870	(0202) 40 (0202) 44 (0202) 8 (01889) 21401
Ciskei	Dr. W. B. Rubusana College of Education Lennox Sebe College of Education Mabulale College of Education	P/B X140, MDANTBANE, 3219 P.O.Box 685, KING WILLIAM'S TOWN, 5800 P/B X358, WHITTLESDEAN, 5360	(0400) 612938 (0401) 41381 (0402) 80

APPENDIX 4

TRANSKEI COLLEGES OF EDUCATION - SUBJECT GROUPING

THE UNIVERSITY OF TRANSKEI
THE DEPARTMENT OF COLLEGIATE EDUCATION

5. REVISED JPTD & SPTD CURRICULUM STRUCTURES:

JPTD:

- | | | | |
|---------|---|--|--|
| GROUP 1 | - | Principles of Education
Educational Psychology
Educational Management or
School Organisation | Education |
|
 | | | |
| | | STREAM A | STREAM B |
| GROUP 2 | - | English
Xhosa/Zulu/ Sotho
Maths
Health Education
Religious
Education | English
Xhosa/Zulu/Sotho
Enviroment
Studies |
| | | | streaming
only at
3rd year
level |
| GROUP 3 | - | English Communication Skills
Xhosa/Sotho/Zulu Orals
Teaching Science which incorporates –
* Microteaching
* demonstration lessons
* chalkboard work
* construction of T.A. (E.T.)
* Teaching practice | |
| GROUP 4 | - | a) Physical Education
School Librarianship

b) Two selected from
Needlework
Gardening
Music / Singing
Art and Craft
Afrikaans Kommunikasie | |

SPTD:

- | | | | |
|---------|---|---|---|
| GROUP 1 | - | Principles of Education
Educational Psychology
Educational Management or
School Organisation | Education |
|
 | | | |
| | | STREAM A | STREAM B |
| GROUP 2 | - | English
Xhosa/Sotho/Zulu
Mathematics
General Science | English
Xhosa/Sotho/Zulu
History
Geography |
| | | | streaming
from 1st year |
| GROUP 3 | - | English Communication Skills
Xhosa /Sotho / Zulu Orals
Teaching Science which incorporates –
* Microteaching
* demonstration lessons
* chalkboard work
* construction of T.A. (E.T.)
* Teaching Practice | |
| GROUP 4 | - | a) Health Education
Religious Education
Physical Education
School Librarianship

b) Two selected from
Needlework
Gardening
Music / Singing
Art and Craft
Afrikaans Kommunikasie | |

STD COLLEGES

5. The STD programme contains the following options:

5.1 Regular school subjects:

5.1.1 GROUP 1 – Principles of Education
Educational Psychology
Educational Management or School Organisation } Education

5.1.2 GROUP 2 – Two School Subjects from
English
Afrikaans
Xhosa / Sotho / Zulu
History
Geography
Biology
Biblical Studies
Mathematics
Physical Science
Agricultural Science

5.1.3 GROUP 2 – Four Commercial School Subjects:

All four commercial subjects to be taken together for the first and second year.

These could be any four from the following, Accounting included:

Accounting

Economics

Business Economics / Business Administration

Typing

Commercial Law / Mercantile Law

or any other approved commercial subjects. Accounting will be compulsory. During the final year Accounting plus one other subject will be taken as majors.

5.1.4 GROUP 2 – Special School Subjects

A special subject such as:

Music

Physical Education (Human Movement Science)

Home Economics and Needlework

Fine Art should be taken together with one other school subject from Group 2 above (see 5.1.2) except Home Economics and Needlework.

5.1.5 GROUP 3 – English Communication Skills

Teaching Science (all components, see under SPTD above).

5.1.6 GROUP 4 – (a) Religious Education

Health Education

School Librarianship

Physical Education

(b) Two selected from

Needlework

Gardening

Music / Singing

Art and Craft

Afrikaans Kommunikasie

Some of these are special subjects that can also be taken as majors. If, however, a student does not take these as major options a choice of two should be permitted.

APPENDIX 5

**SCHOOL LIBRARIANSHIP SYLLABI FROM THE EDUCATION DEPARTMENTS
OF: VENDA, CISKEI, BOPHUTATSWANA AND TRANSKEI**

APPENDIX 5.1

VENDA EDUCATION DEPARTMENT

REPUBLIC OF VENDA



VP. 18

REPUBLIEK VAN VENDA

RIPHABULIKI YA VENDA

MUSHO WA PFUNZO NA MVELELE
DEPARTMENT OF EDUCATION AND CULTURE
DEPARTEMENT VAN ONDERWYS EN KULTUUR

PRIVATE BAG
Privaatsak x 2250
SIBASA
Venda

Diresi ya thelegrafu
Telegraphic address "PFUNZO"
Telegrafiese adres

Nomborondaula

Reference No:

2/7/2

Verwysings nr.:

14 OCT 1993

Hu rhodziswa:

Enquiries:

Navrae: Library services

Tel. No. (015581) 3-1001

Fax No. (015581) 3-1179

Mrs V. Magwentshu
e/o University of Transkei
Dept. of information science
P/Bag x1
UNITRA
5100
TRANSKEI

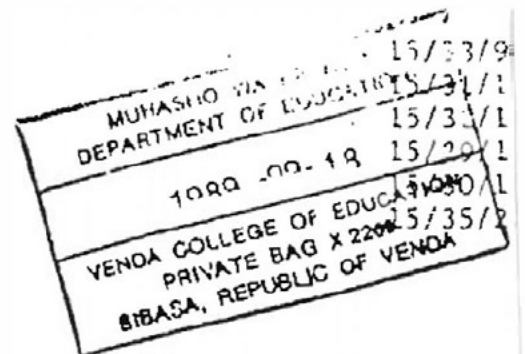
Dear Madam

We acknowledge receipt of your letter dated 10 September 1993, wherein you've made a request for "School librarianship curriculum" used in our colleges of Education. Included herewith, find copies of the curricula structure.

Anticipating success in your effort

1
DIRECTOR GENERAL : DEPT. OF EDUCATION & TRAINING

/nvm



DEPARTMENT OF EDUCATION AND TRAINING

PRIMARY TEACHERS' DIPLOMA (PRE-PRIMARY)
(GROUP IV SUBJECT)

PRIMARY TEACHERS' DIPLOMA (JUNIOR PRIMARY AND SENIOR PRIMARY)
(GROUP III SUBJECT)

SECONDARY TEACHERS' DIPLOMA
(GROUP III SUBJECT)

SECONDARY TEACHERS' DIPLOMA
(WITH DEGREE COURSES)
(GROUP III SUBJECT)

SECONDARY TEACHERS' DIPLOMA (TECHNICAL)

SYLLABUS FOR

LIBRARY ORIENTATION

1990 STRUCTURES

DATE OF IMPLEMENTATION: 1990

SECONDARY TEACHERS' DIPLOMA
(ACADEMIC AND TECHNICAL)

SYLLABUS FOR LIBRARY ORIENTATION: BACKGROUND SUBJECT

FIRST YEAR OF STUDY

1985 STRUCTURE

A. AIMS OF SYLLABUS

1. To introduce student teachers to the library, to give them the necessary insight into classification and cataloguing and to equip them with the necessary basic skills needed in a library.
2. To acquaint student teachers with the characteristics of reference books.
3. To introduce students to the concept of a multi-media library.
4. To train student teachers in note-taking and reading guidance and to assist them to make effective use of a library.
5. To make student teachers conversant with non-book audio and visual material.

B. GENERAL REMARKS ON SYLLABUS

1. All students must receive tuition in this subject, which forms part of the general first year curriculum, for one period per week during the first year of study.
2. Wherever possible, the subject matter must be dealt with in the library and its practical application be given as homework.
3. This course is intended to assist students to use a library effectively for their own studies.

C. EXPOSITION OF SYLLABUS

NOTE: The number of periods allocated to each section is indicated in brackets.

1. Introducing the library (4 periods)
 - 1.1 The purpose and aims of the school library in general.
 - 1.2 The development of the multi-media library (Resources Centre.)

1.3 The supplementary role which the public library can play.

1.4 Library rules (in particular own college library.)

- 1.4.1 (i) Library hours.
- 1.4.2 (ii) Number of books that may be borrowed.
- 1.4.3 (iii) Reading matter that cannot be borrowed.
- 1.4.4 (iv) Loan period.
- 1.4.5 (v) Extension of loan period.
- 1.4.6 (vi) Reservation of books out on loan.
- 1.4.7 (vii) Issue of multi-media items.

1.5 Furniture and equipment

- 1.5.1 Shelves
- 1.5.2 Book cupboards
- 1.5.3 Tables and chairs
- 1.5.4 Trays for card catalogues
- 1.5.5 Notice-board
- 1.5.6 Book supports
- 1.5.7 Shelf guides

1.6 Arrangement of books in a library.

- 1.6.1 From left to right.
- 1.6.2 Call numbers.
- 1.6.3 Subject literature.
- 1.6.4 Fiction.
- 1.6.5 Reference works.

2. Anatomy of book (1 period)

- 2.1.1 The cover
- 2.1.2 The body
- 2.1.3 The hinge
- 2.1.4 Handling of books: Basic rules

3. Classification (2 periods)

- 3.1.1 What is classification?
- 3.1.2 The value of classification
- 3.1.3 General principles of classification
- 3.1.4 The Dewey Decimal Classification - a cursory discussion.

4. Cataloguing (4 periods)

- 4.1.1 (a) The purpose of the card catalogue.
- 4.1.2 (b) The requirements of the card catalogue.
- 4.1.3 (c) The systematic catalogue.
 - 4.1.3.1 (i) Author cards.
 - 4.1.3.2 (ii) Subject cards.
 - 4.1.3.3 (iii) Title cards.
 - 4.1.3.4 (iv) Analytical cards.
 - 4.1.3.5 (v) Index cards (key cards).

4.1.4 Central Cataloguing.

4.1.5 Alphabetical and numerical arrangement of catalog cards.

5. Reference works and how to use them effectively. (5 periods)

5.1 Dictionaries

5.1.1 Definition

5.1.2 Kinds of dictionaries

5.1.3 Arrangements of dictionaries

5.1.4 How to use a dictionary

5.2 Encyclopaediae

5.2.1 (i) Definitions

5.2.2 (ii) Kinds of encyclopaediae

5.2.3 (iii) Arrangement of encyclopaediae

5.2.4 (iv) Requirements for a good encyclopaedia

5.2.5 (v) Limitations of an encyclopaedia

5.2.6 (vi) Uses of an encyclopaedia

5.2.7 (vii) How to use an encyclopaedia effectively

5.3 Atlases

5.3.1 (i) Kinds of atlases

5.3.2 (ii) How to use an atlas

5.4 Other reference works

5.4.1 (i) Yearbooks

5.4.2 (ii) Bibliographies

5.4.3 (iii) Railway time-tables

5.4.4 (iv) Telephone directories

6. Taking notes and making summaries (4 periods)

6.1.1 (a) Techniques

6.1.2 (b) Practical application

7. Reading guidance and selection of books (3 periods)

7.1 A demonstration lesson in which books are introduced to the whole class.

7.1.1 A few books by the same author can be taken and the class's attention can then be focussed on the kind of book he writes. Another approach is to discuss a few books, each one by a different author but with a common aspect, such as an element of tension for instance. Each student must also be given the opportunity to discuss a book which he or she has read recently.

7.2 Story time in the library.

- S. Periodicals and newspapers (1 period
9. Displays: (2 period
- 9.1.1 For teachers: - introducing subject books and new books
- 9.1.2 Display of children's literature.

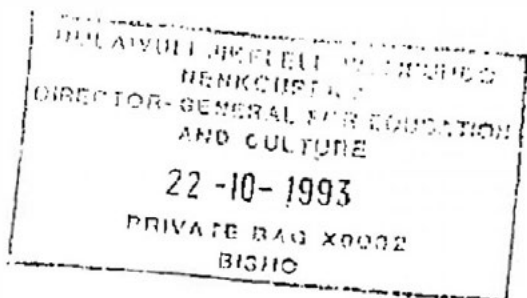
D. EVALUATION

This subject is evaluated as a credit.
Guidelines for the allocation of marks:

Tests (at least two tests)	50 marks
Year mark (written assignments based on the syllabus: at least two assignments)	<u>50 marks</u>
	100 marks
Minimum of Credit	50%

APPENDIX 5.2

CISKEI EDUCATION DEPARTMENT



University of Transkei
Dept of Information Science
Private Bag X1
Unitra 5100
TRANSKEI

10 September 1993

The Director General
Private Bag X0032
BISHO
Ciskei

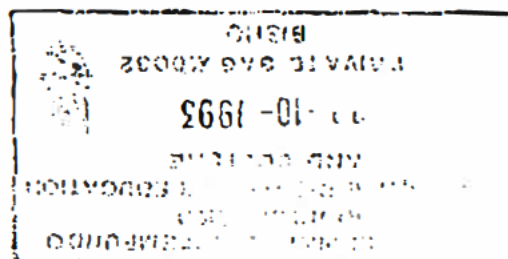
Sir/Madam

REQUEST FOR SCHOOL LIBRARIANSHIP CURRICULA USED IN COLLEGES OF EDUCATION.

I am a student at the University of Natal. I am currently researching on School Librarianship Curricula, TBVC and Self Governing States. Kindly supply me with the copy of the syllabus. The aim is comparing the different syllabi with the aim of formulating guidelines for a standardised Curricula for the future Education System.

Yours faithfully


V. MAGWENTSHU (MRS)



SYLLABUS FOR BOOK EDUCATION

A. AIM: OF THE SYLLABUS

The aim of this course is to enable the student teacher

1. to administer a library at a school;
2. to integrate it with the teaching programme and
3. to become familiar with BOOK EDUCATION and a number of general aspects which will contribute towards inculcating library consciousness/awareness.

B INTRODUCTION TO THE SYLLABUS

1. This course must be given in the college library which should be equipped with a portable chalkboard, tables and seats for all the students;
2. The course should be given by a lecturer in school librarianship and not by one of the other lecturers.
3. The contents of the syllabus must be studied and the methods employed in giving BOOK EDUCATION must correlate with those taught in Didactic Pedagogics.
4. At least four class tests should be written in the course of the year.
5. ONE period per week is allocated to this subject in the first year of study.

C. CONTENT OF THE SYLLABUS

NOTE: The number of periods allocated to each section is indicated in brackets.

INTRODUCTION TO BOOK EDUCATION:

- 1.1 The nature, character and educational aim of the school library:-

the place and role of goal-setting for the school library in the daily school programme:-

- 1.1.1 formulating aims and objectives;
- 1.1.2 implementing of aims and objectives;
- 1.1.3 the reasons for inadequate use of the school library;;
- 1.1.4 measures which will ensure that the school library will be used to its full potential.

(4 periods)

2. Rules of conduct and rules of use, handling of books

(1 period)

3. The relationship between school subjects and books in the class library or media centre.
(2 periods)
4. The role of the school library as an indispensable and integral part of the education programme of the school and an essential educational media modern methods of instruction and educational concepts.
(3 periods)
5. Systematically learn to use the library effectively - e.g. how to summarize a book; writing down key words when reading a book/a story, browsing through books, newspapers, magazines and using the catalogue.
(4 periods)
6. ASSIGNMENT/PROJECT WORK:
a planned self-study assignment,
- headings and sub-headings;
- how to make own conclusions after reading a book;
- how to compile a bibliography.
sources by means of author, title, article, volume, number page, etc.
(3 periods)
7. Directing non-book media use -
- tape recordings;
- gramophone recordings
- sounds and slides
- films
- videotape recordings
introduce students/pupils to the wide variety of media for curricular and extra-curricular use to develop appropriate skills how to use these media effectively and to develop the ability and desire to become life-long users of information sources and services.
(6 periods)
8. POSTERS AND LIBRARY DISPLAYS
Displays and poster work must always be a means to an end, to make pupils, students and staff realise that the school library is the fountain-head of knowledge and to encourage everyone in the school to become and remain readers and library members.
posters and displays can be related to any subject the idea displays is to show that the school library contains something more than books only.
[TOTAL 26 PERIODS]

D. EVALUATION

1. This is an internal evaluated subject.
2. The YEAR MARK will be calculated from marks obtained during the year in test, projects and assignments. At least two assignments must be written during the year.
3. An internal written examination of 1 hour will be conducted at the end of the year and be marked out of 100 marks.
4. Compilation of Year Mark:

Written work, tests and assignments	100 marks
Practical work	<u>100</u> marks
TOTAL	<u>200</u> marks

5. Final Mark:

Year Mark	:	200
Examination	:	<u>100</u>
TOTAL		<u>300</u>

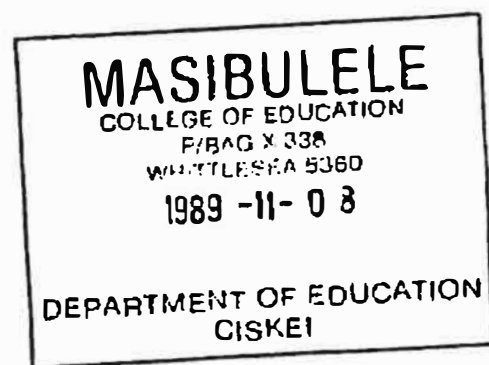
The final mark must be expressed as a percentage.

15/29/17

DEPARTMENT OF EDUCATION AND TRAINING

SECONDARY TEACHERS' DIPLOMA

SYLLABUS FOR



LIBRARY ORIENTATION

(GROUP III SUBJECT)

1990 STRUCTURE

1939 -09- 0 1

PRIMARY TEACHERS' DIPLOMA COURSES
(PRE-PRIMARY, JUNIOR PRIMARY AND SENIOR PRIMARY)
AND
SECONDARY TEACHERS' DIPLOMA
SYLLABUS FOR LIBRARY ORIENTATION : BACKGROUND SUBJECT
FIRST YEAR OF STUDY
1985 STRUCTURE

A. AIMS OF SYLLABUS

1. To introduce student teachers to the library, to give them the necessary insight into classification and cataloguing and to equip them with the necessary basic skills needed in a library.
2. To acquaint student teachers with the characteristics of reference books.
3. To introduce students to the concept of a multi-media library.
4. To train student teachers in note-taking and reading guidance and to assist them to make effective use of a library.
5. To make student teachers conversant with non-book audio and visual material.

B. GENERAL REMARKS ON SYLLABUS

1. All students must receive tuition in this subject, which forms part of the general first year curriculum, for one period per week during the first year of study.
2. Wherever possible, the subject matter must be dealt with in the library and its practical application be given as homework.
3. This course is intended to assist students to use a library effectively for their own studies.

C. EXPOSITION OF SYLLABUS

NOTE: The number of periods allocated to each section is indicated in brackets.

1. Introducing the library (4 periods)
 - 1.1 The purpose and aims of the school library in general.

1.2 The development of the multi-media library (Resource Centre.)

1.3 The supplementary role which the public library can play.

1.4 Library rules (in particular own college library.)

- 1.4.1 (i) Library hours.
- 1.4.2 (ii) Number of books that may be borrowed.
- 1.4.3 (iii) Reading matter that cannot be borrowed.
- 1.4.4 (iv) Loan period.
- 1.4.5 (v) Extension of loan period.
- 1.4.6 (vi) Reservation of books out on loan.
- 1.4.7 (vii) Issue of multi-media items.

1.5 Furniture and equipment

- 1.5.1 Shelves
- 1.5.2 Book cupboards
- 1.5.3 Tables and chairs
- 1.5.4 Trays for card catalogues.
- 1.5.5 Notice-board
- 1.5.6 Book supports
- 1.5.7 Shelf guides

1.6 Arrangement of books in a library.

- 1.6.1 From left to right.
- 1.6.2 Call numbers
- 1.6.3 Subject literature
- 1.6.4 Fiction
- 1.6.5 Reference works.

2. Anatomy of the book (1 period)

- 2.1.1 The cover
- 2.1.2 The body
- 2.1.3 The hinge
- 2.1.4 Handling of books: Basic rules

3. Classification (2 periods)

- 3.1.1 What is classification?
- 3.1.2 The value of classification
- 3.1.3 General principles of classification
- 3.1.4 The Dewey Decimal Classification - a cursory discussion.

4. Cataloguing (4 periods)

- 4.1.1 (a) The purpose of the card catalogue.
- 4.1.2 (b) The requirements of the card catalogue.
- 4.1.3 (c) The systematic catalogue.

- 4.1.3.1 (i) Author cards.
- 4.1.3.2 (ii) Subject cards.
- 4.1.3.3 (iii) Title cards.
- 4.1.3.4 (iv) Analytical cards.
- 4.1.3.5 (v) Index cards (key cards).

4.1.4 Central Cataloguing.

4.1.5 Alphabetical and numerical arrangement of catalogue cards.

5. Reference works and how to use them effectively. (5 periods)

5.1 Dictionaries

- 5.1.1 Definition
- 5.1.2 Kinds of dictionaries
- 5.1.3 Arrangements of dictionaries
- 5.1.4 How to use a dictionary

5.2 Encyclopaediae

- 5.2.1 (i) Definitions.
- 5.2.2 (ii) Kinds of encyclopaediae
- 5.2.3 (iii) Arrangement of encyclopaediae
- 5.2.4 (iv) Requirements for a good encyclopaedia
- 5.2.5 (v) Limitations of an encyclopaedia
- 5.2.6 (vi) Uses of an encyclopaedia
- 5.2.7 (vii) How to use an encyclopaedia effectively

5.3 Atlases

- 5.3.1 (i) Kinds of atlases.
- 5.3.2 (ii) How to use an atlas

5.4 Other reference works

- 5.4.1 (i) Yearbooks.
- 5.4.2 (ii) Bibliographies
- 5.4.3 (iii) Railway time-tables
- 5.4.4 (iv) Telephone directories

6. Taking notes and making summaries (4 periods)

- 6.1.1 (a) Techniques
- 6.1.2 (b) Practical application

7. Reading guidance and selection of books (3 periods)

- 7.1 A demonstration lesson in which books are introduced to the whole class.
 - 7.1.1 A few books by the same author can be taken and the classes attention can then be focussed on the kind of book he writes. Another approach is to discuss a few books, each

one by a different author but with a common aspect, such as an element of tension for instance. Each student must also be given the opportunity to discuss a book which he or she has read recently.

7.2 Story time in the library.

8. Periodicals and newspapers (1 period)
9. Displays: (2 periods)
 - 9.1.1 For teachers : - introducing subject books and new books.
 - 9.1.2 Display of children's literature.

D. EVALUATION

This subject is evaluated as a credit.
Guidelines for the allocation of marks:

Tests (at least two tests)	50 marks.
Year mark (written assignments based on the syllabus: at least two assignments)	<u>50 marks.</u>
	100 marks
Minimum of Credit	50%

APPENDIX 5.3

BOPHUTATSWANA EDUCATION DEPARTMENT



TITLE : Librarianship Ancillary, Primary and Secondary 1991 - 1993.

- AIM(S):
1. To give students an understanding of the potential of the school library as an integral part of the educational function of the school, both in support of the school curriculum and in the broader education of the "whole child".
 2. To prepare students to be able to motivate and implement, in cooperation with the line of authority, the integration of the library and its resources into the intra- and extra-mural activities of the school.
 3. To prepare students to be able to develop the school library as a learning centre for the active, independent pursuit of knowledge by the pupil, for the improvement of his skills of learning and enquiry.
 4. To enable students to stimulate and foster in pupils the enjoyment of leisure activities and the development of their personal interests by the use of library materials.
 5. To equip students to manage and administer the school library effectively.
 6. To encourage reading as an educational and recreational activity.

- INTRODUCTION:
1. The syllabus for PRIMARY and SECONDARY ancillary courses is identical except in the subject SELECTED OF MATERIALS. For SECONDARY students please use the same syllabus for PRIMARY students in the areas of MEDIA USER GUIDANCE, REFERENCE MATERIALS, and ADMINISTRATION AND ORGANISATION. The first year of study will be called CLIBR 110, the second year CLIBR 210, and the final year CLIBR 310. Courses will run for one year each, not for a semester. There will be first and second semester marks and first and second semester examinations.
 2. The total number of periods per year has been allocated on the basis of three periods per week being allocated to this ancillary.
 3. Double periods are requested. This is dictated by the nature of the practical work required in classification and cataloguing particularly where reasonably lengthy and uninterrupted periods of practice are necessary.
 4. Four double periods per year have been allocated to the general purpose of "films, tests, review of homework exercises/assignments", to take realistic account of the need for these activities during the course. The placing of these periods has been arbitrary; they should be used whenever appropriate during the year.
 5. Two double periods have been allocated to "revision" at the end of each semester. These are intended to be used to clarify and remedy problem areas prior to the examination.
 6. The terms "library" and "librarianship" are retained as being familiar in the school context of Bophuthatswana. They are, however, to be understood as embracing the concepts, respectively, of a collection of all relevant types of print and non-print materials and of the management and exploitation of these materials. The terms "school library" and "school library resource

as used in the following pages are, therefore interchangeable.

7. Students should be encouraged to read as widely as possible on an ongoing basis.- particularly works of fiction.
8. Students should be encouraged to discuss issues and share their expertise in the college classroom.
9. As much time as possible should be devoted to the examination and evaluation of books and materials.
10. Media User Guidance, Integration, Cataloguing and Classification should be taught in such a way that students leave the college with actual examples of lessons and processed materials.

CLIB 110

Duration : 3 lectures per week.

Course Methods : For CLIB 110, 210 and 310, one lecture per week per section for one year. The following are "suggested" methods for use by staff and students where appropriate:

Introductory input
 Guided discussion, group discussion
 Audio-visual support, Edutal
 Interviews, visits
 Demonstration and display of relevant materials,
 Practical work
 Role playing

Recommended Texts : College lecturers are to assist in the drawing up of bibliographies of recommended texts. They are encouraged to be eclectic in their use of sources of information. Magazines, T.V. and radio programmes, tape-slide sequences, films, newspapers, conference and workshop papers can all be consulted. Students encouraged to do likewise.

Requirements :

Content : A. SELECTION OF MATERIALS I

1. Picture story books.
2. Traditional literature -
 fairy stories, fables, folktales, nursery rhymes.
3. Realistic fiction.
4. Adventure stories.

B. REFERENCE MATERIALS

1. Language dictionaries.
2. Subject dictionaries.
3. General encyclopedias.
4. Subject encyclopedias.
5. Atlases and geographical sources.
6. Yearbooks and concordances.

C. ADMINISTRATION AND ORGANISATION I

1. The National Library of Bophuthatswana.
2. Library rules in the school library.
3. School library furniture.
4. School library issue system.
5. Learning to use the school library catalogue.
6. Budgeting and buying for the school library.
7. Accessioning and processing school library materials.
8. Introduction to Cataloguing and Classification for the school library.

Evaluation CLIBR 110 :

Semester mark : 50 mark assignment or test on Selection of Materials I,
25 mark assignment or test each on Reference Materials
and Administration and Organisation I.
The procedure will be followed in each semester to give a
1st semester mark and a 2nd semester mark.

Examination mark : [Candidates must answer one question from each section
and one other question. All questions carry equal
marks. Total = 100 marks]

1st semesterSection A

From Selection of Materials I -

- Picture story books
- Traditional literature

Section B

From Reference Materials -

- Language dictionaries
- Subject dictionaries
- General encyclopedias
- Subject encyclopedias

Section C

From Administration and Organisation I -

- The National Library of Bophuthatswana
- The school library rules
- School library furniture
- School library issue system

2nd semester examinationSection A

From Selection of Materials I -

- Realistic fiction
- Adventure stories

Section B

From Reference Materials -

- Atlases and geographical sources
- Yearbooks and concordances

Section C

From Administration and Organisation I -

- Budgeting and buying for the school library
- Introduction to Cataloguing and
Classification for the school library

Final mark : Semester Mark + Examination Mark divided by 2 = Final Mark.

CLIBR 210

Duration : 3 lectures per week

Content : A. SELECTION OF MATERIALS II

1. Fantasy
2. Science Fiction
3. Magazines for children
4. Audio-visual software -
 - Discuss the format
 - Display published software
 - Contact ATA
 - Ask for source

MEDIA USER GUIDANCE I

1. Planning the school library lesson -
 - Working out the skills which need to be taught
 - and the objectives which need to be reached
 - Designing lessons in which specific skills are taught and objectives reached
2. Working out lessons based on the unit theme method, e.g. rotating assignment method

NOTE Students should spend most of their time in this subject devising ways in which school children can be taught to use the school library. Time should be devoted to making examples of appropriate apparatus and generating lesson plans to teach particular skills required by pupils in the school library.

C. ADMINISTRATION AND ORGANISATION II

It is understood that the above component overlaps to a large extent and can therefore be taught concurrently where appropriate.

1. Classification
2. Cataloguing
3. Indexing
4. Subject cataloguing and vocabulary control
5. Systematising the catalogue
6. Shelf reading

Evaluation CLIBR 210 :

Semester mark : 25 mark evaluation of apparatus and lessons prepared in Media User Guidance I

25 mark assignment or test on Selection of Materials II

50 mark assignment or test on Administration and Organisation II

This procedure will be followed in each semester to give a 1st semester and 2nd semester mark

Examination mark : NOTE that Administration and Organisation II is not examined, but dealt with during the semester.
 [In each section two questions will be set. Candidates must answer one question from each section. Each question is worth 45 marks. A further 10 marks are allocated for language and presentation. Total = 100 marks]

1st semester

Section A

From Selection of Materials II -

Fantasy

Science fiction

Section B

From Media User Guidance I -

Planning the library lesson

2nd semester

Section A

From Selection of Materials II -

Magazines for children

Audio-visual software

Section B

From Media User Guidance I -

The unit theme method

Final mark : Semester mark + Examination mark divided by 2 = Final Mark

CLIBR 310

Duration : 3 lectures per week

Content : A. SELECTION OF MATERIALS III

1. Bible stories
2. Social and environmental studies
3. History and biography
4. Geography
5. Plants and animals
6. Science, ecology, and conservation
7. Poetry and drama

B. MEDIA-USER GUIDANCE II

1. The integration programme
2. The school library policy
3. The school library committee
4. The school reading policy

C. ADMINISTRATION AND ORGANISATION III

1. Organising hardware and software in the school library
2. Maintaining the media user guidance programme
3. Maintaining the integration programme
4. Attracting users to the school library, e.g. displays, book clubs, etc.
5. Current awareness programmes

Evaluation CLIBR 310 :

Semester mark : 50 mark assignment or test on Selection of Materials III
 25 mark assignment or test each on Media User Guidance II
 and Administration and Organisation III

Examination mark : [Two questions will be set on each section. Candidates will be required to answer one question from each section. Each question will be worth 30 marks. A further 10 marks are allocated for language and presentation. Total = 100 marks]

1st semester

Section A

From Selection of Materials III

Bible stories

Social and environmental studies

History and biography

Geography

Section B

From Media User Guidance II -

The integration programme

The school library policy

Section C

From Administration and Organisation III -

Organising hardware and software in the school library

Maintaining the Media User Guidance programme

2nd semester

Section A

From Selection of Materials III -

Science

Plants and animals

Ecology and conservation

Poetry and drama

Section B

From Media User Guidance II -

The school library committee

The school reading policy

Section C

From Administration and Organisation III

Maintaining the integration programme

Attracting users to the library

Current awareness programme

Final mark : Semester mark + examination mark divided by 2 = Final mark

CLIBR 110, 210, 310 for UDES students

FOLLOW EXACTLY THE SAME SYLLABUS AS FOR CLIBR 110, 210 AND 310 EXCEPT FOR THE SUBJECT SELECTION OF MATERIALS I, II AND III.

For UDES students follow this syllabus for Selection of Materials I, II and III:

CLIBR 110

Content : A. SELECTION OF MATERIALS-I

1. Traditional literature
2. Popular novels, e.g. Modern realistic fiction, fantasy, historical fiction, science fiction
3. Biography
4. Readable non-fiction, e.g. extracurricular works

Evaluation CLIBR 110 :

Semester mark : 50 assignment or test

Examination mark : 1st semesterSection A

From Selection of Materials I -

Traditional literature

Popular novels

2nd semesterSection A

From Selection of Materials I -

Biography

Readable non-fiction

Content : A. SELECTION OF MATERIALS II

1. Young people and their problems (fiction and non-fiction)
e.g. drug abuse, moral dilemmas, etc.
2. Magazines for young people
3. Audio-visual software
4. Social studies

Evaluation CLIBR 210 :

Semester mark : 25 mark assignment

Examination mark : 1st semesterSection A

From Selection of Materials II -

Young people and their problems (fiction and non-fiction)

Magazines for young people

2nd semester

From Selection of Materials II -

Audio-visual software

Social studies

CLIBR 310

Content : A. SELECTION OF MATERIALS III

1. History
2. Geography
3. Plants and animals
Ecology and conservation
Science
Poetry and drama

Evaluation CLIBR 310 :

Semester mark : 50 mark assignment or test

Examination mark : 1st semesterSection A

From Selection of Materials III -

History

Geography

Plants and animals

2nd semesterSection A

From Selection of Materials III -

Ecology and conservation

Science

Poetry and drama

APPENDIX 5.4

TRANSKEI EDUCATION DEPARTMENT

TRANSKEI COLLEGES OF EDUCATION SYLLABUS : SCHOOL LIBRARIANSHIP : STD/PTD

COURSE OUTLINE

FIRST YEAR:

UNIT 1 : INTRODUCTION TO BOOKS AND LIBRARIES

- (i) The role of information in society
- (ii) Information sources - categories, characteristics and uses
- (iii) Parts of a book - physical and printed parts
- (iv) Care and handling of books and other media
- (v) The school library - its meaning and role in education
(According to level of user)

UNIT 2 : MANAGEMENT OF LIBRARY MATERIALS

- (i) Preparation of books for the shelf
- (ii) Arrangement of documents in a library (Consider level of user)
- (iii) How to use the catalogue
- (iv) Library rules
- (v) Physical facilities - library building and furniture
(According to level of users)
- (vi) Media of communication - (Primitive to modern).

UNIT 3 : INFORMATION ANALYSIS AND RETRIEVAL

- (i) Use of DDC Abridged Edition (2nd Summary)
- (ii) Cataloguing the diversity of documents in a school library
- (iii) Allocation of subject headings
- (iv) Practical exercises in classification and cataloguing
including a few basic filing rules.

SECOND YEAR:

UNIT 4 : ORGANISATION AND ADMINISTRATION

- (i) The role of the principal, teacher librarian, teaching staff and student assistants.
- (ii) Collection building and acquisition policy, selection and acquisition of materials, acquisition procedures for Transkei schools.
 - Selection of information sources for the teaching staff.
- (iii) Co-operation with local public library - visits to and/or book loans from the public library.

UNIT 5 : USER GUIDANCE

- (i) Reading needs and interests of children and how the book can help to satisfy these. (According to level of user).
- (ii) Cultivating and promoting reading habits.
- (iii) The school library and the reluctant user.
- (iv) The school library and the exceptional pupil.
- (v) Children's and youth literature.

UNIT 6 : INTEGRATION

- (i) The meaning and need for integrating school library programme with the entire school programme.
- (ii) How to organise class visits to the library.
- (iii) How to use the library for an assignment.
- (iv) Visit to at least a Model School Library or any other type of library preferably a Public Library or University Library.

- (v) Group bibliographical project (compilation of reading lists or references on a chosen topic).

EVALUATION:

Practical work should be on the basis of continuous assessment and average 50 marks, the remaining 50 marks will be theory work.

PRESCRIBED BOOKS:

- 1) Fricke, Shirley Basic book education. Cape Town, Maskew Miller 1982.

Recommended Teacher's Handbooks

1. Groenewald, E.C. The School library in educational perspective, Pretoria : TED 1966.
2. How to run a school library: a library manual for Transkei schools compiled by S.A. Brink. Umtata : Library Association of Transkei, 1984.
3. ALA filing rules.
4. DDC Abridged Edition.

Additional Reading Material

1. Vink, C.M. & Frylinck, J.H. Literary Orientation. Goodwood (Cape): Via Afrika 1983.
2. Botha, E.C.W. Book education: an introduction to school librarianship Cape Town: Longman, 1981.