

CHAPTER 1

STATEMENT OF PROBLEM AND DEMARCATION OF FIELD OF STUDY

1.1 Introduction

Since the first democratic election in April 1994, South Africa has been engaged in the process of restructuring its entire education system. The first step has been to integrate the nineteen ethnically-based education departments, created by the previous government, into one non-ethnic national Department of Education and nine provincial departments of education (South Africa 1994:15). The library and information services (LIS) sector has also been through a process of fundamental change (Leach 1998:3). Underlying this restructuring process has been the transition from a racist apartheid-based society to a non-racial democracy.

In *The Reconstruction and Development Programme: a policy framework* (RDP) (African National Congress 1994:4), it is stressed that the legacy of apartheid cannot be overcome with piecemeal and unco-ordinated policies, but that strategies, to harness all the country's resources in a coherent, purposeful, and sustainable effort, are needed. The new democratic government is seen as responsible for developing the country's human resources to the full, and for focusing education to the optimum improvement of the individual and the community (African National Congress 1994:60).

Central to the national human resources' development strategy is the need to encourage civil society to participate in the provision of learning opportunities (African National Congress 1994:60), and in the establishment of structures of institutional governance which encapsulate the needs of all stakeholders as well as those of the broader community (African National Congress 1994:61).

The establishment and provision of appropriate and relevant LIS for all, institutions which are comprehensively democratic in policy and principle, is crucial to transforming the South African society. It is acknowledged that an informed and empowered citizenry is essential for a participatory democracy (African National Congress 1994:120-121; Karlsson, Nassimbeni, & Karelse 1996:18; Lor 1994:133).

1.2 Background to the problem

Because of the historical development of separate residential areas along racial lines in South African urban and rural areas, the information needs of the previously disadvantaged communities have been grossly overlooked in the past. LIS have been heavily biased in favour of white users, towns, and suburbs (Nassimbeni 1991b:46). As a result, substantial backlogs exist in public and school library services in the rural areas and in those communities living on urban peripheries.

The rural areas, especially those which formed part of the former “homelands” have been particularly disadvantaged. The RDP emphasises that in these areas the poorly developed social services and infrastructure have to be improved. It also stresses that much of the control of democratic, government-funded services has to be transferred to the rural people for whom they are intended, within the framework of each sector’s national and provincial policy (African National Congress 1994:84-85).

In the *School Register of Needs Survey* (South Africa. Department of Education 1997: 8), undertaken on behalf of the Department of Education in 1996, it was found that media centres (including libraries) in primary schools are almost non-existent. The worst off among primary schools are in the Northern Province (2 per cent with media centres), the Free State (4 per cent with media centres) and the Eastern Cape (4 per cent with media centres). The lowest percentage of secondary schools with media centres were found in the Northern Province (9 per cent), the Eastern Cape (26 per cent) and KwaZulu-Natal (30 per cent).

The provision of public library services intended for all communities is also inadequate. In the *Public library update RSA* (1996:11), it was found that the membership of public libraries, as percentage of the total population, was highest in the Western Cape (27,8 per cent) and lowest in the Northern Province (1,1 per cent), the North West (3,2 per cent) and Mpumalanga (3,5 per cent).

Since the emphasis of the new, non-racial education dispensation is on equal opportunities for all (irrespective of race and sex), and on redress of existing imbalances, expectations among previously disadvantaged sectors of society have been that all schools would get centralised school libraries in the short or medium term. The prospect that existing school libraries/media centres would soon be on par with those at schools of the former Department of Education and Culture (House of Assembly), also known as “Model C schools” formed part of this aspiration (South Africa. Department of Education 1999:11-12).

In the light of the high enrolment figures of learners, and the severe cuts in library funding by the government in recent years, it is obvious that these expectations cannot be met (Karlsson, Nassimbeni & Karelse 1996:18; South Africa. Department of Education 1999:13). Various authors have reported on the serious deterioration of public and school library services which has consequently occurred (Hansen 1999:12; Hendrikz 1998:2; Leach 1998:3; Lor 1998:7-12). In his report presented to Parliamentarians in 1998, Lor (1998:11) pointed out that libraries had, since 1996, become the ‘soft targets’ of the government’s belt-tightening exercises, and that they had been increasingly crippled by lack of funds and staff. In most provincial education departments no budget for book purchases had been allocated during the previous two years (Lor 1998:7). This lack of school libraries was putting additional pressure on under-resourced public libraries to provide study space and resources for school learners. It has also had a negative impact on the implementation of the new curriculum, *Curriculum 2005* - the Department of Education’s outcomes-based education model with its emphasis on resource-based and learner-centred teaching and learning (Le Roux 1999:5; Lor 1998:8).

The Department of Education (DoE) in its draft policy document, *A National Policy Framework for School Library Standards*, acknowledges that provincial departments of education (PEDs) do not have the immediate finances nor the personnel to close the gap between schools, and so attain a comparable level of library service in every school. The Department also recognises that no library model will ever satisfy educators’ and learners’ total resource needs for accessing the curriculum (South Africa. Department of Education 1999:11). Partnerships between schools, the

community, interest groups, and private enterprises could lead to a better quality of user service and also make the library less dependent on the state (South Africa. Department of Education 1999:13).

One way of redressing past imbalances and providing more cost-effective LIS is by considering alternative and achievable models of library and information provision within the framework of national norms and standards. The draft policy document, *A National Policy Framework for School Library Standards*, recognises this need for an innovative approach to providing LIS. The policy document, therefore, suggests that provincial departments, moving towards the eventual establishment of an equitable library in every school, follow either an “**incremental approach**” which will slowly increase the number of schools with centralised traditional libraries, or a “**transitional**” approach, which will implement temporary or transitional alternatives to the traditional school library (South Africa. Department of Education 1999:12).

The policy document then introduces a “menu” of library models from which a school community can make a choice according to the needs of the particular school and in relation to the available financial, human and material resources at the school. These library models are (South Africa. Department of Education 1999:13-24):

- One school, one library (traditional library model comprising a school with its own centralised library collection and teacher-librarian);
- One classroom, one library (a small collection of resources in the classroom appropriate to the level of the learners and the curriculum programme followed in the classroom. Also referred to as “book box library” or a “classroom library”);
- One cluster of schools, one library (where a school cluster in a particular locality shares the same library facility);
- One community, one library (where the school educators and learners and the community - general public - share the same library facility. Also referred to as a “school-community”, “joint-use”, “combined” or a “multi-purpose library”);

- One region, one library service (where the regional library service provides various library-related services to schools within the region);
- One learner, one library (library model often referred to as the ‘virtual library’ where an individual learner can access full-text documents and information from all over the world electronically);
- One lifelong learner, one library (a library facility which forms an integral part of an institution such as a community learning centre (CLC), educational development centre (EDC), or telecentre. The focus of this library is educational, with lifelong learning support.

One of the proposed models, the school-community library (One community one library) involves the merging of the school library and the public library with the aim of serving the entire community (South Africa. Department of Education 1999:18-20). The draft policy document, *A National Policy Framework for School Library Standards*, (South Africa. Department of Education, 1999:11-12) thus provides the framework for innovative co-operative planning between the public and school library sector.

The *Library & Information Services* report of the National Education Policy Investigation Library and Information Services Research Group (NEPI) (National Education Policy Investigation 1992:61) refers to this model as a multi-purpose or multi-user library, and suggests that its implementation could reduce the financial burden of providing information resources and encourage their optimum utilisation.

Two major LIS policy reports, Chapter 6 of the *Report of the Arts and Culture Task Group (ACTAG)* (Arts and Culture Task Group 1995:209), and the *Report of the Interministerial Working Group on the Library and Information Services (LIS) Function (National Level)* (South Africa. Department of Arts, Culture, Science and Technology & Department of Education 1997:35) also refer to the establishment of combined or joint-use libraries as a possible means of serving both the school and the community at large, but express the reservation that further research is needed to

explore this alternative library model. The ACTAG Report (Arts and Culture Task Group 1995:209) suggests that the joint-use library could be a feasible option in fast growing, disadvantaged, developing or rural areas where substantial backlogs exist.

A perusal of the *IFLA/UNESCO School Library Manifesto* (School ... 2000:12-13) and the *UNESCO Public Library Manifesto* (United Nations ... 1994:1-3) provides some insights into the character and similarities of school and public libraries, which suggest that a combination of their functions, programmes and services, in a new and appropriately structured operation, could be implemented with success. The full text of these Manifestos are attached as **Appendix A** and **B** respectively.

The school library and the public library target different users. School libraries cater for the learners and educators of a particular educational institution, while public libraries must satisfy a wider spectrum of needs in an entire community ranging from the pre-schooler to the senior citizen (Gattégno 1994:165; Haycock 1990:33). The key missions of both institutions, however, point to a shared aim - to instil in the child a desire to read and learn and become an effective user of information.

The first and third paragraph of the *IFLA/UNESCO School Library Manifesto* read as follows:

"The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.

... It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills" (School ... 2000:12).

In addition, two of the core school library services noted in the *IFLA/UNESCO School Library Manifesto* are:

"...developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives; and: offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment (School ... 2000:12).

The first two missions of the public library in the *UNESCO Public Library Manifesto* read:

- "1. *creating and strengthening reading habits in children from an early age;*
2. *supporting both individual and self conducted education as well as formal education at all levels"* (United Nations ... 1994:1).

Haycock (1990:33), is, however, of the opinion that, while both school and public libraries are, in the broadest meaning of the word, educational institutions, with similar aims and objectives, their specific targets, purposes, approaches, and methods of operation are quite different. Haycock believes that the school library/media centre is more a special library than a public library, as its service orientation is specific to the goals and objectives of the institution served, and because it serves an exclusive target population using specialised methods to achieve definite goals.

School libraries are specific to curriculum reform efforts, aimed at shifting education from text-bound, teacher-centred, and examination-oriented methods to education for a higher quality of life (Knuth 1995b:291). Their aim is to promote the acquisition of research and inquiry skills, and the development of independent thinking and learning (Knuth 1995b:292). This is achieved by the supply of a wide variety of educational resources, and instruction in their effective utilisation by the teaching of information literacy education (National Education Policy Investigation 1992:10; School ... 2000:12). The school library is, therefore, integral to the educational process (School ... 2000:12).

Most definitions describe the school library as a collection of educational material to improve the quality of education in a particular school or as a place for educational activities. The current view, however, is that the school library should become less of a place and more of a teaching method, and that it is both the result of and the catalyst for educational change (Knuth, 1995a:278,281; South Africa. Department of Education 1999:5).

This view of the school library determines its approaches and methods of operation. Haycock (1990:33), points out that, in the school library, the learner is taught how to learn on his own, how to locate, analyse and evaluate information through planned experiences, thereby acquiring research, study, listening and viewing skills. The teacher-librarian with his teaching background, together with his specialised training in the selection and use of learning resources, is seen to be ideally equipped to plan and develop learning programmes and study units with other teachers which culminate in team teaching. The *School Library Manifesto* (School ... 2000:13) stresses that the teacher-librarians, in an increasingly networked environment, must be competent in planning and teaching different information handling skills to both teachers and learners, and that they should, therefore, continually improve their professional training and development.

According to the *UNESCO Public Library Manifesto* (United Nations ... 1994:1), the public library is a living force for education, culture and information, and an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

Although the public library has various roles - education, provision of information, cultural enrichment, and recreation and leisure - its role as the “people’s university”, and as an agent for adult education and lifelong learning, has long been acknowledged (Williamson & Wallis 1998:258). The public library has, therefore, always been involved in non-formal and informal education, by empowering and facilitating self-education (Haycock 1990:33).

The needs and interests of the users of the public library may be of a factual type (e.g. the name and address of a government department, how to mix a drink, materials for hobbies, suggested solutions to problems), or be of a research nature (e.g. materials for a correspondence or university course), or finally of a recreational variety (e.g. best sellers, books in the news, advising readers in their interest areas, programmes for leisure time). The library also contributes information and references for the activities of clubs and community organisations (Haycock 1990:33).

In terms of the resources and services offered by the public library, the *UNESCO Public Library Manifesto* stipulates that collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. In addition, material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination (United Nations ... 1994:1-2).

Regarding the staffing of the public library, the *UNESCO Public Library Manifesto* (United Nations 1994:3) states that the librarian is an active intermediary between users and resources and that professional and continuing education of the librarian is indispensable to ensuring adequate services.

It would appear that, although the school library and the public library have different purposes - the former serving the specific curricular demands of the school, and the latter catering for the broader, more diverse needs of the general public (Amey 1979a:1), these libraries could improve the quality of their services, compensate for each other's deficiencies, and provide additional services to their users, by co-operating with each other (Le Roux 1999:4). Despite the fact that the necessity of a school library is sometimes questioned by library authorities or public librarians, the essential role that the school library and the school librarian play within a holistic educational environment, requires that school and public libraries, should, through their roles, programmes, and collections, rather complement and support than thwart each other (Oestreich 1994:16).

This view is endorsed by *The IFLA/UNESCO School Library Manifesto*, which stresses that the school library is essential to every long-term strategy for literacy, education, information provision, and for economic, social and cultural development, as well as being an essential partner in the local, regional and national library and information network (School ... 2000:12). The Manifesto states:

"Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained" (School ... 2000:12).

Two South African studies have already been undertaken investigating the feasibility of the school-community library in a particular context. Crafford (1993) investigated the combined school-community library model as a feasible option for rural communities. Her study was limited to small, rural towns in the Boland region of the former Cape Province with populations of approximately 5000, and concentrated on combined schools (Grade 1 to Grade 12) of the former “only White” Department of Education, Cape Provincial Administration, with a maximum of 500 learners (Crafford 1996:11). Characteristically these towns consist of two distinctly separate entities: the “White” area, normally occupying the original site of the town, and the “non-White” township, usually including a formal Coloured area and a smaller informal African area (Smit & Hennesy 1995:13-14).

The study by Dube (1996) was conducted to explore whether the combination of school and community (public) libraries on school premises could be a feasible solution to the lack of library services in the previously disadvantaged areas in South Africa. The study was limited to schools in the Umtata district of the former Transkei. A sample of ninety-four schools from a total of 185 was chosen in which to conduct interviews so as to determine the present condition of school libraries and to ascertain whether teachers, librarians, and community members would support the establishment of joint-use libraries in schools (Dube 1998:183-184).

1.3 Statement of the problem

Currently, there are substantial backlogs in public and school library services, especially in the previously disadvantaged, developing or rural areas (Arts and Culture Task Group 1995:209). The only feasible solution to achieving improved provision of public and school library services appears to be through shared or joint-use services (National Education Policy Investigation 1992:68). In the absence of adequate school libraries, ways and means of establishing a firm partnership between the public and school library sector need to be devised (South Africa. Department of Arts, Culture, Science and Technology & Department of Education 1997:36).

In terms of the draft policy document, *A National Policy Framework for School Library Standards*, provincial departments of education (PEDs) are faced with the task of introducing and offering various models of school library provision from which each school community will have to make a choice. One of these is the school-community library model serving both the school and the community at large. The policy document, however, stresses that research has to be conducted to look into the different school library models (South Africa. Department of Education 1999:36).

Because PEDs, school management teams (SMTs) and school governing bodies (SGBs) have to consider the school-community library model as a possible model for their schools (South Africa. Department of Education 1999:24), professional guidance must be made available as to the suitability of this model for specific locations (e.g. metropolitan, urban, or rural areas) and for particular communities, as well as guidance as to the prerequisites for making a success of this model. There are no practical guidelines for the operation of the school-community library to guide PEDs and school communities opting for this model.

Several variations of the school-community library model do exist in other countries which could be considered for South Africa. However, different prototypes geared to the information needs of diverse communities in South Africa, should be developed. Those communities which are in particular need of LIS are rural, tribal ones (National Education Policy Investigation 1992:29).

The following questions arise from the research problem:

- Which variants of the school-community library model were found in overseas countries, if any?
- What were the reasons why the school-community library model was implemented in those countries? Are the factors, which led to the establishment of this model in those countries, relevant to South African circumstances?

- What was the experience of these overseas countries with the implementation of this model? What benefits, strengths, weaknesses and limitations were perceived? What problems were experienced and what were the success factors?
- Does the South Australian school-community library model function more effectively than those in other overseas countries? If so, to which factors could this be attributed?
- What are the prerequisites for the successful implementation of the school-community library?
- What is the particular South African context, with respect to school and public library services, in which the school-community library model would have to operate? What are the obstacles to effective delivery of school and public library services in South Africa and in other African countries?
- Have the prerequisites for the successful implementation of this library model in South Africa been identified?
- Are overseas variants of the school-community library model appropriate for South African conditions?
- What are the characteristics of a South African community living in a rural, tribal area?
- Why should a variant of the school-community library model be considered for communities in the rural, tribal areas in South Africa?
- What characteristics would a variant of the school-community library model, adapted to conditions in the rural, tribal areas in South Africa, display? What would be its advantages, and what conditions are needed to implement successfully this variant of the model in these areas?
- What guidelines are needed to facilitate the effective implementation and operation of this variant of the model in the rural, tribal areas of South Africa?

1.4 Aim of the study

The aim of this study is to investigate the variants of the school-community library model, and formulate a South African prototype, geared to the needs of a rural, tribal community, and to develop a set of guidelines for the establishment and operation of this variant of the model.

Guidelines for implementation and operation of this prototype may cover aspects such as:

- Planning and nature of the combined facility and services;
- Responsibilities for funding;
- Staffing;
- Governance;
- Administration and organisation;
- Operation, services and collection development; and
- Professional development of personnel.

1.5 Delimitations of the study

This study only investigates the school-community library model from the menu of school library models proposed by the draft policy document, *A National Policy Framework for School Library Standards*, from which a school community can make a choice. This model has also been given the most attention of all the models of school libraries suggested in the major policy documents on LIS (Arts and Culture Task Group 1995:209; National Education Policy Investigation 1992:61; South Africa. Department of Arts, Culture, Science and Technology & Department of Education 1997:35). The variant of the school-community library model being examined in this

study may, however, contain some characteristics of the other school library models recommended in the menu.

Attention in this study, will be given to combined school/public libraries only in the United States (USA), Canada, the United Kingdom, Scandinavia, and Australia (i.e. South Australia), as it would appear from the literature that it is in these countries where the most comprehensive experimentation with this joint-use library model has taken place (Amey in Dwyer 1989:20).

The focus of this study will be on communities living in the rural, tribal areas of South Africa, which previously formed part of the homeland areas, although reference will be made to the possible practicability of the school-community library to communities in other areas in South Africa. A particular rural, tribal community in the Mdotjana District of the Mpumalanga Province, in a village called Maphotla, which formed part of KwaNdebele, one of the former Self-governing Territories, will be taken as an example of a community in which the variant of the school-community library model – examined in this study - could possibly be implemented with success. This community will be used for illustrative purposes only. A full case study of this particular community has not yet been done; such a comprehensive exercise falls outside the scope of this study.

1.6 Importance and potential value of the study

Although several overseas countries have implemented the school-community library model, it is imperative that the feasibility of implementing this model in South Africa be determined. No overseas model should be applied indiscriminately in South Africa. Therefore, it will be of practical and economic consequence to study the variations of this library model in their particular geographical, social and educational contexts, so as to determine whether comparable conditions exist in this country which would justify its implementation particularly in South African communities such as the rural, tribal areas.

If this study leads to the delineation of a South African variation of the school-community library model, geared to the information needs of the rural, tribal communities in South Africa, and if some guidelines for its establishment and operation are drawn up, then the model could be tested by PEDs and provincial LIS in pilot projects, before introducing it on a large scale.

1.7 Methodology and framework of study

1.7.1 Methodology

This study will analyse the literature to determine the nature and characteristics of the school-community library model in the USA, Canada, the United Kingdom, Scandinavia and Australia (South Australia), and the reasons for the historical development of this model in these countries.

Through a critical examination of the literature, an analysis of published case studies, and a study of official documentation, the practical application of the combined school-public library model in these countries will also be studied. Particular attention will be given to the environmental context (geographical, demographical, political, socio-economic and educational) in which the variants of this model in these countries are operating. In each case, an attempt will be made to identify the benefits, strengths, weaknesses, limitations, problem areas, and success factors resulting from the merging of these library types.

After a comparison and analysis of the collected data, an attempt will be made to establish whether the South Australian school-community library model has been more successful in its implementation and operation than those in other countries. Prerequisites for the successful implementation and operation of the school-community library, as identified in the study of the selected countries, will then be indicated. This will provide a framework for the evaluation of the possible application of the school-community library to the South African milieu.

The historical development and present situation in South Africa regarding the delivery of LIS services by the formal, as well as the informal sector (school and public libraries and resource centres) will then be described, after an analysis of the literature and internal documentation of organisations.

The prerequisites for the successful implementation of the school-community library model will then be analysed relevant to the South African situation. Problems that will be examined include funding, staffing, resourcing, and central support mechanisms. The suitability of the different variants of the model for South Africa will also be discussed.

A particular South African rural, tribal community, the Maphotla community in Mpumalanga, will then be described on the basis of official statistics, published sources, internal documents, and three unstructured interviews with role-players. A possible variant of the school-community library model, geared to the needs of this community, will then be investigated.

Particular emphasis will be given to the rationale for this variant of the school-community library model for rural, tribal communities. The characteristics, as well as the perceived advantages of this variant will also be indicated. Thereafter, the conditions needed for the successful implementation of this model will be sketched.

Finally, a set of guidelines will be developed for the establishment and operation of this possible variant of the school-community library model in a South African rural community in the tribal areas, which could be used by provincial departments of education and provincial library services to undertake a pilot project.

1.7.2 Organisation of the research

Chapter One: The research problem and its setting will be presented. A delineation of the extent of the study, its importance and the methodology being followed, will also be provided. Terms, which are often used interchangeably in the literature or in the study, and terms open to varied interpretations will be defined.

Chapter Two: The school-community library model in the USA, Canada, the United Kingdom, Scandinavia and Australia will be described. An overview will also be given of the historical development of this model in these countries. The development of this model will be described within its geographical, demographical, political, socio-economic and educational context. Finally, some similarities between factors contributing to the establishment of this library model in the countries concerned, and the South African situation, will be indicated.

Chapter Three: The practical application and operation of the combined school-public library concept in each of the selected countries will be described. The benefits, strengths, weaknesses, limitations, problem areas, and success factors of the combined library models will be indicated, where applicable. If it is found that the school-community library model in South Australia is operating more successfully than in other overseas countries, the key factors, to which this success could be ascribed, will then be identified. A short overview will also be given of the guidelines, developed by South Australia, to assist in the establishment and operation of the rural school-community library model in that country. Finally, the prerequisites for the successful implementation of the school-community library model will be highlighted.

Chapter Four: The situation with regard to the delivery of LIS services in South Africa, as a result of the previous apartheid era, by the formal and informal sector to the school and adult community will be described, within its political, geographical, demographical, educational and socio-economic context. Emphasis will be placed on the organisational structure, characteristics and operation of the LIS system. The broad context in which the new restructured school and public LIS system has to function and the problem areas, which impair the delivery of such services, will also be highlighted. Some parallels will also be drawn between the South African situation and those in other African countries.

In **Chapter Five** The prerequisites for the successful implementation of the school-community library model will be analysed and assessed to establish their relevance to the South African situation. Factors that will be dealt with will include: political and

financial commitment by the government, staffing, community support, central support services, the planning of the facility, the provision of services, management structures, and the importance of clear and flexible guidelines. Finally, there will be an assessment of the applicability of the overseas school-community library model and its variants within the South African context.

Chapter Six: A particular rural, tribal community, the Maphotla community, will firstly be described. A variant of the school-community model will then be examined with a view to assessing its appropriateness for this kind of community. The rationale for this variant of the model, its characteristics, the perceived advantages, as well as the conditions for its successful implementation will also be given.

A short overview of guidelines to direct the possible implementation and operation of the variant of the school-community library model in the rural, tribal areas of South Africa will be presented in **Chapter Seven**.

In the concluding **Chapter Eight**, some final conclusions will be reached and recommendations will be put forward. Some suggestions for further research will also be offered.

1.8 Definition of terms

Because certain terms are used with various meanings in the literature, they are defined here so that their meaning in the context of this study will be clear.

1.8.1 Community library

A library provided wholly or partly from public funds and whose resources are available to all members of the community (general public) within certain boundaries, be they metropolitan, local or district municipalities, and which develops in response to that community's educational, informational, cultural and recreational needs. It is used interchangeably with the term "public library".

1.8.2 School library

A school-based facility which provides learners and teachers with access to collections of resources in print, visual, electronic and other media, which equips learners with lifelong learning skills, and which develops their imagination, thus enabling them to live as responsible citizens. In the literature the school library may also be referred to as a “media centre”, a “resource centre” or even an “information centre”.

1.8.3 School-community library

An integrated school and public library service, operating from a single building, which operates on an agreement between the school and another tax-supported agency or agencies, e.g. the provincial or local government authority. It aims to serve learners, educators and the community (general public) within the particular municipal boundary, by means of the facility. It is used in the literature interchangeably with the terms: “school/community library”, “school community library”, “combined library”, “combined school/public library”, “multi-purpose library”, “multi-user library” or “dual-purpose library”.

1.8.4 Integrated library

A library which is located in a school or on the school’s premises and which functions simultaneously as a school library and as a public library (Koldenius & Nilsson, 1992:8). This term is used in the Scandinavian countries.

1.8.5 School-housed public library

A facility, located in the school or on the school’s premises, which offers a common library service to learners, teachers and the general public of the community by merging the school and the public library. This term, synonymous with “school community library”, is the preferred term in Canada (Dwyer 1989:19).

1.8.6 Classroom library

A classroom library is a small collection of resources in the classroom appropriate to the level of the learners and the curriculum programme followed in that classroom. Also referred to as a "book box library".

1.8.7 School cluster

A school cluster is a group of schools in close proximity so that they may share some of the capital intensive facilities (South Africa. Department of Education 1999:42).

1.8.8 Information literacy education

The teaching and learning of a complex set of attributes - knowledge, skills and attitudes - needed to function successfully in the information age. It forms part of the Information Skills Learning Programme which has been developed within the Language, Literacy and Communication learning area of Curriculum 2000, the Department of Education's outcomes-based education model (Hart 2000:2).

1.8.9 Teacher-librarian

A professionally qualified teacher who should preferably have had specialised training in school librarianship and who is in charge of the school library or is entrusted with the responsibility of providing learners and teachers with access to a collection of resources. In the literature this person may also be referred to as a "media teacher", "media specialist", "media centre teacher", "resource centre teacher" and "information specialist" (South Africa. Department of Education 1999:43). In some countries or schools professional (chartered) librarians without teaching qualifications are in charge of the school library and these people are usually referred to as "school librarians" (Gauteng Department of Education 1995:66).

1.8.10 Model

A particular mode of representation of a phenomenon featuring some characteristics of its subject matter.

1.8.11 Rural, tribal communities

These are communities living in dense, planned settlements, with populations of over 5,000 people, which are common in the former homeland areas. These settlements are referred to as 'betterment' settlements in local government planning (South Africa. Ministry for Provincial Affairs and Constitutional Development 1998:13). Rural, tribal communities usually share the same language, culture and history. These communities fall under the authority of a traditional leader who, elected, appointed or by descent, acts as their cultural leader and spokesperson and is responsible for the transmission of the social attitudes, beliefs, principles and conventions of behaviour (*Glossary ...* 1994:55).