PERCEPTIONS AND UTILIZATION OF MEDIA CENTRES IN SOUTH AFRICA

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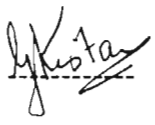
DATE SUBMITTED: 30 JUNE 1991.

DECLARATION

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



28/06/91

Signature Date

" The media centre is not what you have,

it is what you do.

It is one thing to set up the machinery,

it is quite another to see it effectively used."

Norman Beswick 1980.

DEDICATION

I dedicate this thesis to all those who were dear to me but have passed away. My baby daughter who died on the 17 April 1983; my father, Panjavernum Kistan; my grand parents, Mr and Mrs E. Kistan Dass; my uncle, Coopasamy Kistan; my aunt, Miss M. Kistan; my brother Rajgopal; Raymond Steven Michael and Mrs Niren D.Moodley.

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G.Kistan (Chandru)
30 June 1991.

ABSTRACT

Widespread concern is often expressed by teacher-librarians from various education departments in South Africa about the utilization of media centres. The consequences of this situation have both beneficial and detrimental effects on education. In view of the valuable services rendered by overseas media centres, there are obviously serious shortcomings in the education system in South Africa.

The structure of the education system of a country reflects the pattern of the government of that country. The present education system in South Africa has been distorted by apartheid, with huge surpluses and grave shortages existing side by side. One finds racially segregated schools administered along the 'own affairs' lines by seventeen different education departments. Each department has its own goals and philosophy of education for the race or ethnic group that it was created to serve. The great disparity in State funding of the fragmented education system have adversely affected the quality of education afforded to each race group. This research investigates the relationships between the disparities in fundings, resource provision and facilities and the way educators perceive and utilize media.

Since no similar investigation was undertaken previously, this research will produce an accurate and useful body of knowledge and provide much sought-after literature on the subject. Also, in the light of the present reform policy of Government and a call for the formation of an unitary non-racial democratic education system, this work will be of historical significance to post-apartheid South Africa.

Although the research area has a geographical limitation, the Natal/KwaZulu Region may be considered as highly representative of South Africa as a whole. This is due basically to the fact that education funding and overall policy are centralized at a national level under 'general affairs'. Also, the four main population groups and their respective education departments, as well as a self-governing Black state are included.

A knowledge of the present structures together with the findings and recommendations are essential in planning and formulating a rational policy at both national and local levels.

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CHAPTER ONE

1. INTRODUCTION

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CHAPTER ONE

1.1 INTRODUCTION

As educators, we have become increasingly aware of the growing divide between Government policies relating to the education of young people and the demands by the majority for equal and just educational opportunities for all. In the Republic of South Africa, the education system is unique with the existence of seventeen different education departments, each being administered according to the State's policy of apartheid. Today, one finds racially segregated schools run along the 'own affairs' lines under the Tricameral Parliament and the self-governing Black states. (Refer to Appendix X: Glossary). Each education department has its own goals and philosophy of education for its own race or ethnic group that it was created to serve.

The fragmented education system and the great disparity in State fundings of departments have adversely affected the quality of education, facilities and opportunities afforded to children belonging to the various race groups.

"In the existing provision of education, differentiation occurs in different ways and on different grounds between educational clients. The same advantages are not available to everyone." (De Lange 1981:209). (Refer to Appendix X: Glossary).

The structure of the education system of a country reflects the pattern of the government of that country. For the past forty years the Nationalist Party Government openly favoured some race groups while intentionally neglecting the others. The policy of separate development has resulted in an imbalance in the distribution of educational resources amongst the various communities.

"The differences in standards and quality of buildings and other facilities provided were, to a great extent due to the existence of various education departments. The size of school sites and facilities erected on them differed greatly from department to department." (Behr 1988:45-46).

This research presents an insight into the perceptions and utilization of media centres by the different education departments in the Republic of South Africa. In doing so, it investigates to what extent the disparities in fundings, resource provision and media centre facilities are related to the way educators perceive and utilize

media at schools. Since no similar investigation has been previously undertaken, the findings of the present research are important to the understanding and development of present and future education systems in South Africa.

Also, in the light of the recent reform policy of the Government and the call by many educationists and political organisations for a single non-racial democratic education system, this work will be of historical significance to the future South Africa as it grows and develops. A knowledge of the present structures in media centres in South Africa is essential in planning and formulating a rational policy at both national and local levels. In addition, the need for such research material is evident to anyone who, like the writer, has sought information on the subject with little success. This research aims to produce an accurate and useful body of knowledge and provide much sought-after literature on the subject. Additionally, since the aspect of this work as a historical document requires that specialized terms in common use today be clear to future readers, a glossary of some relevant terms is included at the end.

This research was undertaken during a significant period in the history of South Africa. It coincided with the

far-reaching reform policies of the South African Government on the one hand, and the widespread crisis in education on the other. With the present crisis in education, fanned by township violence and political power struggles, all South Africans face great uncertainties and instabilities with very few choices. In the face of this growing crisis, one finds a Government persistently following a policy of rationalisation.

"Education policy should, in the view of the Government, take community values into account and allow full scope for self-determination for each population group in regard to its education as an own affair..." (South Africa 1983).

The present education system has been distorted by apartheid with huge surpluses and grave shortages existing side by side. While one may tend to agree with political parties that sacrifices are to be made in the climate of reform, it is unnecessary to call for the destruction of one educational infrastructure that is good and well-established in order to up-grade other government structures that are discredited by the very people for whom they were created.

A number of schools under the House of Assembly (Whites) in Natal are shutting down, and, half-empty ones are forced to merge. Further, a large surplus of White and Indian

professionally-qualified and experienced teachers are threatened with dismissal and with a freeze on all future teaching posts.

"At least 2171 teachers in Natal will lose their jobs and at least 24 schools will be closed if the Government continues its present rationalization programme." (Cunningham-Brown 1991: 1).

"Yet in Natal/KwaZulu region, over 440 000 black children of school-going age are not at school, and 147 000 more teachers and 148 000 more classrooms are needed to make up a backlog." (Teacher crisis 1991: 14).

The Group Areas Act and the 'own affairs' policy of the education departments have placed many obstacles to the sharing of facilities and manpower in this country. (Refer to Appendix X: Glossary). The cutbacks on the one hand, and shortages and backlogs on the other, were responsible for the crisis in education.

This research was conducted in a climate of sit-ins, chalk-down and protest marches by teachers; mass stayaways by school children; and mass actions by various organisations. Access to school premises, libraries and media centres was restricted by curfews imposed on unrest-related areas and

strife-torn Black townships. Further, the bureaucratic structures of education departments in South Africa placed many constraints on the availability of vital departmental records that were of relevance to the field of research. The 'own affairs' style of education categorized the researcher as an 'outsider', as departmental files and documents were not for the consumption of the public nor for those who did not belong to a specific department. The unique position of the researcher, an university lecturer involved in the education and training of teachers and teacher-librarians from all five education departments in Natal/KwaZulu Region, and, the personal interaction with departmental officials and teachers through meetings and visits to schools for student supervision, placed the writer within reasonable reach to important departmental sources. The working relationships also contributed to the hosting of the historic conference, Media Centres in South Africa. It was at this three-day national conference that subject advisers and/or heads of media centre services and delegates from all five education departments met for the first time under one venue to experience what was happening in their own and that of other departments, in as far as libraries and media centre services were concerned. Conference delegates were also afforded the opportunity of visiting schools and library/media centres

of all five education departments on the final day of the conference. The papers presented by the representatives of all five media centre divisions, the discussions that followed and the first-hand experience gained from the study tour of school media centres provided the data that gave direction and purpose to this research. The style and approach adopted in the investigation contributed to the originality of the study. This is also the first research ever conducted on school media centres in the Natal/KwaZulu Region and of the five separate education departments in that region.

The research area has a geographical limitation, as the Natal/KwaZulu Region formed the basis on which education departments were selected. Nonetheless, the sample is well representative of the education system in South Africa. Not only the four main population groups, namely the Blacks, Whites, Coloureds and Indians, and their respective education departments were included but also an education department from a self-governing Black state. The geographical area selected was considered suitable as it afforded ample opportunity of studying a wide range of media centres under the various education departments. While there are some differences among the four provinces, there are many more similarities. This is due basically to

the fact that educational funding and overall policy is centralised at a national level under 'general affairs'. (Refer to Appendix X: Glossary).

The Departments of Education and Culture in the House of Delegates (Indians) and the House of Representatives (Coloureds) have each a single department controlling education in all four provinces in the Republic. The Department of Education and Training (DET) under the Ministry of Education and Development Aid, has an uniform education policy for all Blacks residing within the borders of South Africa but outside the self-governing Black states. The KwaZulu Government, an example of a self-governing Black state, has an independent Department of Education and Culture which administers all educational matters for Blacks residing within the KwaZulu Region. Although the Department of Education and Culture in the House of Assembly (Whites) controls all education for Whites under the 'own affairs' concept, each of the four provinces has its own education department. The Natal Education Department (NED), with its own Director, is responsible for the education of all Whites residing in the province of Natal. Therefore, the Natal/KwaZulu Region may be considered as highly representative of South Africa as a whole.

The inclusion of all seventeen education departments in South Africa in the survey posed a problem of massive data acquisition and the lack of access to necessary data, as each separate education department had its own independent educational policy. Also, it should be noted that owing to bureaucratic requirements, the obtaining of data from all possible sources in all provinces and homelands would take so long a period of time as to make the data invalid for a proper time-study comparison.

Telling the media centre story is important, however, it is not sufficient in and of itself in justifying its existence in the educational programme. Any amendments or changes to the existing programme required a clear policy and sound research into the effects the new philosophy would have upon the school and the learners. The publication of the 'Standards for School Library Programs' in 1960 by the American Library Association, provided the impetus for the rapid growth of school media centre services and paved the way to a series of events throughout the western world. The media centre, has since, emerged as a place for learning, a place in which teachers and pupils have become partners in the design and development of learning experiences. Today, over three decades later, everyone seems to know what a school

media centre is. But, ask a dozen people to describe a media centre objectively, and one will get twelve very different descriptions. Usually such perspectives are based on what was perceived from the inside. Each media centre is unique, and its distinct characteristics are determined by the process by which it came into being and grew. The school media centre does not exist in isolation. It has a place within the total school environment. The way it functions affects and is affected by the other elements of the school. Too often one sees the other parts of the school only as they relate to the media centre. It is necessary for one to move outside this small world and attempt to see the entire system, the media centre, the school, the education department and the country as a whole. This study is not limited by a narrow and one-sided viewpoint. There is a shift in the vantage point in order to view the media centre also from the outside, and investigate how people perceive and utilize the school media centre. Such a balanced viewpoint contributes to the broad and unbiased nature of the subject under investigation.

The establishment of media centres consumes investment in human, physical and financial resources. The justification for such investment will ultimately be based

on the extent of the use of the media centres in practice and on their contribution to the school curriculum. The utilization of resources is the principal concern of media centres. Simply, the provision of all three resources will not necessarily encourage and facilitate widespread use of them; thereby justifying their existence. What is also necessary, is to know how educators perceive the media centre and how their perceptions influence utilization. For these and other reasons, the route of this research was meaningful and appropriate to the field of media centres. This study, therefore, did not adopt a narrow viewpoint and investigate the role in terms of information provision and adequate facilities, but concentrated on the areas of utilization of media and how use was shaped by perceptions and experiences of educators.

In the search for such input variables as facilities, resource collection, media staff and funds in establishing the ideal (output), and in the ranking of factors contributing to an effective media programme, a further important refinement emerged. The relationships of the input variables provided a conceptual framework to this investigation. A characteristic that was not planned initially, but developed and gave further direction to the study.

Traditionally, the media centre occupied the lower rungs of the ladder, and was perceived as a low status subject in the educational programme. But, this is a restricted view of education, since a thorough study of the whole educational system must also incorporate an investigation of issues at the base of the educational pyramid. What happens at the base of the pyramid will have important implications for what is feasible at the apex. For example, decisions taken on resource provisions, facilities, staff and fundings will influence changes in the nature and services of media centres at schools. A study of media centres in general, and the perceptions and utilization of media in particular, can definitely make a valuable contribution to the quality of education at all levels.

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CHAPTER TWO

2. STATEMENT OF THE DIRECTION OF THE STUDY.

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2.1 INTRODUCTION.

Widespread concern has been expressed in recent years by teacher-librarians about the under-utilization of media centres administered by the various education departments in the Republic of South Africa. The consequences of this grave concern have both beneficial and detrimental effects on education. In view of the valuable services rendered in schools by overseas media centres, there are obviously serious shortcomings in the education system in South Africa.

2.2 STATEMENT OF THE PROBLEM.

A media centre is an integral part of education as it was created to serve the needs of schools. The school media centre functions within the environment of education. Any change within that environment is bound to affect and influence the school media centre.

Over the last quarter of a century, there have been far-reaching changes in education, affecting

both the management of schools and the teaching philosophies within them. These changes forced schools to re-examine their teaching roles and teaching methods. Today, the information explosion is forcing a shift away from the text-book and teacher-based instruction to a more discovery based instruction. A discovery approach to learning became increasingly popular. **(Kinnell and Pain-Lewis 1988: 4)**. This approach had implications for resources and their organisation within schools.

However, educational changes have been paralleled by the growth of school media centres in the Unites States of America and later in Britain. Initially school libraries were established merely as storehouses of books. But with advances in media technology, more non-book media were incorporated into the library collection. This resulted in the traditional school library undergoing changes both in its physical dimensions and its role in the educational programme.

With media making striking inroads into education, came the realization that the school library need not be an under-utilized appendage of the school,

but an integral part of the school curriculum. The 'storehouse' character was lost and the school library became known as the school media centre.

Unfortunately, communication on this development between educators and teacher-librarians has not always been productive. Many thought that these were just new names for the 'old library' and that if they added some non-book resources and a few pieces of equipment to the library collection, they would have a media centre.

Educators need to keep abreast with changes in education and continuously re-evaluate their roles as teachers. This also requires them to alter their perception of media and media centres in view of these changes.

A person's perception of the media centre will determine its use. The utilization of resources is the principal concern of media centres, of schools and in particular, of education departments.

In South Africa, the education system is unique as its administration is determined by the State's policy

of separate development, forcing people to attend racially segregated schools. These schools are in turn run by various education departments catering for the different race or ethnic groups. Also, State fundings are unequal, thus placing some population groups in more favourable positions than others with regard to educational opportunities.

Each of the seventeen education departments (Refer to Figure 2) propounds its philosophy, goals and purpose along 'own affairs' lines. In addition, the educational programme (its philosophy, goals and purpose) gives purpose and direction, significance and value to the school media centre. With this background, it is anticipated that there are significant differences in the perceptions and in the utilization of media centres in South Africa.

2.3 AIMS OF THE PRESENT INVESTIGATION.

Since there is a dearth of studies justifying the existence of media centres in South Africa, this research aims to provide an insight into the way people perceive and utilize the school media centre. Paucity of research in this vital area of concern

needs to be stressed. This research hopes to make a substantial contribution to the professional literature on the subject. Also, in the light of the reform policy of the South African Government, this work will be of historical significance to a post-apartheid South Africa.

Because of the racially segregated education system in this country, media centres have developed in an uncoordinated manner. The effects the disparities in fundings, facilities and resource provisions have on the quality of education have been an educated guess based on past experiences. There is an urgent need to improve upon assumptions and subject guess work and clarify and document the way educators perceive and utilize media centres in South Africa. This will entail a close study of the development of media centres and libraries in the respective education departments. In this way, it will be possible to assess the:

* provision of facilities for media centres,
* availability of funds for resource collection,
* organisation and accessibility to media resources,
* calibre of media centre staff, and
* planning of media use by teachers.

Hence this research project was initiated with the following aims in mind :

* to gain an insight into the perceptions of media centres by educators from the different education departments in the Republic.

* to assess the fragmented nature of resource provisions in schools and the effects of such facilities on the disadvantaged sectors of the populations.

* to determine the reasons for the under - utilization of the library and resources at racially segregated schools.

* to offer recommendations, especially in the light of the present discussions at national levels for a single non-racial democratic education system in South Africa.

Generalizations presuppose a theoretical framework, in terms of which the assumptions can be placed in proper perspective and interpreted. In order to clarify the problem at hand and to

An examination of the above key questions will be found in chapter five (presentation of data and analysis) and chapter six (summary and recommendations).

The methodology used will produce accurate and viable data. Also a new and useful body of knowledge with relation to media centres will be created by the research.

2.4 CORRELATION BETWEEN SCHOOLS AND MEDIA CENTRES.

The media centre does not function as a separate entity, isolated from the total school programme and its activities. In fact, the media centre **"reflects and supports the philosophy of the school, it shares and implements the school's aims and objectives". (Nickel 1975: 1).**

To-day, there is an increasing reliance on technology in education. Likewise, the information explosion is forcing a move away from single-source, textbook-based instruction to a more information-based education. Schools which had to cope with such pressures as those resulting from

advances made in technology and the related information explosion, were forced to re-examine their teaching aims and strategies.

Teaching systems changed, making way for individual instruction thus recognising the differences among children. This so-called progressive education movement, underscored the need in schools for quantities of various kinds of educational materials.

These new approaches to education had implications for resources and their organisation within the schools. The logical source for this material was a well-stocked and well-administered centre. The result was the birth of media centres designed as information agencies catering for the multi-media approach to education.

The media centre concept thus did not originate outside the field of education by some external force but arose as a response to changing curriculum needs within the school. Curriculum is the conceptual heart of the educational process. **"For 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 outside information with the traditional textbook approach. This need for a broad-based approach to instructional resources makes the library media centre the ultimate classroom". (Eisenberg and Berkowitz 1988: 3).

Gillespie and Spirt (1973: 14) stated that education "attempts to equip the individual with knowledge to fit into the existing society and to contribute to that society's betterment". Increased support for the media centre concept showed that many people who were involved in education realised that a sound media programme was a prerequisite for high-quality education.

The Working Party on School Library Services in the United Kingdom argued that there is a link between the quality of library and information provision and the quality of education. (Walton and Ruck 1975).

When the media centre functions properly, it blends with the overall education programme of

the school. Being an integral component of the educational programme, the aims of the media centre correspond with those of education.

The success of the media centre as an education institution will depend on the nature of its relationship with the educational programme of the school. In turn perceptions and utilization of media centres by the school community will determine the success or failure of such a component in the education programme.

2.5 PREVIOUS RESEARCH AND LITERATURE SURVEY.

In surveying the literature of media centres and librarianship, one is tempted to conclude that librarians and media specialists have a large reservoir of literature to assist them in their professional careers. This study could not be undertaken by means of literature study alone, as there is a lack of recorded information covering the present field of investigation. Personal experience, contacts with teacher-librarians, visits to schools, observations and meetings and the organisation of the National

Conference, 'Media Centres in South Africa' formed the basis for this study.

Various literary sources were consulted and reviewed. This meant contact with and retrieval of information at numerous institutions. Search for relevant sources was undertaken at the following libraries: University of Stellenbosch (26-28 September 1990); University of South Africa, Pretoria (10 December 1990); University Natal, Pietermaritzburg and Durban; University of Durban Westville; M L Sultan Technikon; Mangusothu Technikon; Indumiso College of Education; Springfield College of Education; Edgewood College of Education and school libraries and media centres in the Natal/KwaZulu Region.

Through a computer print out of South African Bibliographic and Information Network (SABINET), and the inter-library loan facility at the University of Durban-Westville, information was also obtained from other libraries in the country. Various education department institutions and libraries were visited to gain access to and extract 'confidential' information from department

circulars, documents and files.

Though a whole range of studies have been reviewed, clearly not all of them are directly related to the present study. However, it was necessary to take a comprehensive look at the entire field so that the present investigation could be understood in its proper theoretical context.

The framework of the present study was unavoidably influenced by certain theoretical and practical considerations. The theoretical limitations are due to the fact that there is hardly any existing research in South Africa concerning media centres. Thus, there is an absence of theory on which to base the present study in the South African context. This study will establish a basis for further studies in the South African context and help fill the gap. On the more positive side research in this area in the United States of America and Great Britain, is made up of an increasing number of perspectives.

By contrast, several research projects have been

undertaken overseas. A notable study in the United States is the one by Ruth Ann Davies who traces the historical development of media centres from a study hall-book distribution room to a learning laboratory embracing all types and kinds of appropriate media carriers essential for a **"bonus-rich instructional environment". (Davies 1979: 32).**

A parallel study was conducted by Norman Beswick at the University of London in the United Kingdom. Beswick, having visited media centres in the United States, was commissioned to make recommendations for the establishment of resource centres at schools in Britain. **(Beswick 1972).**

Since there is a dearth of studies justifying the existence of media centres in South Africa, the American and the British experiences have been found to be useful. The researcher was mindful of the fact that it may be foolish to assume that the 'overseas' experiences are guides to our own. But, at the same time, it would be naive to imagine that the American and British experiential records tell us nothing about media centres in South Africa.

The media centre, after all, is a universal organisation, having basically similar educational objectives and functions. However, in the South African context where education departments are administered along racial lines according to the State's policy of separate development, certain factors may tend to have less or more significance here than elsewhere in the world.

A recent study on 'School Librarianship in South Africa' was conducted by P.G.J. Overduin and N. De Wit. This research project of the Human Sciences Research Council reflects school library services in South African Secondary schools during the first half of the 1980s. Though this research project focuses on important facets of media centres in seven different education departments in South Africa, its main concern was to determine the extent subject teachers were expected to integrate the school library/media in their teaching. **(Overduin and De Wit 1986).**

In interviews with school principals, teachers and teacher-librarians information with regard to

facilities and curricular media use was elicited. At the schools visited the opinions of a standard six or seven class and a standard eight or nine class regarding school library use were tested by means of questionnaires. This study is limited in its design and scope. Only ten secondary schools (from each of the seven departments) which were considered to have comparatively good library services were selected and visited. Therefore, the data obtained have a more direct bearing on the individual school concerned, and do not necessarily reflect a true picture of the general trend of any particular education department.

Another piece of research worth mentioning was conducted by Cynthia A. Job, a Master's student on 'The conversion of school libraries into media centres with reference to schools of the Cape Education Department'. **(Job 1984)**. This study completed in 1984, gives the rationale behind the the conversion of school libraries to media centres at White schools in the Cape Province under the administration of the House of Assembly.

Case studies of selected schools were undertaken

to trace and spell out the policy of the Cape Education Department in sanctioning the establishment of media centres at all government schools in the Cape. The research area is very restricted as no mention is made of the media centres at white schools in the other three provinces and at the other non-white education departments in South Africa.

This project has implications and recommendations which could assist and offer guidelines or models for the establishment of media centres at all other schools in the country.

2.6 SCOPE AND LIMITATIONS OF THE FIELD OF THE PRESENT STUDY.

Since there is a dearth of studies in the field of media centres in South Africa, the present study has been undertaken with a view to establishing basic research in this direction. It is also hoped that this piece of work will provide new insights into and fill the void in professional literature on the subject.

Detailed description of the research design of the investigation can be found in chapter four. However, at this stage, it would suffice to give a brief description of the present investigation indicating its scope and limitations.

To conduct an investigation into media centres of any single education department has little relevance in the twenty-first century, in view of the far reaching reform processes of the present government and the call by majority of South Africans for a unitary non-racial democratic education system in the so-called new South Africa. An investigation into media centres, similar to the one conducted by C.A. Job, has little value in this day and age. For too long researches in education were confined to racially segregated schooling systems, with findings and recommendations confined to a specific population group.

One finds not only an existence of artifical barriers in the management of autonomous education departments but a total absence of sharing of both human and physical resources

among the various departments in South Africa. The researcher chose to look at the different education departments serving the four main race groups in the Republic. This field was selected as the researcher was motivated by the concern expressed by teacher-librarians, students, teachers and educational authorities on the different policies pertaining to media centre services in South Africa. The extensive experience in teaching resource centre management and school librarianship at the University of Durban-Westville and at the University of Natal, Pietermaritzburg respectively, has placed the researcher in an unique position to gain access to data necessary for this study.

However, a study of this nature would mean that all seventeen education departments in South Africa be included in the investigation. With each education department being autonomous and having its own Minister of Education and separate and different education policies, it was found to be an over ambitious undertaking for a single researcher within a reasonable time span. The inclusion of all seventeen different education

departments from all the provinces and the self-governing states in South Africa in this survey posed a problem of massive data acquisition. It was also debated whether such an extensive project would be worth the while against the extra time, effort and money involved. A bureau or an organisation similar to the Human Sciences Research Council (HSRC) with necessary staff and funds may be better equipped to undertake such an investigation at a national level.

It should be noted that due to bureaucratic requirements, the obtaining of data from all possible sources in all four provinces would take such a long period of time as to make the data invalid for a proper time-study comparison. The overcoming of this major obstacle was only accomplished for the Natal/KwaZulu Region by organising a major conference of educators as described in a later chapter.

For practical purposes, it was decided to conduct research in a single province of South Africa. The Natal/KwaZulu Region was selected as the geographical limitation to the field of investigation.

Although limited in area, the research is well representative of the various education departments and more importantly, the four main population groups in South Africa. The education departments chosen were considered appropriate as they afforded ample opportunity for studying a wide range of media centres within a reasonable time period.

While there are some differences among provinces, there are many more similarities. This is basically due to the fact that educational fundings and overall policy are centralized on a national level. Therefore, while this study is limited geographically to one province, it may be considered as highly representative and applicable to South Africa as a whole.

The geographical region also represents the State's policy of separate development and the creation of the self-governing Black states. Five education departments are included representing the White, Indian, Coloured population groups and the Black communities residing within the boundaries of Natal and

in the self-governing state of KwaZulu.
Both secondary and primary schools from the following education departments form the basis of the study:

* Natal Education Department (NED).
  Department of Education and Culture.
  House of Assembly. (Whites).

* Department of Education and Culture.
  House of Delegates. (Indians).

* Department of Education and Culture.
  House of Representatives. (Coloureds).

* Department of Education and Training.
  Department of Education and Development Aid.
  (Blacks within South Africa).

* Department of Education and Culture.
  KwaZulu Government. (Blacks in self-governing Black state).

(Refer to Appendix X: Glossary)

The sample did not separate secondary and primary levels as the different education departments were not consistent in their categorization of pre-primary, junior primary and senior primary; and junior and senior secondary phases of schools.

The research population was limited to teacher-librarians or persons in charge of school library or media centres at schools. The population selected was most suitable in providing the information that was requested of them. Since these persons were directly involved in the administration and management of the library media centres, their opinions, observations and revelations were considered most reliable, as compared to the other members of the teaching force. The respondents were assured anonymity and were encouraged to express their thoughts and situations freely. This contributed to arriving at conclusions which could be indicative of the general trend in the various education departments.

2.7 SOME PRELIMINARY CONSIDERATIONS.

In a multi-department society as prevails in the South African education system, the first consideration is the use of suitable vocabulary. With each of the seventeen education departments operating autonomously, the levels of development and progress in the field of education are neither similar nor equal. The great disparities in State funding based on racial lines have resulted in inequalities in the educational opportunities and in the quality of education received by children of different colour.

The unique education system is responsible for the lack of consensus in the choice of terms adopted by the different departments. One is confronted with a spectrum of names, referring to the one and same thing. Since this study covers more than one education department, a choice of terms is made and adhered to throughout to avoid confusion. However, there are deviations from the use of these chosen terms in the treatment of the respective education departments which have their own preferences.

Secondly, the terms which appear often in this study need clarification. A glossary is found at the end. The terms defined have special use because they are used in the present context of South Africa which is in the process of drastic changes and reform. The glossary will also serve as a source of historical significance to a post-apartheid and the so-called new South Africa. Nonetheless, a detailed description of operational terms used in the questionnaire is to be found in Chapter Four.

The terminology used in this thesis and which need explanatory notes are covered in the preceding paragraphs :

2.7.1 Media Centres.

Originally school libraries were established as mere 'storehouses' for books at schools. The changes in education in the sixties and seventies brought about a shift in the focus of teaching and learning. In addition, the advances in technology and information explosion saw the 'text books' no longer sufficient and the teacher not so reliant as the source of knowledge. **(Smith 1988: 4-5).**

Educators and educationists began to recognise the potential of resources (book and non-book) in education. The need for multi-media resource collections and their organisation within the school gave impetus to the creation of media centres, first in the United States and later in Britain and the rest of the world.

With this came the realisation that the traditional school library need no longer be an under-utilized appendage of the school; but **"that a sound media program is a prerequisite for high-quality education". (Gillespie and Spirt 1973: 15).**

The school library rapidly moved from the peripheral fringes onto the mainstream of the educational process. In the eighties the emphasis was not on teaching but on learning and not on knowing but on understanding. This shift in school teaching gave rise to self-activity, self-study, self-discovery and **"to reject what is not relevant, up-to-date, current and suitable". (Beswick 1988: 35).**

The school library losts its 'storehouse' character and underwent a change, both in its physical dimensions and in its role in the educational programme. With instructional media making inroads in education, school libraries incorporated more and more non-book media and audiovisual equipment into their collections. The school library was no longer a loan bank of printed matter but a media centre which included all types of media appearing in a wide variety of forms and formats, with its services far exceeding those of a storeroom and a distribution centre.

Norman Beswick defines the school media centre as

"much more than a place, or an organisation, and it ought not to be peripheral to the work of the school. On the contrary, the school library media centre is an interrelationship of activities". (Beswick and Beswick 1980: 4).

"Media Centre now encompasses and gives a new dimension to those functions which traditionally have been designed 'Library"...but the appearance as well as the functions of this facility have changed...with a program and service that breaks

out of the four walls and reach out in all directions." (Nickel 1975: xi).

Margaret Allen states "Changing the name on the door of the stockroom does not make it a resource centre...'Resource Centre' is not just a new name for something which has been going on for a long time. ...what is new is the concept of its use and the manner of recording and collocating to make it effective in an endless variety of situations with which the curriculum and individual learning are concerned". (Allen 1974: 6).

"It is a center of purposeful activity, the vortex of action in a school where individuals learn." conclude Gillespie and Spirt. (1973: 20).

In view of the above explanation and definitions, the term, media centre is preferred to school library, library resource centre and school resources centre, in this study.

2.7.2 Perception and Utilization.

The quotation below by Beswick is the crux to the explanation of the terms, perception and utilization.

"The media centre is not what you have,
it is what you do.
It is one thing to set up the machinery,
it is quite another to see it effectively used."
(Beswick and Beswick 1980: 11).

The name change to a media centre or a library is not significant in itself, it must happen with the understanding and acceptance by all those concerned with education. Unfortunately communication in this direction has not always been productive. Many educators and administrators have misconceptions concerning the conversion. Some thought that they were just new names for the old library. Others felt that, the major change was with simple addition of new formats and a few pieces of equipment to the library collection. (Martin and Carson 1978: 20). Ruth Ann Davies declared that it will take more than change in the name tag to make the media centre a source and force for educational

excellence. **(Davies 1979: xii).**

By describing the school media programme in terms of resources collection and service functions ,one ignores the heavy responsibility of education departments, school principals, teacher-librarians and teachers to the success of the media centre. A media centre **"will be influenced by society's view of information". (Olen 1988:209).**

Today the aims of the media centre corresponds with that of education. The way educators and administrators perceive media centres will determine the extent to which the broad aims of education are realised. A person who sees it as a storehouse and a book dispersal centre will use it as such and in no other way. Others who perceive the media centre as an integral part of the teaching and learning process will continuously exploit the potential of resources to improve impact, develop skills and **"match learning styles" (Beswick and Beswick 1980: 63)** of individual pupils.

Perception is closely related to utilization.

Utilization, on the one hand, may be defined narrowly, by arguing that the media centre's principal task is to disseminate sufficient information about resources and facilitate widespread use of resources. One the other hand, the term utilization may be defined much more broadly, to include not only the widespread use of resources, but also the part played by resources in the realization and development of curricula. In other words, the ways in which they are used in practice. **(Walton and Ruck 1975: 75).**

An excerpt from 'A Framework of Possibilities' by Norman Beswick clearly shows the interrelationship between perception and utilization.

"Here, after all, is a room containing several thousand books, successive people have deligently chosen them, ordered them, processed them, arranged them on shelves and perhaps even catalogued them, usually not very well. And who uses it ? Sixth formers doing their homework, from their text books, the English Department for activities whose relevance to the library is not always clear; other teachers using it as a general class room for totally unrelated activities during

which time no-one else can come in. In a wet lunch hour, it is so crammed with children needing warmth and shelter that others eager to come in to read have to be excluded. And sometimes a well-meaning teacher takes a class there for a project or a library lesson." (Beswick 1988: 30-31).

From the above perspective, the media centre is well utilized. If the education departments and educators argue that the utilization of resources is the main concern of media centres, then they have reason to be pleased at the end of the day. The broader definition of utilization, where use of resources in the realization of the aims of education is encouraged, is acceptable to this study. Media utilization unplanned and by accident is rejected.

A favourable policy of an education department, with availability of suitable facilities and large financial support, does not guarantee maximum use of resources and media centres. These provisions may be wasted through a lack of commitment to and perhaps an understanding of the idea of the media centre. One has to have a clear understanding of

the terms, perception and utilization, if one is to study the relevance of media centres in relation to the investment in terms of both money and man power.

A further consideration is the hierarchy in the decision-making process in the education system. At the top are the power elite politicans who are responsible for taking and making decisions affecting their respective education departments. Because of their position they are able to act as gatekeepers in the provision of resources and facilities. Those resources that enter schools are usually accepted and approved by the system (that is satisfying State's policy). This will be evident in the next Chapter : Background to the study of the subject.

Naturally their decisions may or may not be in the best interest of education. It must be remembered that the Tricameral Parliament System of Government in South Africa gives political parties and politicians full control over education. The decisions taken at 'own affairs' (department) and at general (Government) levels, concerning

media centres will affect and influence perception and utilization of media at schools. A detailed discussion of this aspect will be found in Chapter Five : Presentation of data and analysis.

2.8 GENERAL STRUCTURE OF THE PRESENT STUDY.

The logical presentation of this research is through the general structure of chapters. The following chapter headings illustrate the sequential development of this investigation:

Chapter One : Introduction

The study begins with an introduction to the field of investigation. International trends in media centres are highlighted to give relevance and significance to the present topic and field of research.

Chapter Two : Statement of the Direction of the study.

This chapter begins by explaining the crux of the investigation. The problem, aims and scope and

limitations of the area, under study, are followed by some preliminary considerations.

Chapter Three : Background to the study of the subject.

A general description of the education system in South Africa is covered to give perspective to the media centre services provided by the different departments. There is a deliberate attempt to avoid detailed description of the education system. The research design is narrowed to give way to a comprehensive account of media centre services which is of paramount concern to this study.

Chapter Four : Research Design and Execution.

This section examines the manner in which the investigation was designed, executed and the methods used to gather data.

Chapter Five : Presentation of Data and Analysis.

This chapter presents the data gathered together with the main findings. Detailed analysis of the

findings accompanied by statistical calculations and tables appear in this chapter.

Chapter Six : Summary and Recommendations.

Finally this research presents some conclusions and offers considered recommendations which have become evident in the course of the investigation.

The references precede a list of appendices to round off the thesis. Vital information that are necessary to substantiate the statements made and clarify the terms used in the text are included in the appendices. This information, although relevant to the present study, is appended at the end, in order to give a more systematic flow in the presentation. The inclusion of such information in the text may result in digressions, thus hampering the logical sequence of the research.

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CHAPTER THREE

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CHAPTER THREE

3. BACKGROUND TO THE STUDY OF THE SUBJECT.

3.1 INTRODUCTION

The objective of this chapter is to construct a concept -ual framework for the study of the subject researched. The rationale behind the construction of this concept -ual framework is the tracing of the development of the different education departments and the emergence of the media centre concept in South Africa. The background to the educational systems must be identified and their relationships clarified in order to give context to the research.

The significance of this conceptual framework is that it provides the basis for the descriptive survey undertaken in this investigation and helps to clarify data and recognise relationships, thereby aiding interpretation of the findings in chapter five.

After an initial clarification of terminology, various literary sources are consulted and reviewed.

3.2 THE EDUCATIONAL SYSTEM IN SOUTH AFRICA

In South Africa the educational system is unique in that it is administered along racial lines according to the State's policy of apartheid. Since 1948, when the Nationalist Party Government came into power many Acts were passed in Parliament to enforce and reinforce the policy of separate development where people of colour, creed and religion were to **"live in separate residential areas and that their education, religious exercises, amusements, sport and social amenities" (South Africa 1989-90:244)** were to be separate.

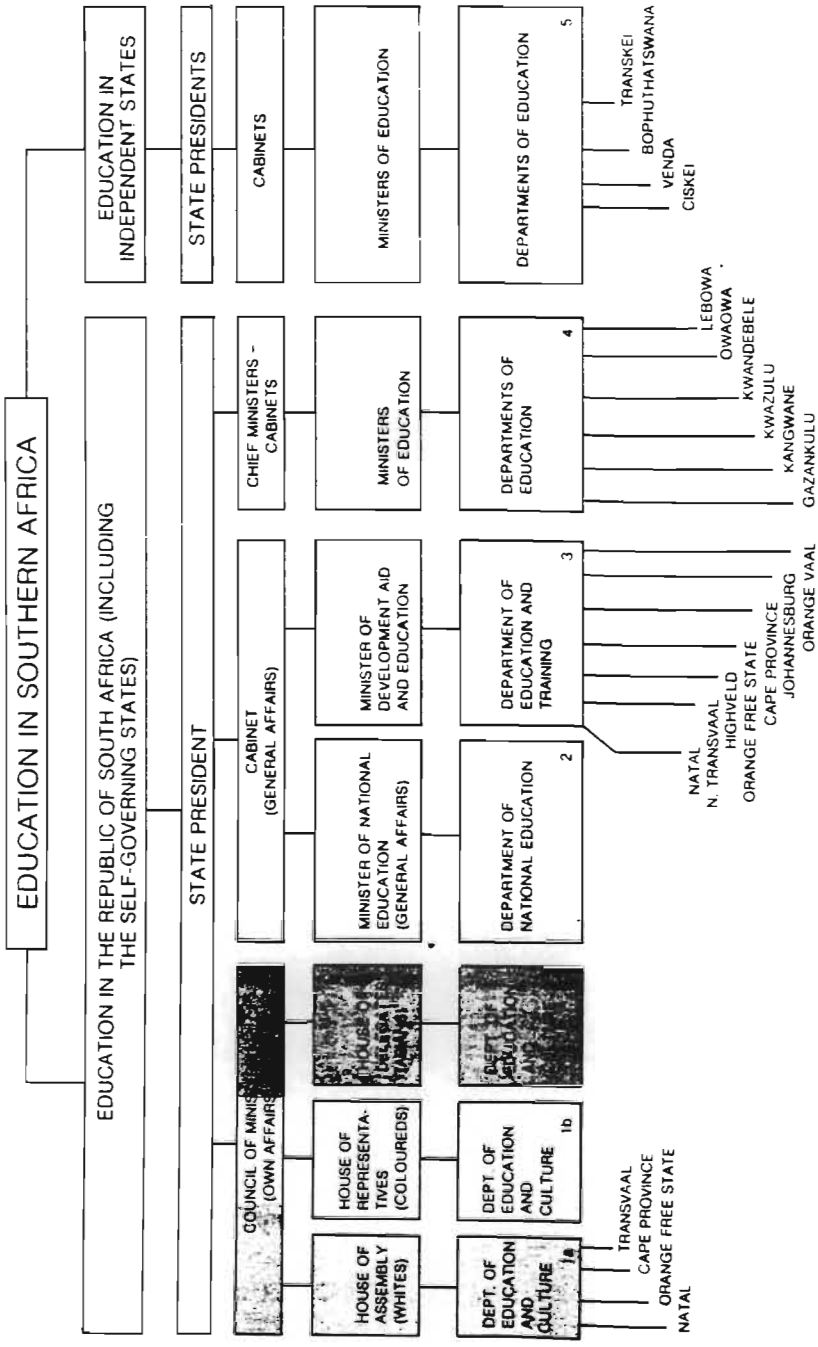
The Group Areas Act (Refer to Appendix X: Glossary) and the Population Registration Act of 1950 are the cornerstones of the whole system of apartheid where a person's political, civil, economic, social and educational rights are determined by the race group to which he/she belongs. These acts also classify the people into the four main population groups namely; Whites, Coloureds, Indians and Blacks.

While the present government has since the beginning of 1990 introduced a number of far-reaching political and

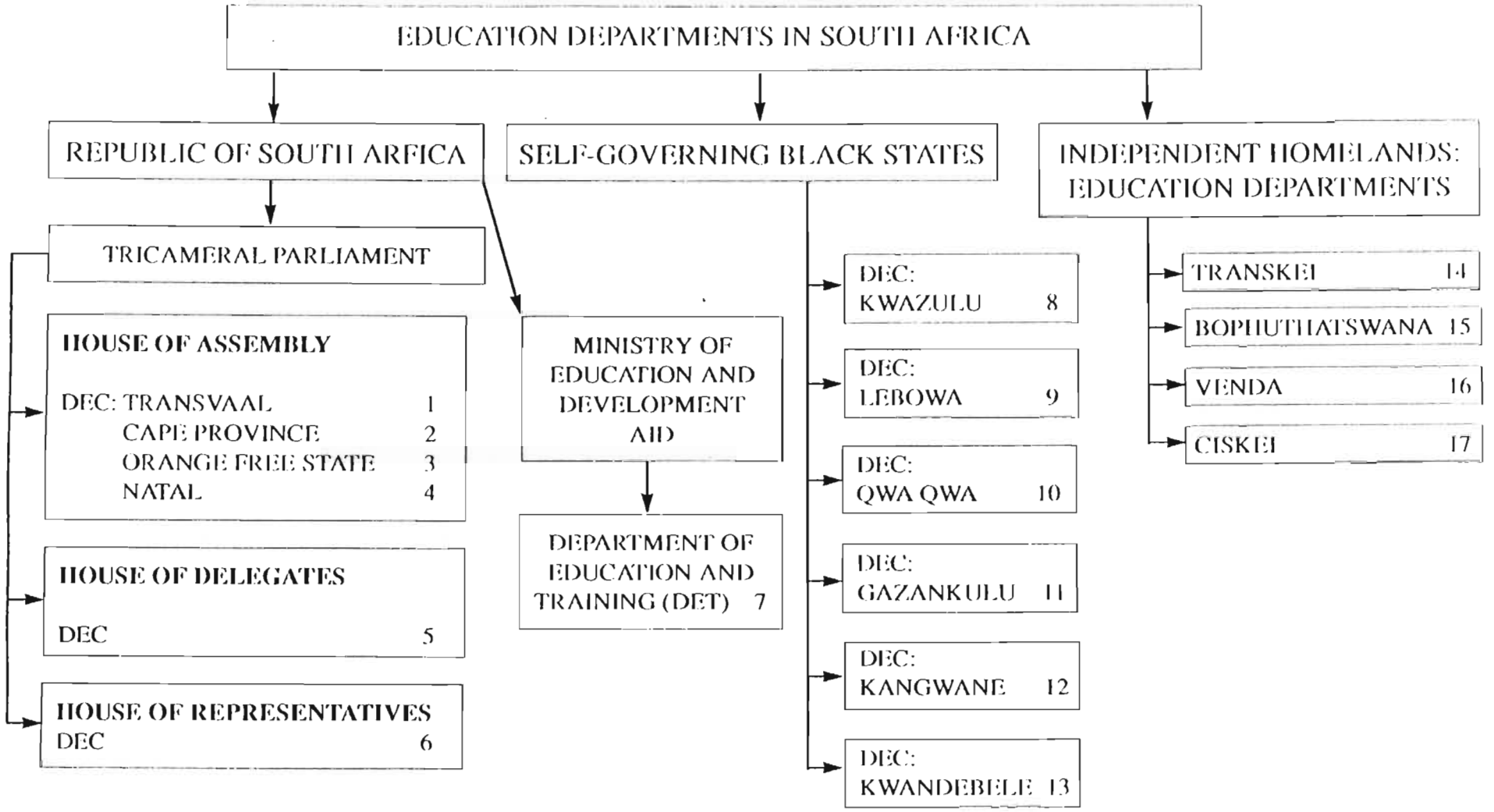
socio-economic reforms to open up new opportunities for people of all races, the state remains committed to a policy of distinctive community and cultural life for each population group. This includes schooling, which the government maintains should be in line with the **"childs's cultural identity and an extension of his home environment and upbringing". (South Africa 1989-90: 483).**

In terms of the National Policy for General Education Affairs Act, 1984 (Act 76 of 1984), the Department of National Education is required to lay down a uniform education policy for all population groups. But in terms of the constitution, education is both a 'general affair' and an 'own affair'. (Refer to Appendix X: Glossary). This means that decisions on norms and standards for the financing of education, salaries and similar general issues affecting all population groups are taken in Parliament and that overall responsibility is vested in the Department of National Education. (Refer to Figure 1). At the same time, by 'own affairs' the provision of education for each of the population groups is the responsibility of the various administrations and departments. In other words each of the four race groups has its own department to serve its own peoples.

FIGURE 1: EDUCATION IN SOUTHERN AFRICA



(Behr 1988: 62)



*DEC = DEPARTMENT OF EDUCATION AND CULTURE

FIGURE 2: EDUCATION DEPARTMENTS IN SOUTH AFRICA

Within the borders of the Republic of South Africa there are seventeen education departments administering the educational needs of the different race, language and ethnic groups. (Refer to Figure 2). The White, Coloured and Indian communities under the Tricameral Parliament (Refer to Appendix X: Glossary) are served by different autonomous Departments of Education and Culture (DEC), each with its own Minister of Education.

The Department of Education and Training (DET) is responsible for the provision of education for Blacks living in South Africa but outside the self-governing Black States. This department is part of the Ministry of Education and Development Aid. Further, each of the ten self-governing territories has its own autonomous departments for education. The system of educational organisation and administration closely reflects the pattern of government in the Republic of South Africa.

The Department of Education and Culture (DEC) of the House of Assembly (HOA) is responsible for all education for the White population in South Africa. In terms of the National Education Policy Act, 1967 (Act 39 0f 1967) an education council has been

established for each of the four provinces to advise the Minister of Education on all matters relating to White education. The four provincial education departments administered by the House of Assembly are as follows :

Cape Education Department,
Transvaal Education Department,
Orange Free State Education Department,
Natal Education Department.

Overall responsibility for the education for the Coloured community is vested in the Department of Education and Culture (DEC) under the Administration of the House of Representatives (HOR). The Minister of Education and his department based in Cape Town control Coloured education in all four provinces in the Republic of South Africa.

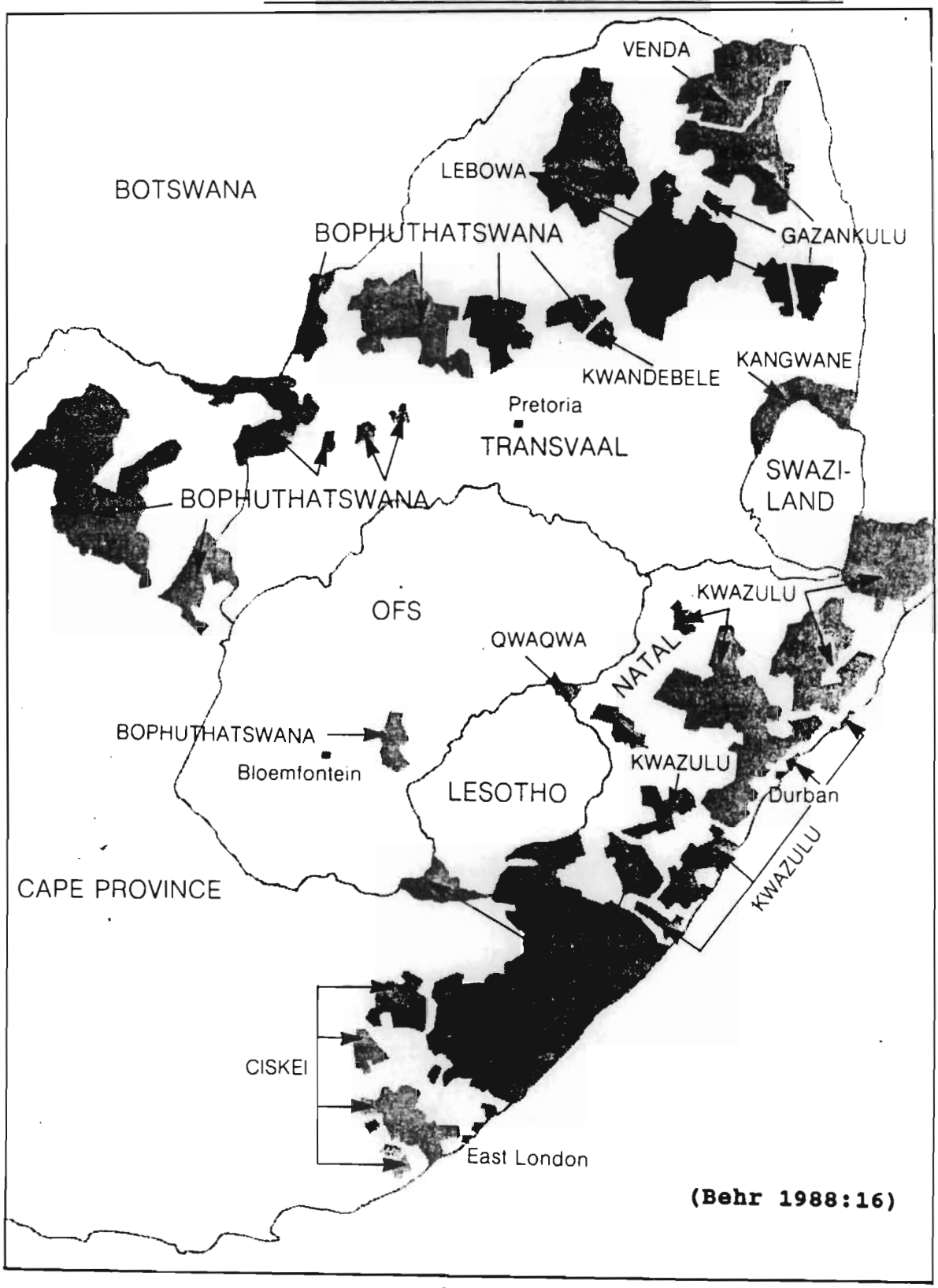
The Department of Education and Culture (DEC) in the Administration of the House of Delegates (HOD) is responsible for the provision of education for the Indian population in South Africa. This department under the Minister of Education and Culture situated in Durban, Natal, administers all matters relating to education for Indians throughout the Republic of

South Africa.

The following self-governing territories within the borders of Republic of South Africa have their own autonomous departments of education :
KwaZulu, Lebowa, Gazankulu, Qwaqwa, KwaNdebele, KaNgwane, Transkei, Bophuthatswana, Venda and Ciskei. (Refer to Figure 3).

"State education has for decades been used for ideological purposes by the South African government to reinforce the privileged position of Whites." (Merrett 1990: 2). The various fundings of the seventeen education departments in South Africa are not only separate and different but unequal. There are huge discrepancies in the per capita expenditure, with Whites, the minority group, receiving the largest amount.
"Total per capita expenditure on education is about R3082 for each White child, R765 for each Black child under the Department of Education and Training (DET), R622 for a Black child in the 'national states'..." (Stander 1990: 10). (Refer to Appendix M). The figures for those classified as Indians and Coloureds are R1386 and R891 per child respectively.

FIGURE 3: MAP OF INDEPENDENT HOMELANDS AND SELF-GOVERNING BLACK STATES OF SOUTH AFRICA



This horrific imbalance in the State's allocation and expenditure in education for the various racially segregated groups has resulted in unequal provisions at schools and the Black schools in particular, **"are inadequately provided with buildings and materials and they also are faced with the problem of many poorly qualified teachers." (Olen 1988:212).**

Such inequalities in State's fundings have admittedly resulted in very grave discrepancies in the quality of education for the pupils at various school levels. One's race classification determines the quality of education one's children are likely to receive.

Against this background the development of school media centre services of the following five education departments in the Natal/KwaZulu Region will be discussed in the following paragraphs:

* Department of Education and Culture.
  Administration: House of Delegates (HOD).
* Department of Education and Culture.
  Administration: House of Assembly (HOA).
* Department of Education and Culture.
  Administration: House of Representatives (HOR).

* Department of Education and Training (DET).
  Department of Education and Development Aid.
* Department of Education and Culture.
  KwaZulu Government.

3.3 SCHOOL MEDIA CENTRE SERVICES: A HISTORICAL PERSPECTIVE

3.3.1 DEPARTMENT OF EDUCATION AND CULTURE. ADMINISTRATION: HOUSE OF DELEGATES (HOD). (INDIAN EDUCATION).

3.3.1.1 INTRODUCTION.

In 1928 at Bloemfontein, the South Africa Library Conference resolved that adequate library provision be made for the local Non-European sections of the population. In order to translate this resolution into reality, the Carnegie Corporation made available three thousand pounds sterling, of which five hundred pounds sterlings was allocated to Natal. **(Kistan 1985: 86).**

In the early nineteen thirties pre-selected Indian high schools in Natal received the first consignments of books on loan. Thus began the library resource centre services at Indian schools in South Africa. Although

there was a gradual increase in the initial book stock, there was no guidance in the organisation, administration and running of a library to schools. The need for libraries or even decentralised book centres was barely satisfied by the Natal and Transvaal Education Departments which independently controlled Indian schools. **(Maharaj 1982: 5).**

In accordance with the policy of separate development, Parliament passed The Indian Education Act, 1965 (Act 61 of 1965 of the Republic of South Africa), which provided for the transfer of the education of Indians from the provincial departments to the Department of Indian Affairs. With the transfer of Indian education to the Division of Education of the Department of Indian Affairs on 01 April 1966, followed visible changes in the provision and promotion of library and audiovisual services to primary and secondary schools.

The newly established Division of Education began actively to implement a uniform policy and to fund the acquisition of books in order to ensure that every Indian school developed a respectable library facility that would meet the educational needs of

pupils and teachers. **(Maharaj 1982: 5)**. Also in the year of transfer of education, the library services was for the first time placed under the control of a Subject Inspector of School Library Services.

In 1984 the government began to set up the statutory framework for parity and uniformity for all South Africans, irrespective of race, colour, sex or creed. In terms of the National Policy for General Education Affairs Act, 1984, (Act 76 0f 1984), under the new Tricameral system of Parliament, overall responsibility for education for the Indian community is vested in the Department of Education and Culture of the Administration in the House of Delegates (HOD). **(South Africa 1989-90:484)**. (Refer to Appendix X: Glossary). Since then, under the 'own affairs' concept, Indian education is administered by political parties and is under the control of its own Minister of Education.

3.3.1.2 SCHOOL MEDIA CENTRE SERVICES.

Despite the fragmented and unequal educational opportunities and the initial apathy of the provincial education departments, the Indian Education Department has gradually and systematically developed

the school libraries into resource centres. However, since 1966 great progress has been made as the department recognised the need for media in the educational programme and to-day the media centres stand to be on par and/or above those centres under the control of other education departments in South Africa.

3.3.1.3 SCHOOL LIBRARY/RESOURCE CENTRE POLICY.

For the past quarter of a century the school library resource centre service, as it is called in this department, has grown to occupy a prominent status in the educational setting. This was mainly achieved through the establishment of a library resource centre service structure with a clear policy statement. (Refer to Figure 4).

In the Principal's Handbook, the policy with regard to utilization and integration of school library resource centre with classroom subject teaching is expounded as follows:

"The aim of the school library is inextricably bound with that of the general educational programme. The operational objective of the school library is to

facilitate, assist and expedite the achievement of optimum education by each student - the clever, the average, the dull and the deviate - by providing an enriching and vitalizing programme. The following objectives give meaning, purpose, direction and importance to the library programme:

15.1.1. the provision of an educationally workable and effective library plan which will satisfactorily meet the developmental requirements of the curriculum and the personal needs, interests, aspirations, abilities, inventiveness and creative potential of the pupils;

15.1.2. the provision of informed, interested and sympathetic guidance in the library services and resources which will personalize teaching and individualize learning;

15.1.3. the provision of a planned, purposeful and educationally significant programme which will be integrated appropriately with classwork in various subject areas of the school programme;

15.1.4. the provision of library resources - printed and non-printed, which will stimulate and promote

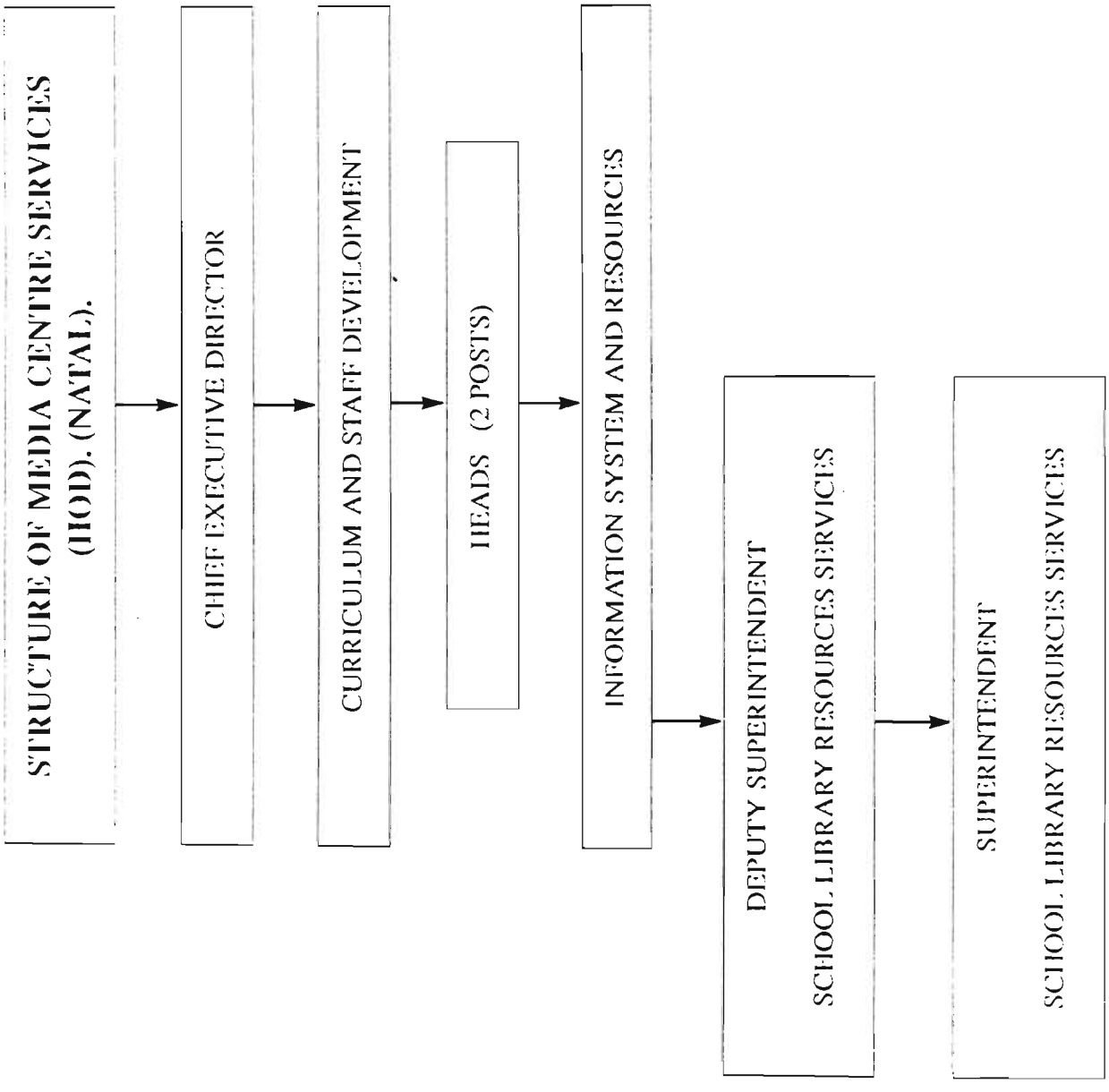
interest in self-directed knowledge building." (South Africa 1982: F21).

The Handbook for Principals embodies the prescribed policy and practice of the Department and as such its provisions are binding.

FIGURE 4: STRUCTURE OF MEDIA CENTRE SERVICES

DEPARTMENT OF EDUCATION AND CULTURE

HOUSE OF DELEGATES



In order to realize the aims of the library resource services the department, in 1974, created the Department of Educational Technology to look at the audiovisual needs of the schools and colleges of education. The Department of Educational Technology and the School Library Resource Services provide support to teachers, pupils and superintendents of education by a six-tiered service, namely :

* each school or teacher-training institution has its own library resource centre;

* the establishment of regional Teachers' Centres at Chatsworth, Phoenix, Durban, Pietermaritzburg and Lenasia;

* the well-stocked library resource centre at the Truro House in Durban;

* membership of all schools with electricity to the Division of Educational Technology of the Department of National Education which has branches in Pretoria, Cape Town and Pietermaritzburg to cater for all schools in the respective provinces;

* regional library resource centre committees which organise workshops, seminars and exhibitions on a regular basis at the different Teachers' Centres.

* the department's subject committee: school library resource services consisting of superintendents (LRS), teacher-librarians, principal heads of the Teachers' Centres and representatives from the University of Durban Westville, M L Sultan Technikon and the Springfield College of Education.

(Kistan 1985: 90).

3.3.1.4 SCHOOL LIBRARY/RESOURCE FACILITIES

Prior to 1966 the lack of a centralised accommodation and the dearth of professionally qualified teacher-librarians affected adversely the proper organisation and utilization of the library resource centre. This resulted in library books stored either in cupboards or on shelves in the principal's office and under the control of the teacher of English at each school.

Today the school building programme includes a central library accommodation with a floor space of 194,70 sq.

metres at secondary schools and 131,42 sq.metres in the case of resource centres at primary schools. These modern purpose-built centres are carpeted, burglar-proofed and fully furnished and fitted with shelves, study carrels, display boards and work-top cabinets. Each media centre has a large teaching, reading and study room; a separate adjacent reprographic room and an audio or store room. In addition, a spacious multi-purpose centre, of approximately 96 sq. metres with rear view projection facility, is found at all the new schools.

A common feature of the library resource centre facility is that all schools have an identical planned structure with little scope for re-arrangement and re-organisation of the fixed shelves, issue counter, study carrels and front classroom type chalkboard. However, the library resource centre may vary from a small make-shift distribution room, a few cupboards as storeroom to large spacious purpose-built centres.

The type of centre depends on the size and age of the school. There are still a few schools with no electricity and with an enrolment of less than fifty pupils and with no special provision for the library resource centre.

3.3.1.5 STOCK BUILDING POLICY.

At the commencement of each financial year all schools receive a basic library monetary allocation for the purchase of books, periodicals and newspapers. At each school, the monetary allocation is equitably distributed among the subject committee heads by the teacher-librarian who ensures that the resource stock is systematically built up to meet the educational needs of the school population. All members of staff are involved in the selection process of all resource materials to be acquired by the school. The selection is usually from catalogues received at the annual book exhibition organised by the department at various venues, from media guides published by the Transvaal Education Department and from the department's teachers' reference work catalogue. **"If Principals wish to select titles not appearing in the Media Guide of the Transvaal Education Department, requests for the permission to purchase such titles must be made to the Superintendent of Education (Library Resource Centre). All titles which are approved in this manner may be purchased by the Principal." (South Africa 1982: I 22).**

In the past schools were expected to place their book order within a specified time period with a prescribed bookseller in their area. Since 1989 a new procedure was adopted where schools were to tender to at least three booksellers after having made a selection of resources. The school then placed the resource order with the bookseller with the most reasonable tender.

The department also supplies each school with a price list of approved overseas and local periodicals. The periodical and newspaper orders are placed separately with Universitas in Pretoria.

Budgeting for audiovisual hardware and software is undertaken separately from that for books. Audiovisual equipment is acquired centrally and supplied to schools according to the norms laid out in the department's standard list. A range of audiovisual software (consumable items) and spares for all hardware supplied is obtainable from the department's Stores and Supplies Section and from the general capitation of each school.

In addition to the central funding, schools also draw from their respective school fund account to acquire daily newspapers, audiovisual resources and equipment

for the library resource centre. The department encourages this initiative from schools by assisting in the purchasing of expensive items on a rand for rand basis. **(South Africa 1982: F 24).**

The Department of Education and Culture (DEC) is also committed to the payment of an annual membership fee of R150,00 per school to the Division of Educational Technology of the Department of National Education for the loan of video cassettes, 16mm motion film, film-strips and gramophone records. **(Padayachee 1990: 4).**

3.3.1.6 LIBRARY RESOURCE CENTRE STAFF.

In Circular 9 of 1980, **(South Africa 1980a)** **"Principals are advised to strive towards the appointment of full-time teacher-librarians"** who are allocated time within the time-tabled day to attend to the administration, organisation and running of the school library resource centre.

Every school with a proper library resource centre is therefore expected to employ a full-time teacher-librarian. In the main, experienced and professionally qualified teachers are deployed as full-time teacher-

librarians at both primary and secondary schools.

Part-time clerical assistants are utilised to assist in routine tasks such as typing, processing of resources and control of audiovisual stock in the resource centres at large schools.

In order to ensure efficient utilization of the library resources, Library Resource Education lessons are conducted once per week per class unit from standard two upwards to standard ten. These library skills periods are taught by the teacher-librarian in the library resource centre.

Reader guidance and planned subject integration lessons are also conducted in the library resource centre periodically by the subject teachers with the assistance of the teacher-librarian.

The work of the teacher-librarian is inspected by two Superintendents of Education: School Library Resource Services in the Natal region. Orientation courses and workshops are organised by the various regional subject committees of the library resource services at Teachers' Centres. Teacher-librarians with

the necessary qualifications and experience are considered for promotion as Heads of Department (Resource Centre) at secondary schools while manning the resource centre and to posts as Heads of Department (Humanities) in the primary schools.

The department's subject committee for library resource services, consisting of superintendents of library resource services, principal heads of the Teachers' Centres, teacher-librarians and representatives from the University of Durban Westville, M L Sultan Technikon and the Springfield College of Education, meet at least once a month to continually re-appraise and promote the library resource services at all institutions in the department.

3.3.1.7 CONCLUSION.

No doubt in the last twenty-five years the library resource services have improved enormously in both range and quality at schools attended by the Indian community of South Africa. The sterling work and efficient planning on the part of Educational Planners, Superintendents in the Library Resource Services, the teacher-librarians and school principals, have to a

large degree realised the aim of making the library resource centre the hub and hive of all the educational activities of the schools.

However, since 1984 with the handing over education to the Administration: House of Delegates, the pace of improved and better library resource services was not only staggered but also in some instances halted. The numerous investigations and enquiries into the Department of Education and Culture, since this takeover, revealed corruption, fraud and mismanagement in the services provided to schools and school resource centres. This resulted in very serious financial constraints and cutbacks in the fundings to school library resource centres.

In 1990 a circular was forwarded to all principals informing them that **"it has been decided, with certain exceptions, to withdraw the 1990 monetary allocations for the purchase of all library resources (i.e. library/ reference books, periodicals and multivolume publications). Schools which were established in the past five years (i.e. since 1 January 1985) are not affected by this decision mentioned above but purchases, which shall include all library resources, will be restricted to a**

maximum amount of R3000." (South Africa 1990: 2). Such financial cutbacks to the provision of resource materials received much media coverage in South Africa. The Minister of Education tried to defend his department's decision by stating that schools made about twenty-five to thirty percent usage of the library. (Chetty 1990:10). (Refer to Appendix Q). The decision taken and the statement by the Minister drew much criticism from the Indian community and educational organisations. One such criticism was written by the researcher of this thesis. (Kistan 1990: 8). (Refer to Appendix S).

3.3.2 NATAL EDUCATION DEPARTMENT DEPARTMENT OF EDUCATION AND CULTURE. ADMINISTRATION: HOUSE OF ASSEMBLY (HOA). (WHITE EDUCATION).

3.3.2.1. INTRODUCTION.

Formal education at all levels for the White population was at all times the resonsibility of the South African Government. Primary and secondary schooling was controlled by the four provincial education departments. The

White community in the country with the state controlled and funded education rate far above the other population groups as far as educational opportunities, facilities and accommodation are concerned.

The disparity in State expenditure and financial allocation has always favoured the Whites in South Africa. To-day, as was always the case, the White education departments are privileged to have spaciously laid-out schools with large classrooms and specialist rooms with the necessary facilities and resources provision. The educational environment and setting are the envy of the non-white population groups who had, and have to survive with low fundings from the state.

School libraries were part of school buildings and were supported by the provincial library services. In 1950 school library services were established in each of the provincial departments. However, the libraries and media centres in White education developed in an uncoordinated manner as each of the four provincial education departments had its own media centre service structure.

In the Natal Education Department (NED) the first School Library Organiser was appointed in 1950. Since the early years a system of co-operation between the NED and the Provincial Library Services existed, where block loans of books were made to schools by the Provincial Library Services. In April 1970, the Director of Education (NED) recommended the establishment of adequate libraries, full-time teacher-librarians, a well-chosen and adequate bookstock and a central collection of modern audiovisual apparatus. **(Overduin and De Wit 1986: 265)**. During the same year the Natal Education Department introduced the concept, 'resource centre' instead of the school library, after some of its officials returned from a study tour of educational institutions in the United Kingdom.

Since October 1984 the Department of Education and Culture (DEC) under the administration of the House of Assembly (HOA) took full responsibility for all education for the White population in the Republic. The Minister of Education in the House of Assembly with the Directors of Education of the four provinces and their respective education departments administered the educational affairs

of the Whites.

3.3.2.2 SCHOOL MEDIA CENTRE SERVICES.

The Education Media Service (EMS) situated in Pietermaritzburg manages both the school library and educational technology sections within the Natal Education Department. (Refer to Figure 5).

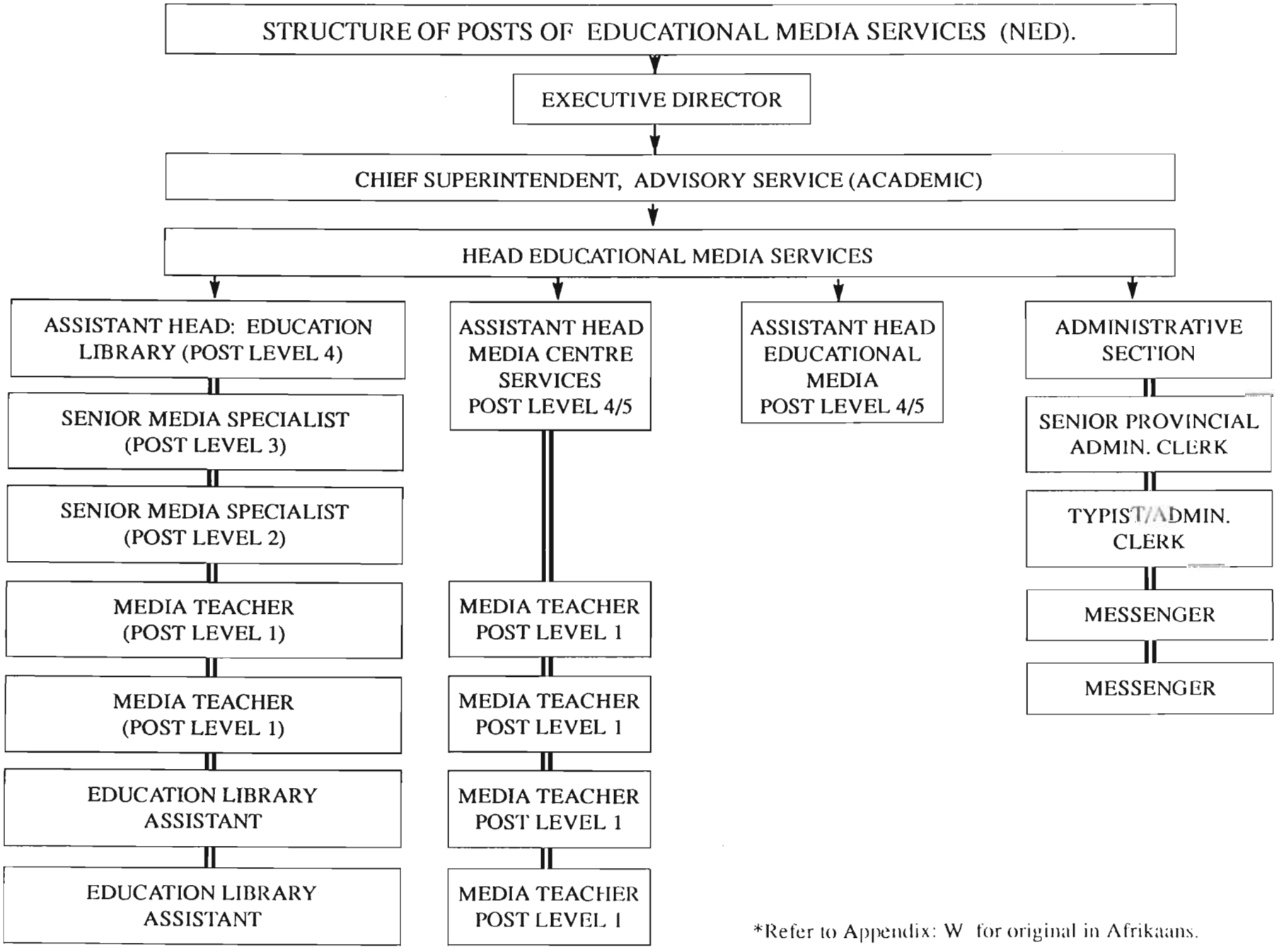


FIGURE 5: STRUCTURE OF MEDIA CENTRE SERVICES

NATAL EDUCATION DEPARTMENT

*Refer to Appendix: W for original in Afrikaans.

In 1971 the concept of the school library changed from being a mere storehouse of books to a resource centre which housed all types of educational resources and related audiovisual equipment.This change was also in response to scientific revolutions in the field of education and technology and the department's awareness of the impact of media centres on education, world wide. **(Job 1984: 52).**

The media centres, as they are known to-day at schools, have developed to become integrated with the teaching and learning programme of the school. The aim of the department is to develop media centre services and collection to be brought into close alignment with the school curricula. In the NED the media centre has a fundamental share in the education of every child to attain full membership of society (a goal identical to that of education).

3.3.2.3 MEDIA CENTRE POLICY.

In the foreward of the Resource Centre Handbook, Bulletin 29, 1983, the Deputy Director of Education defines the policy of the Natal

Education Department (NED) as follows :

"The policy of the Natal Education Department is that every child should be given as many opportunities as possible to do independent research and evaluation. The child lives in a vast and complex world where the fiction of to-day might very well be the fact of tomorrow, or vice versa, and it is vital that he should learn where and how to find information and, having collected the material, find out for himself how to arrange it in a logical order and, finally, to determine for himself the relevance and/or validity of the assembled statements. There should however, be nothing to prevent the child from consulting the teacher and/or teacher-librarian should he feel the need for advice, as long as they merely provide him with 'food for thought' and at no time do his thinking for him.

In the senior classes training in the application of the scientific method of enquiry cannot succeed without well-directed research in the resource centre. It must be borne in mind that at matriculation level the accent to-day is on the

development of insight and the ability to argue clearly and well." (Resource centre handbook 1983: ii). "It is therefore the policy of NED that every school should develop its own media centre and build up their stock out of monetary and/or school funds without any prescriptions from the department." (Engelbrecht 1990: 2). Every school now has a resource centre with a full-time or part-time teacher-librarian. (South Africa 1989-90:489).

The Education Media Service (EMS) does not have a centralized system and each teacher-librarian can do his/her own media selection. The free system policy allows and at the same time encourages each and every school to assess its individual needs and to develop its stock of book and non-book resources accordingly. The reasons given for adopting such an open policy are :

* there is closer contact between the media teacher and the media centre when he/she can do his/her own selection.

* media teachers become better acquainted with all the items in the media centre's stock when they do their own ordering and selecting.

* each school can determine exactly where gaps in the collection exist and where the collection should be supplemented.

* schools obtain a better knowledge of their resource centres by accepting responsibility for their own acquisition and classification.

(School library services in South Africa 1981:102).

3.3.2.4 **MEDIA CENTRE FACILITIES**.

Since 1971 the Natal Education Department emphasised that it was the duty of every school to run and develop its own media centre. As a result to-day " **every school in the NED has a media centre". (Engelbrecht 1990: 2).** The media centre may be a planned purpose-built centre or a converted classroom or an old school hall. There are, however, no standard building plans

by the department as each school plan is adapted to blend with the architecture of the school building. However, on an average the floor area of 280 sq.metres was allowed for secondary school media centres. **(Overduin and De Wit 1986: 290).**

Thus very few of the school media centres look alike. **(Engelbrecht 1990: 2).** This policy of the NED is welcomed by schools, especially teacher-librarians who enjoy much flexibility and scope in planning and organisation of the media centre according to the needs and tastes of the school population. The only requirements are that media centres should be functional and comply with the minimum requirements of the department.

Every school is supplied through department contracts with furniture and fittings for the media centre. Catalogue cabinets, periodical racks, issue counter, book shelves and study carrels are the basic standard items offered to all schools.

3.3.2.5 STOCK BUILDING POLICY.

As mentioned in the previous paragraphs the Natal Education Department does not have a prescriptive media centre policy but advocates a free system of media stock building. The department believes that such a flexible policy allows, above others, for:

* the teacher-librarian to do his/her selection according to the needs and demands of the school community.

* the schools to achieve a better insight into the media centre concept by accepting responsibility for their own acquisitions and classification.

(School library services in South Africa. 1981:102).

Every school in Natal is given an annual monetary allocation to meet all requirements of the school. The department's budgeting per capita differs from school to school. The principals of individual schools decide the part of this allocation for the media centre. **"The selection, obtaining and**

processing of all material is the responsibility of the school although the EMS recommends one." (Engelbrecht 1990: 5).

The teacher-librarian, with the recommendations of the entire staff at the school, is assigned the task of selection and acquisition of resources for the media centre. The formation of media centre committees at each school ensures that all classes or standards and subjects are adequately catered for. The Book Guide, published by the department, serves only as a guide to book selection. With funds at his/her disposal, the teacher-librarian is free to purchase resource material when and where he/she chooses to do so.

Only limited central provision is taking place. (Engelbrecht 1990: 5). The EMS assist schools in acquiring audiovisual equipment by putting out on contract those items it recommends for purchase by schools. The list of suitable audio-visual hardware on contract is available to schools. Items from this list may be purchased from the general allocation from the department and/or from the own funds of schools.

Since 1989 the NED also decided to support schools by supplying basic materials through the EMS if and when funds are available. Sets of encyclopaedia, wall maps and other resource materials are purchased centrally and supplied to schools. **(Engelbrecht 1991).**

The Educational Technology Directorate of the Department of Education and Culture in the House of Assembly, with a branch in Pietermaritzburg, circulates 16mm films, film-strips, gramophone records and video cassettes to all schools. The NED's Education Media Service at Pietermaritzburg has almost 30 000 books; 250 journals and a collection of media and a sophisticated range of audiovisual equipment and provides a support service to all education officials and teachers within its department in Natal. **(South Africa 1989-90: 489).** The education library of the NED is linked to the South African Bibliographic and Information Network **(SABINET).**

3.3.2.6 MEDIA CENTRE STAFF.

All schools with an enrolment of more than two hundred and fifty pupils are entitled to a

teacher-librarian post. "In some cases, because of the size of class units or distribution, principals experience great difficulty in releasing a member of staff to be a full-time teacher-librarian. In such cases a teacher-librarian is appointed, but is required to devote certain periods to teaching of a particular class."
(The school resource centre 1971: 4).

In 1986 only thirty-three of the seventy provincial secondary schools in Natal had posts for full-time media teachers and only nine of these posts were filled by teachers who also had school library qualifications. (Olen 1988: 215). Most schools have a media teacher to administer and run the media centre, although not full time.

A teacher-librarian or media teacher is expected to perform all the professional and clerical work associated with media centre management. There is no clerical assistant, although a principal may, if he/she desires, to arrange for the secretary of school to assist the media teacher with typing of catalogue cards. A striking feature at most schools

is that parent volunteers aid the media teacher in routine clerical tasks in the media centre.

Another responsibility of the media teacher is to teach pupils library user guidance through the time-tabled subject, Information Skills. This formal instruction period is taught for one period per week up to standard five. Little or no formal lesson in information skills is taught at the secondary school level. But the extent of training and education in user guidance varies from school to school. Some schools have media education time-tabled from standard six to nine, while at other schools informal reading guidance takes place during the fixed language periods.

Occasionally, the teacher-librarian is expected to conduct workshops in media centre use and demonstrate the handling of audiovisual equipment to members of the teaching staff.

The Head and Assistant Head of the School Media Centres and the Department of Educational Technology visit schools to offer advice, guidance and on-site training with regard to the

administration and organisation of the school media centre. Also four itinerant media teachers visit schools in their region as allocated to them to assist the media teacher with the organisation and the administration of the school media centre. (Refer to Figure 5).

3.3.2.7 CONCLUSION.

The general impression is that with the Natal Education Department's policy of considerable laxity and freedom all the media centres in the province are well developed and established.
A policy of this nature also leads to problems, as budgeting of the school monetary allocation rested with the school principals. It was learned that principals who supported the concept of media centres budgeted favourably for media centre acquisitions.

On the other hand, lack of interest and enthusiasm on the part of some principals resulted in minimal support and low fundings for the media centre use. Unfortunately, quite a number of schools fall into the latter category. Under such circumstances, the

media teacher is less motivated to promote fully the utilization of educational media and the media centre.

The media centre bookstock for all schools is above average but the audiovisual material in most schools is inadequate. **(Engelbrecht 1990: 5).**

The Natal Education Department has accepted in principle that school media centres can be computerized. The first computerized media centre in the province is at the Westville Girls' High School. **(Engelbrecht 1991).**

3.3.3 DEPARTMENT OF EDUCATION AND CULTURE ADMINISTRATION: HOUSE OF REPRESENTATIVES (HOR). (COLOURED EDUCATION).

3.3.3.1 INTRODUCTION.

The first schools for the Coloured community were provided by the church denominations and mission societies. With the creation of the Union of South Africa in 1910, the State began to extend greater influence and control over the church and mission

schools. Each of the four provinces was to retain responsibility for education of all its peoples within its boundaries.

Since 1920 the State progressively took over the state-aided schools, although many state-aided church schools still survive especially in the sparcely populated rural areas. **(South Africa 1989-90:511).** In the same year the Cape Provincial Administration decided to pay full salaries of all Coloured teachers, and to rent school buildings that had been erected by missionary societies. **"This was the first step towards a complete take-over of Coloured education by the State." (Behr and Macmillan 1966:362).**

In 1964, as a result of Act No.47 of 1963, the education of the Coloured population was transferred from the provinces to the Department of Coloured Affairs of the Central Government.

In terms of the National Policy for General Education Affairs Act of 1984, and under the new tricameral system of government in South Africa, the Department of Education and Culture under the Administration of the House of

Representatives (HOR) has overall control of all education for the Coloured community residing in the four provinces.

Similar to the House of Delegates, education is, up to the present time, controlled by Coloured political parties and by a separate Minister of Education. Since the majority of the Coloured people are concentrated in the western districts of the Cape Province, the Department of Education and Culture has its headquarters at Cape Town.

3.3.3.2 SCHOOL MEDIA CENTRE SERVICES.

State funding and provision of buildings and facilities have adversely affected both the quality of education and the school library services at schools attended by the Coloured pupils. The relatively few schools built for this population group have resulted in a shortage of classrooms and, in some cases, overcrowding of limited premises. The Coloured Education Department like its Black counterpart, faces a crisis in education. This is mainly because of the historically fragmented and racially segregated

system of education in the Republic.

The media centre policy, facility, stock and staff depict a bleak picture of the real situation as pertaining to the school library media centre services of the Department of Education and Culture under the House of Representatives.

3.3.3.3 MEDIA CENTRE POLICY.

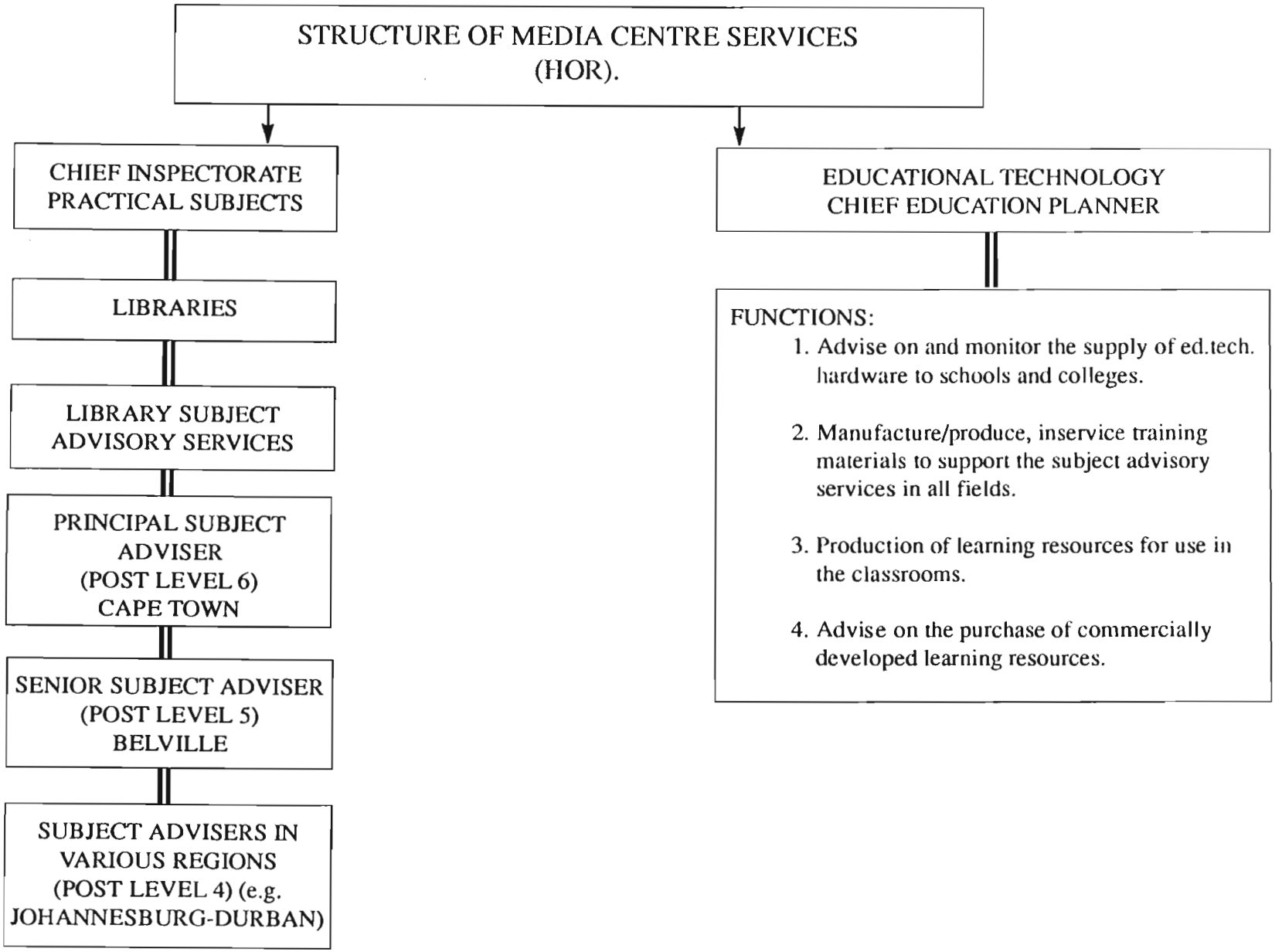
"This department has effectively not established any Media/Resource Centres, in the generally accepted sense, in their schools as a conscious effort or as official policy." (Shepherd 1990: 1).

The School Library Services has its headquarters in Cape Town. (Refer to Figure 6). This service is to some extent modelled on those of the Cape Education Department Library Services and the Transvaal Education Media Services. **(Kruger 1981: 101).**

However, in the 'School Library Circular 1985 to Principals and Teacher-Librarians', the Department of Education and Culture states :

"The School library should be a focal point within the school providing staff and pupils with materials and information to assist their teaching and learning respectively.

The aim of the library is to stimulate reading and to provide a back up service to the work currently in progress in the classroom by training the pupils in research techniques. The skills acquired by the pupils during their visits to the library should stand them in good stead when they are required to complete the independent research tasks for one of the content subjects." (School library circular 1985: 1).



(Shepherd 1990: 1-2).

FIGURE 6: STRUCTURE OF MEDIA CENTRE SERVICES

DEPARTMENT OF EDUCATION AND CULTURE

HOUSE OF REPRESENTATIVES

3.3.3.4. MEDIA CENTRE FACILITIES.

The provision of a specialist room including special premises for the Learning Resource Centre is not the priority of the Department of Education and Culture in the House of Representatives. Only a few schools mainly secondary, have a facility for a library. With the present shortage of classrooms, small storerooms and ante rooms are used to store and distribute library books. **(Olen 1988:220).**

The department has not embarked on a design or plan for school media centres. New school buildings in Natal are however planned to house library books and audiovisual equipment separately in two different venues, a considerable distance apart. The Fernvale Secondary School in Merewent is a good example of this new type of plan. This, far from the ideal arrangement, may be as a result of structure of the Library and Media Centre Services of the department. (Refer to Figure 6).

The Library Subject Advisory Service falls within the jurisdiction of the Practical Subjects Chief

Inspectorate. A Subject Adviser for Libraries visits schools in the Johannesbury-Durban region. With his base at Pretoria, the Subject Adviser usually visits schools once a year mainly to sanction the writing off of torn or obsolete library books and check the library stock in the Accession Register of the School Library.

The Educational Technology Division of the department established in 1983 at Cape Town functions independently of the Library Subject Advisory Service. **(Shepherd 1991)**. The primary function of this central media centre service is **"to advise on and monitor the supply of Educational Technology Hardware to the Schools and Colleges." (Shepherd 1990: 1)**.

In reality there is an infrastructure to establish and develop libraries and media centres at primary and secondary schools.

3.3.3.5 STOCK BUILDING POLICY.

Library books are purchased centrally by the Cape Provincial Library Services and then supplied

to all primary schools in Natal. These books are selected by Subject Advisers of the different subjects taught at the schools. The library books are then processed - classified and spine-marked by librarians in Cape Town and despatched to schools. The department adopted this policy as it believes it benefits financially through central bulk buying and saves in both man power and time through central processing.

The secondary schools, on the other hand, may select books from an approved annual list compiled by the department. Schools may, however, approach the Subject Adviser concerned for permission to order books that are not included in the list of approved books.

The provision of audiovisual media in the media centres in the schools is very limited. **(Olen 1988:220).** Audiovisual hardware are also purchased centrally by the Educational Technology Division in Cape Town and supplied to all schools.

The following items of audiovisual equipment are on the standard list of the department :
overhead projectors, together with ancillary items

such as trolleys, projection screen and transparency makers, television and video cassette recorder in specially designed cabinet, slide projectors, tape recorders and computer systems. A number of primary schools still have only classroom collections and at these schools a team of teachers are responsible for book education teaching and classroom collection of library books.

The Department of Education and Culture also makes provision for schools to become members of the Educational Technology Division of the National Education Department. With limited and inadequate projection facilities, schools do not take much advantage of this support service of the department.

3.3.3.6 MEDIA CENTRE STAFF.

With very few well-equipped and stocked media centres the need for a full-time teacher-librarian post is a luxury for schools. Only a few schools have full-time teacher-librarians and the teachers are often required to spend more time on

subject teaching than with the administration and management of media centres. **(Olen 1988:220).**

In some schools because of staff allocation and increased teaching load of teachers, different subject teachers are allocated library duties and the control of audiovisual stock as extra-mural activities. In most cases these teachers have no qualifications in library management.

Book Education has in recent years become a major task of the teacher-librarian at schools. Although the department has a prescribed syllabus for Book Education from standard two to standard ten, the lack of suitable qualified teachers in the field of librarianship has resulted in the Book Education lessons being farmed out to class teachers as filler subjects to make up the required teaching load.

The library media centre services of the department offer few incentives to teachers to study in the field of librarianship. Two teachers from the Coloured schools in Natal have enrolled to read for the University Education Diploma in Resource Centre Management at the

University of Durban-Westville in 1991. **(Loureiro 1991).** Also two Coloured teachers have registered this year (1991) in the Department of Information Studies, University of Natal, Pietermaritzburg, for the School Librarianship Diploma.

3.3.3.7 CONCLUSION.

The school library media centre services in Coloured Education have not developed along a planned or goal-directed route. The services offered by the media centre to the school community are uncoordinated and gravely inadequate.

In the past the different departments that controlled education of the Coloured pupils, placed little importance on the provision of library books and facilities to schools. As recently as 1984, with the transfer of education to the Department of Education and Culture in the House of Representatives, some planning and funding went into provision of resources and school resource centres.

However, the centralised stock building policy of the department is most unsatisfactory and not preferred by schools. This central purchasing and supplying of resources give no space to schools to build up their resources according to the needs of the teachers and pupils.

This department which is situated in Cape Town was found to give first preference to schools in the Cape Province, overlooking the needs of the schools under its wing in Natal.

The Department of Education and Culture was also found to be rife with corruption, fraud and theft. The numerous commissions of enquiry revealed mismanagement by educational authorities due mainly to the interference by politicans in the House of Representatives. A situation similar to their Indian counterpart, the Department has embarked on a policy of financial cutbacks in education with media centre services greatly curbed.

The lack of suitably qualified personnel from the Coloured community, the ignorance on the part of school principals and teachers who invariably

received their initial qualification at poorly equipped Coloured institutions and the controlling of Natal schools from Cape Town, have to a very large extent, hampered and stifled progress in the field of library and media centre services. The division of the media centre services into two separate structures, namely libraries and educational technology has also contributed to the grave situation in media centre services at Coloureds schools. The acceptance of poor library services and provisions also reflects the background knowledge of teachers in the use and benefits of educational media in the teaching and learning programmes.

3.3.4 DEPARTMENT OF EDUCATION AND TRAINING (DET). MINISTRY OF EDUCATION AND DEVELOPMENT AID. (BLACK EDUCATION: WITHIN THE BORDERS OF SOUTH AFRICA)

3.3.4.1 INTRODUCTION

The early history of Black Education in South Africa is one of missionary endeavour. From about 1904 until 1954 education for the Black communities was provided and administered by the churches and the four provincial education departments. In most cases,

special sections in these provincial departments handled 'native' education. **(South Africa 1989-90:501).** Separate syllabuses and school textbooks were introduced at these schools for the Black pupils.

Following the report of a commission of inquiry into Black education (1949-51), the Central Government took over the control of education for Blacks in terms of the Bantu Education Act, 1953 (Act 47 of 1953). Schools within the borders of South Africa were placed under the control of the Department of Bantu Education.

In 1978 the name of this department was changed to be known as the Department of Education and Training. This State run department is part of the Ministry of Education and Development Aid. The Blacks residing within the boundaries of South Africa but outside the Black self-governing states of KwaZulu, Lebowa, Gazankulu, Qwaqwa, KwaNdebele, KaNgwane and TBVC areas (Transkei, Bophuthatswana, Venda and Ciskei) attend schools built by the Department of Education and Training (DET). (Refer to Appendix X: Glossary).

The inequalities in educational opportunities , namely, low State fundings, inadequate facilities, and poorly qualified teachers, have since 1976, resulted in school boycotts, violence, stayaways and burning of schools as Black youths demanded adequate educational facilities and equal fundings by the state.

The eventual outcome was the publication of the White Paper on education in November 1983. (Refer to Appendix X: Glossary). In the following year the Nationalist Party Government announced a ten year plan to upgrade education and make good the historical backlog in facilities for people of colour, Blacks in particular.

In terms of the National Policy for General Education Affairs Act, 1984, the Department of National Education was required to lay down a uniform education policy with equal opportunities and equal standards for all South Africans, irrespective of race, colour, sex or creed. **(South Africa 1989-90:484).**

While the present government has made far-reaching

political and socio-economic reforms, Black education to-day is in a state of crisis. This is mainly due to the state's belief that integrated education would rob Black children of their culture. **(South Africa 1989-90:481).**

This is despite the call on the government **"to create a single Ministry of Education in South Africa with regional, non-racial education departments. And racially separate funding must be eliminated." (Bakker 1991b: 15).** (Refer to article in Appendix O).

The high priority and the immediate objective of the Department of Education and Training (DET) was and still is the building of more accommodation to alleviate the overcrowded classrooms. **"More than 15 new classrooms are built every working day of the year." (South Africa 1989-90: 503).** The huge shortage of suitably qualified Black teachers and the high teacher-pupil ratio have added to the ills of the department. **"Last year 34% of the teachers employed by the DET had not passed matric." (Stander 1990: 10).** (Refer to article in Appendix M).

With increased state fundings, the pace to offset the huge backlogs in accommodation, the teacher qualification and the teacher-pupil ratio is slow with continued unrest related political climate of the country. The black townships are crippled by violence, stayaways, intimidations, mass actions and chalk-downs by teachers. Many of the schools in the townships are either closed or badly destroyed by vandals. The cry is for equal educational opportunities similar to those of their White counterparts in the country.

3.3.4.2 SCHOOL MEDIA CENTRE SERVICES.

Prior to 1953 there were no school libraries worthy of the name for the Black pupils in the province of Natal. The question of school libraries received little attention as the main priority of the DET was to build sufficient classrooms to overcome the serious overcrowded and inadequate facilities at schools. This is still the priority of the department to-day and little has changed in the school library media centre services to schools.

The School Library Service for Blacks began in 1961 with the appointment of a professional assistant for library provision. However little was achieved because of inadequate financial resources. While the other three population groups attended schools where pupils received free stationery, textbooks on loan, and supplied with print and non-book resources, the Black child had to pay for his education and **"come from overcrowded homes, where not only are there no books, magazines and newspapers but not even electricity; and from schools with no libraries and very few facilities". (Kistan 1990: 2).**

Black pupils were not exposed to books nor any of the other resources as periodicals, pictures, video materials, slides or audio cassettes. The subject teacher, in most cases, was the sole provider of information. Therefore, it is not strange to find this department still clinging to the concept, 'School Libraries' as against the conversion, school media centres as adopted by the other education departments in South Africa.

The READ (Read, Educate and Develop) Educational Trust was established in 1979 in response to

growing community concern over the lack of library and reading facilities for the Black community. READ, a private enterprise run on public sponsporship caters for the library needs at primary and secondary schools. This non-profit organisation provides library books, trains and conducts communication skill programmes, for teachers and principals and assists with the organisation of libraries at black schools.

From the beginning READ has provided what the **"system has not provided-books and training of a high quality, a sense of excitement about the learning process as well as community involvement at the grass roots level". (READ 1985: 1).** (Refer to Appendix X: Glossary).

3.3.4.3 SCHOOL LIBRARY POLICY.

The School Library Services was established to deal with the provision of books to schools. (Refer to Figure 7 : Organogram of the structure of educational technology). In 1966 the first Subject Adviser for Library and Media Centre Services was appointed mainly to visit schools to set up libraries

and offer guidance in library management to teachers in-charge. The department has made efforts to meet the growing demand for school library accommodati n (since 1982), for books and teacher-librarian training (since 1984). **(Overduin and De Wit 1986:722).**

The policy of the Department of Education and Training as published in 'Concept Manual for Principals' reads as follows :

"3.1 To provide pupils and teachers with a range of carefully selected printed and audio-visual materials, organised and indexed for efficient retrieval and use.

3.2 To be the means for the implementation of a comprehensive Media education programme which will assist the school to realise its educational aim of developing the potentialities of the pupils to the full.

3.3 To encourage the integrated use of various types of media in the instructional programme of the school in support of every school subject.

3.4 To provide experiences with literature which will enrich pupils' lives and transmit the cultural heritage.

3.5 To provide viewing and listening activities with a view to stimulating an interest in the development of reading skills.

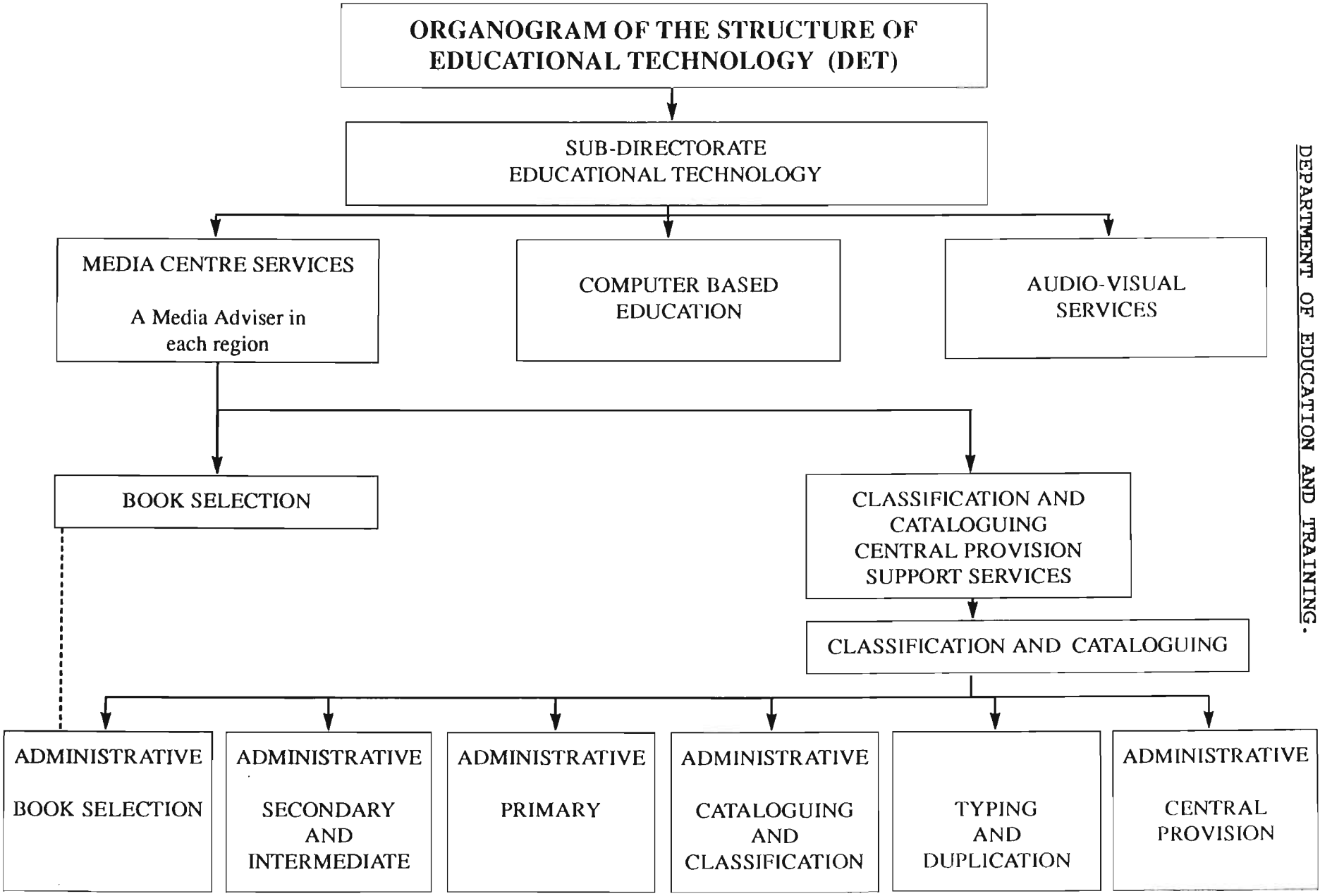
3.6 To develop specific reference skills in the evaluation of information in order to fulfil educational and individual needs and interests."

(Concept manual for principals 1990:565).

However, the lack of resource materials and proper facilities have seriously affected the implementation of the department's policy.

FIGURE 7: ORGANOGRAM OF THE STRUCTURE OF EDUCATIONAL TECHNOLOGY.

DEPARTMENT OF EDUCATION AND TRAINING.



(Concept Manual for Principals 1990:564). *Refer to Appendix : R for original.

3.3.4.4 SCHOOL LIBRARY FACILITIES.

With the take over of Black education, the Department of Education and Training focused on funding and providing basic facilities for education, namely classrooms, and the provision of school libraries was not the immediate priority.

Since 1980, according to 'The school library in-service training centre' (n.d) it was the policy of the DET to establish a central library at every school. **"The DET is also busy with the enormous task of up-grading and expanding existing schools and rebuilding others. As part of the standard renovation or new building plan is the provision of a large library media centre equipped with adjustable shelving, issue counter, magazine racks, newspaper racks and notice boards." (Pierce 1990: 2).**

A library can be housed in a number of different places but these make-shift premises are inadequate and **"purpose-built accommodation were not available in Natal schools until the 1980s**

and many schools could not raise any money towards the costs of the rand for rand funding". (Verbeek 1986: 36).

At the National Conference, 'Media Centres in South Africa', Mrs Jenny Pierce, the Media Subject Adviser for School Libraries (DET) in Natal in her address said,

"To give you an idea of where the libraries are housed in the schools that I visited I have drawn up the following table :

Library Buildings	**27**
Converted classrooms	**6**
Offices	**6**
Staffrooms	**2**
Cloakroom	**1**
Cupboards	**9 ." (Pierce 1990: 2).**

3.3.4.5 STOCK BUILDING POLICY.

The School Library Services section of the DET is responsible for the compilation of a list of approved library books for schools. These books purchased centrally by the department are first

classified and catalogued and then despatched to secondary schools. The books received by the primary schools are placed in boxes in classrooms. These library books are accessioned and listed and the teachers do the physical preparation of these resources. **(Olen 1988:221).**

The departmental policy aims at prescribing only the best material for school libraries and schools are not involved in the selection of these books. Books which are not supplied by the department must be approved by the Media Centre Services in Pretoria, before they can be placed on the shelves and the librarians merely supply a list of those books for approval. **(Pierce 1990: 3).** The children in the department's schools **"resented the books chosen from the prescribed list." (Verbeek 1986: 36).**

Each year the secondary schools are supplied an average of two hundred and twenty (220) books. Schools with a healthy school fund normally allocate monies for the purchase of library materials.

READ has donated a considerable number of library books to a large number of urban secondary schools and box libraries to primary schools attended by the Black pupils. The READ Educational Trust works closely with the DET in the selection of books for the schools.

The supply of audiovisual equipment naturally depends on the availability of proper facilities at schools. No equipment is supplied by the department to schools that do not have adequate security or electricity. **(Pierce 1990: 6).** Schools are supplied with 'Video 8' equipment, overhead projectors and projector screens. The schools that possess a video cassette recorder (VCR) can become members of the Educational Technology Division of the National Film Library. The annual membership subscription fees to this film library and the television licence fees are met by the department.

The Head Office in Pretoria purchases the rights to commercial videotapes and these are then dubbed and sent out to schools. The department hopes to temporarily overcome the problem of under-

qualified teachers and overcrowded classrooms through this educational television service. To enable schools to make use of the School Radio Service Programme of the South African Broadcasting Corporation (SABC), all secondary schools are supplied with radios by the department.

Although the DET encourages schools to purchase audiovisual hardware from their school funds and subsidised by the department on a rand for rand basis, inadequate security, low school funds and poor projection facilities have stifled such initiatives.

3.3.4.6 LIBRARY/MEDIA CENTRE STAFF.

Major obstacles to the proper organisation and management of school libraries are the absence of full-time teacher-librarian posts and the paucity of adequately qualified teachers in school librarianship. There is **"only one full-time librarian in the entire Natal Region". (Pierce 1990: 2).**

With the present cut-back on the teaching staff,

it is common for teacher-librarians to be teaching on an average between 36-46 periods of a possible fifty per week. This leaves practically little time for the teacher-librarian to manage and/or promote the library to the school community.

According to the department's publication, 'Manual for teacher-librarians' (1984), the duties of the teacher-librarian are organization and administration of the school library, guidance in reading and instruction in the use of libraries. With inadequate facilities, low book stock and an acute shortage of teachers, school principals have released subject/class teachers to administer the book collection at their schools.

Some schools have made provision for a Book Education period on the time-table, although it is not yet the official policy of the department. Book Education is not included in the school curriculum and there are no official syllabi for schools. **(Lombo 1991).**

The few schools where Book Education is taught, through the initiative of the Principal and

the teacher-librarian, the Book Education manual compiled by READ is used. The practice at most schools is to offer library orientation for all pupils at the beginning of each school year.

3.3.4.7 CONCLUSION.

School libraries are an integral part of the educational system, and their presence, absence or adequacy have their roots in the events of the past. **(Verbeek 1986: 24).** This statement aptly describes the libraries at schools attended by the so-called South African Blacks.

The State's recent reform policy and its commitment to parity in standards and norms in education for all race groups have hardly addressed the real crisis in Black education. **"The per capita spending on education for white children versus that spent on black children as well as the discrepancy of the pupil-teacher ratio in the schools of the two population groups has been a bone of contention for educationists and politicans - although economists have maintained that the South African economy would not be able**

call today is the formation of a single, non-racial education system which would make equal schooling compulsory, free and uninterrupted for all young South Africans.

3.3.5 DEPARTMENT OF EDUCATION AND CULTURE. KWAZULU GOVERNMENT. (BLACK EDUCATION IN A SELF-GOVERNING BLACK STATE).

3.3.5.1 INTRODUCTION.

The situation in Black Education in South Africa is complicated by the creation of self-governing states within the borders of the Republic. This ideology of apartheid not only provided racially segregated schools and departments for the four race groups but further fragmented that of the Black population group. While the Department of Education and Training (DET) is responsible for the education of Blacks living within the borders of South Africa, the self-governing Black states, (Refer to Appendix X: Glossary) each with its own autonomous education department, serve the citizens of their respective 'homelands'.

The establishment of the KwaZulu Legistative Assembly in 1972, placed responsibility for the financiang and control of the education of the Zulu people who were not living in the Republic of South Africa under the KwaZulu Minister of Education.

The department has its headquarters at Ulundi in Zululand. The KwaZulu Region does not have one continuous border but consists of many pockets of small areas within Natal where the Zulus have settled. (Refer to Figure 3).

This self-governing state has inherited all the problems experienced and presently faced by the Department of Education and Training. The funding too, is far below that of a Black child attending a school administered by the DET. **"Total per capita expenditure on education is R3082 for each white child, R765 for each black child under the Department of Education and Training, R622 for a black child in the 'National states'..." (Stander 1990: 10).** (Refer to Appendix M). School boycotts, township violence, intimidation, protest marches and mass stayaways have

continuously disrupted the education of children as school pupils continuously display their frustration nd dissatisfication with the inferior education provided by the KwaZulu Government. (Refer to Appendix X: Glossary).

3.3.5.2 SCHOOL LIBRARY SERVICES.

The School Library Services of the KwaZulu Department of Education and Culture was aptly described by Miss O. Zondi, Principal Planner, Libraries, at the National Conference, Media Centres in South Africa:
"While educational institutions of other race groups were busy establishing school libraries, African schools were engaged in the building of classrooms to accommodate the many children who wanted to enter schools." (Zondi 1990: 1).

It can be concluded from the above quotation that no special attention was paid to school libraries. The department uses the term, 'school library', where books, journals and newspapers are the primary sources of information. To the majority of Black schools in KwaZulu, the concept, school

media centre, does not even exist.

For many years the Zululand Branch of the African Library Association of South Africa has implored the KwaZulu Department of Education and Culture to introduce an operative school library service within its department. The department responded by appointing an Inspector of Libraries in 1984 and **"she recently reported to me that there are virtually no libraries in KwaZulu schools, except those libraries provided by READ". (Verbeek 1986: 38).**

As mentioned earlier in the discussion on the Department of Education and Training, the READ Educational Trust provides library books and conducts literacy training programmes for Blacks in the country. READ also works closely with the school library services of the KwaZulu Government and supplies library books to most primary and secondary schools.

3.3.5.3 SCHOOL LIBRARY POLICY.

The Department of Education and Culture displayed its willingness to establish school libraries at

its schools by the introduction of the KwaZulu Library Act of No 18 of 1980 which reads :

"Library means a collection of books, periodicals, documents, print, newspapers, maps, sound films, gramophone records, cassettes, framed out prints, micro-films, microfiche, photos and audiovisual material collected for reading, study or reference purposes." (South Africa 1980b).

Although in 1984 the first Library Adviser for School Libraries was appointed there were no written policies or guidelines for the school libraries within the KwaZulu Education Department. However, the newly appointed Library Adviser formulated the following operational goals of the School Library Service :

"1. To co-ordinate the work of all school and college libraries.

2. To set up model media centres for school and college libraries.

3. To encourage, assist and promote the establishment and running of school and college libraries."

(Zondi 1990: 1).

3.3.5.4 SCHOOL LIBRARY FACILITIES.

The department has a proposed structure for its school libraries. (Refer to Figure 8). The various libraries range from 'boxes' to reasonably sized rooms. READ has established nine model libraries in KwaZulu schools. **(READ 1985).**

FIGURE 8: STRUCTURE OF LIBRARY SERVICES DIVISION DEPARTMENT OF EDUCATION AND CULTURE. KWAZULU GOVERNMENT.

"If one were to speak of libraries or med centres in the true sense, one would find these are simply non-existent in the majority of schools of KwaZulu. The ones that do exist are mere apologies of libraries, sadly lacking in the basic wherewithal considered indispensable for the efficient functioning of libraries." (Zondi 1990: 3).

As established earlier, the provision of classroom accommodation is by far the top priority of the department and until that goal is reached there is very little likelihood that adequate facilities would be planned for school libraries by the department.

School storerooms, staff-rooms and in most cases, cupboards or shelves in the principal's office are used as store places for library books. Usually the room with the best security is chosen as a library at the school. Schools that create such make-shift provisions have to purchase or construct their own storage areas for books. The KwaZulu Education Department makes no provision for the supply of furniture and fittings for the

libraries.

3.3.5.5 STOCK BUILDING POLICY.

With virtually no fully functional school library the Department of Education and Culture does not have a written or formulated policy for the provision of library books, audiovisual equipment and non-book resources. The provision of **"basic school facilities, such as classrooms, took absolute precedence over school libraries". (Verbeek 1986: 38).**

The library book stock consisted mainly of gift books and school libraries are **"often stocked with books discarded by their white counterparts which are in most cases, totally unsuitable". (Zondi 1990: 3).**

READ, the non-profit organisation provides library books to many secondary schools where tight security is available. Just a few primary schools are blessed with classroom box libraries. Presently, the Natal Provincial Library (Pietermaritzburg) is allocated funds by the KwaZulu Government for

centralized bulk buying of library books for schools under the KwaZulu Education Department. A consignment of library books is sent out by the Natal Provincial Library to different schools each year. This step is to set up a book collection at every school under the KwaZulu Government. **(Zondi 1991).**

Sometimes media such as **"radio-cassettes, overhead projectors and videos are used or even stored in the library, even though they are not entered into the stock register of the library ". (Zondi 1990: 2-3).**

A proposal for centralized purchasing and processing has been submitted to the department. It is hoped that, if accepted, the proposal will help streamline the task of resource collection and make teacher-librarians more available for information dissemination and user education. **(Zondi 1990: 2).**

3.3.5.6 SCHOOL LIBRARY STAFF.

With a nearly total absence of well-equipped and stocked school libraries and with a lack of a functional infrastructure within the department,

the need for a full-time teacher-librarian post is beyond the expectations of schools.

In addition, the Department of Education and Culture is faced with a grave shortage of qualified teachers, high teacher-pupil ratio and with increased teaching time. The appointment of full-time teacher-librarians to school is not a priority of the department.

The few that are running the school libraries are lowly qualified in school library management. Those that have the necessary qualifications experience frustration in implementing the services of the library. READ also assists with the basic training of teachers in the administration and management of school libraries. Many short courses and workshops are organised by READ for teachers and principals from the KwaZulu Education Department.

Book Education is taught only to prospective teachers at the colleges of education. There is no formal Book Education or library user guidance lessons at both primary and secondary schools. The normal procedure is the teachers

and pupils attend orientation sessions at the beginning of each new year.

The department has not formulated a Book Education syllabus or implemented a compulsory time-tabled period for any formal education and training in library skills at schools. It is therefore not surprising to notice that teachers and pupils at Black schools in KwaZulu having **"very little knowledge of the use of media centres". (Zondi 1990: 3).**

3.3.5.7 CONCLUSION.

The transformation of school libraries into fully-fledged modern media centres at KwaZulu schools will take many years to be realised. The provision of adequate accommodation for pupils and the total elimination of teacher shortages will always take precedence over the school library services. The racially segregated and fragmented school system, the creation of self-governing Black states with their own education departments and the low financial position of the KwaZulu Government have left Black pupils with inferior educational

provisions.

The recent reform initiatives of the South African Government have brought little solace to the people residing in the homelands of South Africa. These Black States seen by many political leaders as pillars of apartheid (Blacks governed by Blacks) need to be dismantled and the education of all South Africans living within its borders administered by a single non-racial democratic ministry of education. Until that goal is realised, little joy can be experienced by the Black population groups attending schools specifically built for their own children.

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CHAPTER FOUR

4. RESEARCH DESIGN AND EXECUTION.

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CHAPTER FOUR

4. RESEARCH DESIGN AND EXECUTION

4.1 INTRODUCTION

It was the purpose of this research to examine the perceptions and the utilization of school media centres in South Africa. In designing a research of this magnitude, the researcher firstly looked into the method of investigation, the choice and description of the research area, the research population and then the sample. Having examined this aspect of the investigation, the field work of collecting the data followed.

The final step involved the compilation and analysis of the data. The procedure for data gathering, the statistical methods used in the study and finally the launching of a pilot study were considered before the execution of the research proper.

4.2 METHOD OF INVESTIGATION

The survey research method was used "in the academic quest for knowledge and understanding". (Babbie 1973: 359). This approach was deemed appropriate as a means of gathering relevant data for the purpose of making descriptive assertions about the different education departments.

As this is a single-time descriptive study, a cross-sectional survey was adopted. The basic advantage of such a survey is that the data was gathered at one point in time from a sample selected to describe some larger population at that time. The data in this sense is comparable since it was "not affected by changes over time". (Bailey 1978: 29).

A cross-sectional survey technique was used not only for purposes of description, but also for the determination of relationships between variables at the time of study.

4.3 CHOICE AND DESCRIPTION OF THE RESEARCH AREA

In designing this research, the seventeen education departments and the different racially grouped peoples of South Africa were to be considered in the sample. The inclusion of all the education departments of all the provinces in South Africa in the survey posed a problem of massive data acquisition and a lack of access to the necessary data, as each education department has its own policy based on 'own affairs' lines. Thus it was decided to select the sample frame on the criterion of geographical limitation. The Natal/KwaZulu Region formed the basis on which education departments were selected.

While there are some differences among the four provinces, there are many more similarities. This is due basically to the fact that educational funding and overall policy is centralized on a national level. Therefore, while this study is limited geographically by province, it may be considered as highly representative and applicable to South Africa as a whole. It should be noted that due to bureaucratic requirements, the obtaining of data from all possible

sources in all provinces would take such a long period of time as to make the data invalid for a proper time-study comparison. The overcoming of this major obstacle was only accomplished for the Natal/KwaZulu Region by organising a major conference of educators as described later.

The Natal/KwaZulu region also met with the second important consideration namely, the inclusion of the four main race groups. The following education departments were included in the sample frame:

* Department of Education and Culture.
  Administration: House of Delegates.
* Department of Education and Culture.
  Administration: House of Assembly.
* Department of Education and Culture.
  Administration: House of Representatives.
* Department of Education and Training.
  Department of Education and Development Aid.
* Department of Education and Culture.
  KwaZulu Government.

4.4 THE RESEARCH POPULATION

The next step was to select the research population or the universe to be surveyed. Since the present study concerns media centres at schools, it was considered that the media-specialists or teacher-librarians or persons in charge of such centres be the research population. The survey population of teacher-librarians was organised into the five education department strata.

For the purpose of this study it was decided that a sample size of a hundred would be sufficient. The main conditions determining the choice of the sample were as follows :

* it should be as nearly as possible a well represented sample from the five different education departments in the Natal/KwaZulu Region.

* it should be large enough to provide a reasonably stable data and valid manipulation by the required statistical procedures.

* it should be small enough to allow the researcher to complete the research within a reasonable time, in

order for the data to be time-span comparable.

4.5 THE SAMPLE

The political climate with township violence, pupil stayaways, closure of schools, poor postal services and the law placing restrictions on entry to unrest areas posed formidable problems in selecting the sample. Further, a research of this nature placed the researcher as an 'intruder' into the 'own affairs' style of education where the policy governing a particular department was not for the consumption of those who did not belong to that particular department.

While it was admittedly simple and free to visit and interview teacher-librarians at schools under the administration of the House of Delegates, it was not the same with the other education departments. The way all population groups are separated by special areas of residence, by different schools and under different education departments through the state's policy of apartheid, it created problems for researchers from one particular race group to find out what is, or was, happening in schools belonging to another race group.

The unique position of the researcher, who is involved in the education and training of media specialists at the University of Durban Westville, permits direct contact with teacher-librarians, with media centres and with departmental specialists from the five different education departments in the Natal/KwaZulu Region.

All schools in the region were not included in the survey. It was decided to have a sample frame well balanced and representative of the five education departments. All schools were not considered firstly, because a large number of schools had no teacher-librarians and no libraries or media centres and secondly, schools varied drastically from department to department and not so much from school to school within a specific education department.

In other words, schools in a particular department were almost identical as far as resource provisions and facilities were concerned. Considering the problems of suspicion, leakages and lack of access to data, problems with excessively complex bureaucratic requirements and unrest related incidence in the present year of study the researcher, after much consultation and deliberation with officials from the five education departments decided to

organise a National Conference: Media Centres in South Africa. Against the present climate, as outlined in the previous paragraphs, the primary aim of this conference was to create a much needed opportunity to promote better interaction and communication among persons with similar fields of interest from the different departments. (Refer to Appendix I: National Conference Programme).

Subject Advisers and Superintendents from each of the five departments were invited to deliver a paper at this three-day historic meeting. This event was to bring for the first time five different education departments face to face at a common platform to share common issues relating to media centres.

The first meeting of the conference committee with the representatives from the five departments was held on Tuesday, 07 February 1990 at the University of Durban Westville. This was followed by another meeting on Wednesday, 19 June 1990 at the same venue. (Refer to Appendix B: Letter to Speakers). At this final meeting prior to the conference it was decided to have a well represented delegation of teacher-librarians from the five education departments. A decision was taken by members present that forty persons from each of the five

departments be invited to attend the conference. The final conference programme was to be delivered to each of the five representatives, who in turn were to distribute the programme together with registration forms to schools in their respective education departments. (Refer to Appendix D: Letter to representatives from the different departments). Invitations were also to be sent out by the conference organisers to all tertiary institutions in South Africa and the neighbouring states. Although this was a national conference, only data from the Natal/ KwaZulu Region was obtained as per the geographical limitation.

4.6 PROCEDURE FOR DATA GATHERING

The survey consisted of asking questions of a representative cross-section of the population at a single point in time. The questionnaire method was chosen as the data collection instrument.

The advantages of administering this method included a substantial saving of time and money, greater accurance of anonymity, lack of interview bias and especially to this study, accessibility and safety precautions.

Delegates attending the conference were given a questionnaire in a self-addressed and stamped envelope. A letter outlining the significance of such a survey, the importance of the completion of the questionnaire and the confidentiality of the information was attached to the questionnaire that was handed to the delegates. (Refer to Appendix F: Letter to Delegates).

The initial response to the request was satisfactory as forty-one percent of the questionnaires handed out were returned completed. At the end of three weeks of the holding of the conference a reminder in the form of a letter was posted to delegates who had not returned the questionnaire. (Refer to Appendix H: Reminder to Delegates). This action increased the responses to seventy-two percent (72%) of the total number of questionnaires.

In addition to the questionnaire, a study tour, as part of the National Conference was undertaken by all delegates to media centres under the control of the five education departments. (Refer to Appendix J: Study Tour Itinerary).

To supplement data collected especially in areas which deserved in-depth study and clarity the researcher visited and interviewed officials from the five education departments. Through structured interviews data was collected to confirm the information gathered from the questionnaire.

4.7 STATISTICAL PROCEDURE USED IN THIS STUDY

Descriptive statistics provide a method of reducing large data matrices to manageable summaries to permit easy understanding and interpretation. A Statistical Package for Microcomputers, Statpal, **(Chalmer and Whitmore 1985)** was borrowed from the Department of Information Studies, University of Natal, Pietermaritzburg.

This programme was to assist in the collation, recording and analysis of the data collected by the investigation. To facilitate the accurate recording of information, the questionnaire was precoded.

As the Statpal statistical procedure requires a statpal system file, a system file by KISTAN2 was created. This file was then fed with the data from a set of cases, with

each case having a number of variables. (Chalmer and Whitmore 1985: 5). Each completed questionnaire by a respondent was a case.

Data to be analysed using the Statpal was input in numerics and not with letters of the alphabet. Thus, the questionnaire was to be precoded with numbers. Eventually 63 variables for the Statpal file KISTAN 2 were precoded. (Refer to Appendix L: Precoded Questionnaire).

To support one's hypothesis one has to show that one variable makes a difference when predicting another variable. It must be clear that selected variables are not independent but are related. Since this study is concerned mainly with the relationships between various variables, the main statistical procedures used were chi-square and weighted mean.

The chi-square test of independence determines whether variables are independent of each other or related. Because the analysis of data repeatedly resulted in comparisons of frequencies, the principal statistic used was the chi-square for independence.

The chi-square (x^2) statistics is a test of significance commonly used to compare observed frequencies with expected frequencies. To test the null hypothesis one has to show that a variable makes a difference when predicting another variable. The difference in pattern between variables is significant and cannot be attributed to chance. The relationship is non zero. **(Bailey 1978: 335).**

Chi-square (x^2) is a measure of the discrepancies between observed (o) and expected (e) frequencies. **(Freund and Wilbourne 1977:330).** Observed frequencies are obtained empirically by observation or experiment; while theoretical or expected frequencies are generally on the basis of some hypothesis or line of theoretical speculation, which is independent of data on hand. **(Ferguson 1966:191).** Expected cell frequencies are those which exist if there were no associations or relationships between the variables.

Chi-square is defined as $X^2 = \sum \frac{(o-e)^2}{e}$

that is, the sum of the squared discrepancies between observed and expected frequencies, each divided by the expected frequency. **(McNemar 1989:209).** The above formula

is used to compute chi-square for degrees of freedom. (Refer to Appendix V). Critical values for chi-square in this research are taken at the 5%, 1% and 0,1% levels. The symbols used will be as follows :

* $< 0,05$ will denote significance at the 5% level
* $< 0,01$ will denote significance at the 1% level
* $< 0,001$ will denote significance at the 0,01% level

Comparative assessments will be made wherever feasible through out the research using chi-square. This statistic is recommended for data that are distributed as in this study, that is, in frequencies.

If one finds a statistically significant relationship between two variables, the next step is to measure the strength of this relationship, since the significance test only tells one that the relationship exists. Coefficients that measure the strengths of the relationships are generally called measures of association or correlation.

In the questionnaire, Questions E3 and E7 were of the ranking type. (Refer to Appendix G). In this type of questions, the respondents were given a number of

statements, which they have to place in rank order. Each statement is given a weighted score, and a rank score and a rank position is obtained. (Refer to Appendix U).

To calculate the mean, the number of responses in each category was multiplied by the appropriate numerical weighting; the products were added and the sum divided by the total number who replied to that item. The procedure may be understood more clearly from the following example:

E7. Attitude and clientele :

1	X	4	=	4
2	X	9	=	18
3	X	10	=	30
4	X	18	=	72
5	X	25	=	125
		66		249

$\bar{X} = 249 \div 66$

$= 3,77$

(Refer to Appendix U)

The Statpal package was most suitable in computing the descriptive statistics. In addition, the histogram and frequency distribution programme was used to draw up and completed the data for the tables. (Chalmer and Whitmore 1985).

The correlation or measures of association was again supplied by the Statpal package. A personal microcomputer was a must in the analysis of the statistical data in this study. The Computer Centre at the University of Durban-Westville was used and the researcher enlisted the assistance of the staff there.

The findings of the questionnaire responses are presented in the form of tables with detailed textual analysis.

4.8 THE PILOT STUDY

A pilot study was carried out to indentify problems that were likely to be encountered during the survey proper, to test the length of the questionnaire and to make modifications if necessary before administrating the final research survey. The use of common terminology was the biggest drawback as each of five departments worked through its own library media services structure. As seen

in the earlier chapter schools used terms that were common and understood only by persons working in a particular department.

For this reason, it was decided to select two teacher-librarians from each of the five departments to conduct the pilot study. The range of cases (two from each of the five departments) investigated is well representative of the schools in the Natal/KwaZulu Region and the conclusions can therefore be regarded as indicative of the general trend of education in the province. Those teacher-librarians who had sent in their provisional registration forms for the attendance to the conference and those within easy reach were sent in a questionnaire together with a letter stating the reason for such a study. (Refer to Appendix E: Pilot Study: Letter to Respondents).

The respondents were assured that their names, and those of their schools would remain anonymous in the research and thus they were encouraged to express their true thoughts and situations freely. As there had been no previous contact (or associations) between the researcher and the respondents and the schools each case was approached objectively.

The respondents coped well with all the questions, and were able to supply information that not only confirmed the earlier impressions, but also provided additional data. Therefore no new questions were formulated or added or even excluded from those that appeared in the pilot study.

The length of the questionnaire was found to be adequate. The data gleaned from the questionnaire adequately covered the areas under investigation. As predicted, the use of certain terms was not fully understood by some of the delegates. On the advice of the respondents the following were amended: (Refer to Appendix G).

B.1 Resources (processed)
B.4 Resources (processed)
were amended to read
B.1 Resources (non-book)
B.4 Resources (non-book)

E.3 Rate in terms of importance from 1 to 9.
was altered to
E.3 Rank in terms of importance from 1 to 9.

E.4 A grammatical error pointed out by a respondent was corrected to read

E.4 To what extent do (originally' does') the media centre and subject committees plan and co-ordinate the acquisition and use of media?

E.7 Here again it was felt that the word 'rate' be changed to 'rank'.

E.7 Rate in order of importance from 1 to 5. was altered to read

E.7 Rank in order of importance from 1 to 5.

It was interesting to note that the 'others' category in the questionnaire was either left blank or filled in with a dash. This implied that all categories provided were sufficiently exhaustive and none were left out.

However, in general the wording of the questionnaire was found to be very satisfactory. The questions were clearly understood as indicated by the responses obtained. It was necessary to scrutinise each completed form at this stage to check the accuracy of the recording of data and to make detailed comments about any striking features in the data collected.

It became clear, after the execution of the pilot study, that if an indepth insight of the school media centre service was to be obtained, the responses should first be recorded in their raw form, wherever this was relevant. This referred especially to the interesting comments made by the respondents. These comments, mainly to the open-ended questions, proved useful guidelines and gave some indication of the direction of the main investigation.

Although not requested in the covering letter, two respondents sent in brief notes relating to the use of terms as covered in the earlier paragraphs. One respondent commended the format (layout and type set) and the general impression of the questionnaire.

The final study was executed similar to the pilot study, the main difference being only in terms of scale. However, the questionnaires for the main investigation were handed personally to all delegates on the first day of the national conference in a self-addressed and stamped envelope.

The pilot study proved valuable as it indicated to the researcher the task at hand and the possibilities of the data gathered. The data from this initial study also helped in the choice of satistical procedures to be used in this research.

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CHAPTER FIVE

5. PRESENTATION OF DATA AND ANALYSIS

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CHAPTER FIVE

5. PRESENTATION OF DATA AND ANALYSIS

5.1 INTRODUCTION

"The school library media centre does not exist in isolation. It has a place within the total school environment. The way it functions affects, and is affected by, the other elements of the school. Together, all the elements affect the nature of the whole." (Galvin, Kimmel and White 1980:106).

The above quotation forms the crux of this chapter. The presentation of data and analysis is structured around major themes, namely facilities, resource collection, resource organisation, media centre staff and media centre services. Each major theme is approached in later paragraphs (5.2 to 5.6) under the following four steps:

* firstly, the rationale behind a particular analysis is presented.
* a descriptive and analytical account of the data gathered from the questionnaire.

* analysis of the data, with detailed examination of elements relating to the present situation in each education department.
* integration of interpretations into a logical whole.

This approach was adopted because it was the most logical way of establishing a clear relationship between resource provision and the utilization of media centre. The style is typical of many quantitative research studies.

The Statpal's descriptive statistics procedure was used to compute the data. Statpal is a powerful, versatile tool for statistical analysis on the microcomputer. **(Chalmer and Whitmore 1985: 1).** This microcomputer package summarizes sets of data numerically and graphically and performs a wide variety of standard statistical tests. Statpal's descriptive statistical procedure calculates the mean, standard deviation, standard error, minimum, maximum and range for as many variables as one wishes. (Refer to Appendix L). In the rating-type questions, respondents were asked to circle their rating on a '0' to '10' scale, with '0' carrying the lowest value and '10' being the highest. In dichotomizing the values '0' to '10', one is left with

an odd number of eleven. In order to halve the number of values, the middle number 'five' was eliminated. The number 'five' had a meaningless value as it indicated a middle rating on the '0' to '10' scale. Thus the elimination of the values for five does not affect validity as it reflects a neutral stance to the question. Only questions E3 Table 17 and E7 Table 27 do not conform to this procedure due to the differing rating scale used in these questions.

This procedure was used in preference to the process of raising 50% of the 'five' responses to 'six' and lowering 50% to 'four', which would have the same effect. The sum for the upper and lower five values were calculated for all cases. The greater the spread between the top and bottom range, the more significant was the rating by the respondents to the variable in question. **(Horton 1989:247)**. Then the figures for each variable were examined to determine if there were significant variations among the respondents.

The Statpal computational algorithm used, calculated the mean, standard deviation, standard error, minimum and maximum and, range of variables. The arithmetic means and standard deviations of the variables were of minimal use in the functional analysis of individual education departments. These two computations indicated

a distortion by the extreme values. (Horton 1989:247). Consequently, a frequency distribution for each item was graphically tabulated using the Statpal Histogram and Frequency distribution procedure. This procedure allows one to examine the frequency distribution of a selected variable both graphically and numerically. For the selected variable, Statpal displays the number and proportion of cases with each score (or a range of scores) along with a histogram. (Refer to Figure 9).

The common abbreviations used in the tables in this chapter are presented below for convenience:

* **H.O.D.** refers to the Department of Education and Culture: Administration: House of Delegates.
* **H.O.R.** refers to the Department of Education and Culture: Administration: House of Representatives.
* **H.O.A.** refers to the Department of Education and Culture: Administration: House of Assembly.
* **D.E.T.** refers to the Department of Education and Training. Ministry of Education and Development Aid.
* **KwaZulu** refers to the Department of Education and Culture: KwaZulu Government.

(Refer to Appendix X: Glossary).

The manner in which the research findings are presented in this chapter is also an attempt to illustrate in practical terms the fragmentation and the general disparities that exist in resource provisions, facilities and services offered in the education departments under study. The survey research used in this study helped to determine the relationship between the variables. This trend was clearly noticed in the review of the relevant research studies in chapter two.

One might find the information in the survey returns to be disappointing, but the figures cannot in themselves be said to indicate failure. The range of cases investigated is representative of the education departments in the Natal/KwaZulu Region and the conclusions arrived at can therfore, be regarded as as indicative of the general trend in the media centre services of the five different education departments. The number of survey returns are only a reflection of the real situation. The political climate of the country and the bureaucratic structures of the education departments were the main contributors to the low number of returns as explicitly explained in chapter four. As such they proved to be a valuable

corrective to the unfounded belief in the success or failure of the media centre movement and a powerful lever to start corrective action moving.

Because of the autonomy of each education department, media centres in this country have developed in an uncoordinated manner. This was made clear in chapter three where different policies as regards media centre services have been followed by the respective education institutions.

The answers to key questions (chapter two), such as "Are there significant differences in the perceptions and in the utilization of media centres by the different education departments in the Natal/KwaZulu Region? Are these differences related to fundings, facilities and resource provisions?"
have been educated guesses made on the basis of past experiences.

These types of subjective, generalized answers are often only remotely related to the real situation. Therefore, this detailed analysis of the data was instituted to improve the quality of assumptions concerning the utilization of media centres.

Although inter-related, separate sub-headings are used for a systematic presentation. The analysis, as indicated earlier, is organised under the following sections:

5.2 Facilities

5.3 Resource collection

5.4 Resource organisation

5.5 Media centre staff

5.6 Media centre services.

5.2 FACILITIES

Those who support the development of media centres argue strongly, and sometimes convincingly, that without an adequate provision of resource facilities, there can be little chance of introducing educational methods which meet the needs of the learners and the rapidly changing demands of society. **(Tucker 1987).** On the other hand, Holder and Mitson state **"...what people do will be more than what the facilities are like". (Holder and Mitson 1974: 58).**

School library media centres share a common purpose with the school building. The expression **"form permits function"** as coined by Gillespie and Spirt (1983:135),

clearly states that a school library media programme is shaped by the size and shape of the media centre. A well designed area adds an important dimension to the media centre programme.

There is no point talking about perceptions and utilization of media centres within schools until the schools concerned possess the necessary facilities for educational activity to take place. Against this rationale, the facilities of media centres of the five different education departments in the Natal/KwaZulu Region are studied closely. Before presenting the data from the questionnaire, it is important to define the terms used to describe the types of facilities referred to in the questionnaire. The following are some of the operational definitions:

5.2.1 Facilities:

The functions of a media centre are many and varied, and adequate facilities are essential for carrying out its services effectively. The physical plant refers to the facilities for storage and display of resource materials and equipment, exhibition collections and provisions for reading, viewing and listening. Besides

these, there should be adequate space for free flow and access to all services, appropriate furniture and fittings and an atmosphere conducive to studying.
A media centre facility may be placed in to the following categories:

* **purpose-built:** may be defined as a structure planned and specifically designed to serve as a media centre.
* **make-shift:** a conversion of an existing building to serve as a media centre. A school hall, an empty classroom or any other available space converted into a centre as the best alternative to the absence of a purpose-built facility.
* **ante-room:** a small area, serving mainly as a store-room for resources to which clientele have very limited access.
* **others:** refers to a wide range of accommodation serving as a media centre. They may range from a principal's office and staff-rooms to boxes, cup-boards and even cloak rooms.

The findings in this section of the study should be seen in relation to the education department concerned and the provision of media centre facilities to specific population groups in South Africa. The research data relating to demographic characteristics

of the sample will be presented under the following sub-headings:

* types of media centres
* adequacy of media centre facility
* provision of storage units and
* arrangement of furniture and fittings.

(Refer to Appendix G)

Although the above aspects are discussed separately, they are closely related.

The data gathered will be presented mainly in table form. Each table or figure will be followed by a detailed analysis, firstly at a macro level including all the education departments and then at a micro level looking at specific departments.

Of the total schools surveyed, fifty-two percent have purpose-built media centres and forty-eight have either make-shift, ante room or other type. The figures in Table 1, are inflated and give a false impression of the real situation that prevails at the different schools. A close study of the numbers and percentages for each education department alters the situation as regards the facilities at schools.

TABLE 1. **TYPES OF MEDIA CENTRES**

DEPT	PURPOSE-BUILT		MAKE SHIFT		ANTE ROOM		OTHER/ NONE		TOTAL NO. OF RESPOND-ENTS
	No.	%	No.	%	No.	%	No.	%	
H.O.D.	20	83	3	13	-	0	1	4	24
H.O.R.	2	18	4	37	2	18	3	27	11
H.O.A.	5	71	2	29	-	0	-	0	8
D.E.T.	8	57	6	36	-	0	1	7	15
KWAZULU	2	14	7	50	-	0	5	36	14
TOTAL	37	52	22	31	2	3	10	14	72

Schools under the Administration of the House of Delegates (HOD) and the House of Assembly (HOA) boast a high eighty-three (83%) and seventy-one (71%) percent respectively of purpose-built media centres. In comparison, the schools under the Administration of Representatives (HOR) and the KwaZulu Government reflect a low of eighteen and fourteen percent respectively. The fifty-seven percent of purpose-built media centres at the DET schools are misleading, as most of these schools have been previously occupied by the White education department or private schools and have since been purchased and taken over by the Department of Education and Training (DET).

The data gathered through this questionnaire reflect the real situation of the media centres at schools in the Natal/KwaZulu Region. The policy of media centre services as discussed in chapter three is re-affirmed here. The media services of the Department of Education and Culture in the House of Assembly and the House of Delegates are well established while the other three departments have not really embarked on a rigid policy towards the establishment of media centres at all their schools. Again, as stated in an earlier chapter, the Coloured and Black education departments have a huge backlog in the provision of classrooms for pupils and the provision of school media centres is not a high priority. This statement is confirmed by the comments made by respondents in the questionnaires:

CASE 29

"I still need a media centre in my school."

CASE 51

"There is none at present."

CASE 68

"The building of a seperate(sic) library building will be a valuable help."

CASE 25

"The original library was a hall and the kitchen was a storeroom and reprographic centre."

Closely related to the types of media centre is the adequacy of the existing facilities. The histogram below (Figure 9) gives the range of rating of the media centre facilities at schools.

FIGURE 9: HISTOGRAM

For variable ADEQUATE 0=inadequate, 10=fullyadequate

Value	Frequency N	prop.	
0	18	0.25	**********
1	3	0.04	***
2	9	0.13	*********
3	6	0.08	******
4	4	0.06	****
5	11	0.15	**********
6	5	0.07	*****
7	5	0.07	*****
8	5	0.07	*****
9	2	0.03	**
10	3	0.04	***

Valid cases: 71 Missing cases: 1

TABLE 2. ADEQUACY OF FACILITY

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	4	-	1	2	3	4	3	3	3	-	1	24
H.O.R.	3	-	2	2	1	2	1	-	-	-	-	11
H.O.A.	-	-	-	1	-	1	-	2	2	-	1	8
D.E.T.	4	3	3	1	-	-	1	-	-	2	1	15
KWAZULU	7	-	3	-	-	4	-	-	-	-	-	14
TOTAL	18	3	9	6	4	11	5	5	5	2	3	72
40 (56%)						16%	20 (28%)					

From the histogram (Figure 9) and Table 2, forty out of a possible seventy-two respondents indicated that the media centre was inadequate (lowly rated between '0' - '4'). As mentioned in the introduction of this chapter, the rating-type questions reflect the responses on a 0 to 10 scale by respondents. The difference in the rating values (top and bottom five) is significant in the analysis of the adequacy of facilities. A total of forty rated between 0 to 4, while only twenty (20) rated between 6 and 10 (highly rated). Eleven of the respondents rated with the numerical value of five. This represents only 16% of the total number of respondents and does not affect the validity of the analysis. Nonetheless twenty more respondents rated very lowly the media centre facility at their school. This great variation is a serious cause for concern, as inadequate facilities are bound to affect organisation and pose difficulties in the use of resources at schools.

Further, 58% of the respondents (Table 3) indicated that they were not pleased with the provision of storage units in their centres. A low of 28% rated highly the provisions of storage units. Only a mere 14% (10 respondents) indicated a neutral number of 'five'.

The close relationship between adequacy of facilities and provision of storage units can be confirmed as the ranges are almost identical in both cases. For both variables the differences are 20 and 21 respectively on the frequency distribution.

TABLE 3
PROVISION OF STORAGE UNITS IN THE MEDIA CENTRE

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	3	2	4	3	1	6	1	2	2	-	-	24
H.O.R.	2	1	1	-	3	2	1	1	-	-	-	11
H.O.A.	-	-	1	-	-	-	2	1	2	-	1	8
D.E.T.	2	4	1	1	1	2	-	1	1	1	1	15
KWAZULU	9	2	-	-	-	-	1	2	-	-	-	14
TOTAL	16	9	7	4	5	10	5	7	5	1	2	72
		41 (58%)			14%			20 (28%)				

To strengthen the comments made of the poor provision of storage units the following remarks are extracted from the questionnaires:

CASE 42

"I am not pleased because some of the units are not properly made for storing library materials. It also seems as if they were made by the people who had no idea of the arrangement of the media centre."

CASE 34

"More room is needed and shelves are not suitable."

CASE 11

"Storage units for slides, cuttings and transparencies should also be provided."

The poor facilities and in some cases an absence of proper storage units affect the efficient organisation of resources. A disorganised media centre cannot function effectively and thus discourages use. The provision of appropriate storage units for book and non-book media are essential for the smooth organisation and inevitably, for better utilization. There is, therefore, a strong argument for the provision of these facilities, for if the clientele cannot locate and retrieve the required information easily, then the chance of an effective use of a resource would be missed.

Fifty-four percent (54%) of the persons in charge of the media centre indicated that they have a free hand in the arrangement of furniture and fittings in the centre. (Refer to Table 4). It must be noted that the respondents who exercise such freedom have centres with either fixed fittings or very little furniture to arrange.

It is also interesting to note from Table 4 that five persons from the Department of Education and Training and six from the KwaZulu Education Department rated with zero on the scale. This shows that approximately 33% and 43% respectively from the two departments have no say in the arrangement of the media centre.

TABLE 4
FREE-HAND IN THE ARRANGEMENT OF FURNITURE/FITTINGS IN THE MEDIA CENTRE

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	2	-	2	-	2	2	2	-	-	4	10	24
H.O.R.	2	-	-	-	2	2	2	-	-	1	2	11
H.O.A.	-	-	-	-	-	-	-	-	-	4	3	8
D.E.T.	5	-	-	2	2	1	-	2	-	2	1	15
KWAZULU	6	-	1	-	1	1	1	-	1	-	3	14
TOTAL	15	-	3	2	7	6	5	2	1	11	19	72
		27	(38%)			8%			38	(54%)		

From the data gathered on facilities, it can be concluded that the media centres in the Natal/KwaZulu Region vary greatly and that **"schools and education departments are disadvantaged with regard to media centre facilities" (Olen 1988:222).** While two of the departments have a policy for the creation of media centres at all their schools, the schools under the administration of the Coloured and Black Education Departments, have either make-shift venues for the

storage of resource materials or have not formulated a policy for the establishment of media centres. The trend is the same at all schools within a particular education department. This is also based on the impressions gained from the historical perspective of media centres in chapter three.

It would be naive to assume, that there are large differences among the five education departments, which are in other ways comparable. What may be important is the way that media centres are generally perceived. One can only conclude that there is a difference in attitudes among the respective departments when one considers the differences in educational philosophy and practice.

While it is the prerogative for some education departments to introduce spacious purpose-built and sophisticated facilities at all their schools, the building of classrooms takes precedence over the provision of media centres in the case of the other departments. A clue to these differences can be gauged from figures showing the types of media centres.

Adequate facilities are essential for the varied activities in a school. From the information gathered in chapter three and the analysis of the data, it can be concluded that there is a difference in media centre policy adopted by the five departments. It is correct to say that departments which have not embarked on a policy for media services have a different perception of the importance of the media centre to those who have have a clear mission statement.

It may also be correct to assume that with no proper facility and resource provision, utilization of the media centre will be affected. As stated by Gillespie and Spirt **"form permits function". (Gillespie and Spirt 1983:135).** But it must be remembered that the provision of adequate facilities do not guarantee maximum utilization. It is how well a media centre is stocked and organised and how favourably the teachers and pupils perceive its role, that will determine the use of media. Therefore, before arriving at any conclusions, other factors such as resource collection and organisation, media centre staff and media centre services need close scrutiny.

5.3 RESOURCE COLLECTION

The survey begins with an enquiry into resource collection for a number of reasons. There are certain attributes which a media centre must possess in order to be called a media centre. In somewhat simplistic terms, it must have resources, which are systematically built and organised in some manner so that they may be easily located and retrieved. Without this basic requirement, one must question the existence of a media centre.

The media centre collection is in many ways "like a living organism - it grows and develops; it is dynamic and everlasting, expanding in some areas". (Gillespie and Spirt 1983:156). It is of paramount importance that adequate annual funds are available for the maintenance of the school library media centre's own stock.
It must be noted that the continued effectiveness of the centre will depend upon the monies available and the degree to which the media centre responds to the needs of the curricula and the requests of its users. The financial support often serves as an indicator of how highly the need for a media centre is rated. (Vink et al 1988: 3).

The data obtained from Section B. Resource Collection reflects the stock building policy of each department as stated in chapter three. Respondents were asked:

Question 1. **"What was the total amount utilized in stock building in 1990?"**

Question 2. **"The above amount was spent out of..."**

Question 3. **"How does your media centre acquire hardware ?"**

(Refer to Appendix G: Questionnaire).

In some instances, the monetary allocations are quite substantial, while in other departments the sum was negligible.

The media centre under the administration of the House of Delegates (HOD) and The House of Assembly (HOA) have a budget to work with, while the Coloured and the Black education departments follow a centralized book buying and supply policy. The policy of these departments as regards resource acquisition was rated as most unsatisfactory by the majority of the respondents. (Refer to Tables 5,6 and 7).

TABLE 5 : BOOK POLICY

DEPT	0	1	2	3	4	5	TOTAL NO.OF RESPOND -ENTS
H.O.D.	11	3	9	1	-	-	24
H.O.R.	4	2	2	1	2	-	11
H.O.A.	-	-	-	1	1	5	8
D.E.T.	5	4	2	3	1	-	15
KWAZULU	8	1	4	1	-	-	14
TOTAL	28	10	17	7	4	5	72

55 (77%) / 16 (23%)

Chi-square(X^2) = 22,86 (Refer to Appendix V)

Table 5 reveals the feeling of persons in charge of the media centre towards the book buying policy. Over 77% are dissatisfied with the policy formulated by their department. Only the schools of the White counterparts favour their open system policy which allows the teacher-librarian to purchase resources when and where the need arises. This flexible budgeting policy allows the media centre to continuously meet the requirements of its clientele with a minimum of red tape.

The schools under the House of Delegates have a budget for the purchase of books, but have to rigidly follow a prescriptive procedure in expending the annual

monetary allocation. The book order has to be executed through book orders to specific book sellers within a fixed period of time. Only an approved list of books may be placed on order.

The Department of Education and Training and the Department of Education and Culture in the House of Representatives and KwaZulu Government adopt a centralized bulk buying book policy. The books are usually processed (classified) before being despatched in boxes to schools from the department's headquarters.

The difference in the number of respondents who are dissatisfied in comparison to those that are satisfied with regard to their department's book buying policy is statistically significant. Chi-square (x^2) equals 22,86, that is $X^2 > 10,83$. Therefore the difference is highly significant at the 0,1% level. This is not surprising, as most of the media centre staff have no say in the resources that are collected and displayed in their centres. With the bureaucratic system, 'top' management are involved in the selection of the library books and the schools are forced to promote the use of these 'approved' materials.

The same criticism holds true for the policies as regards non-book resources (Table 6) and audio-visual equipment (Table 7).

TABLE 6: NON-BOOK RESOURCES POLICY

DEPT	0	1	2	3	4	5	TOTAL NO.OF RESPOND -ENTS
H.O.D.	12	4	4	4	-	-	24
H.O.R.	6	4	1	-	-	-	11
H.O.A.	-	-	-	1	1	5	8
D.E.T.	7	4	3	-	1	-	15
KWAZULU	13	1	-	-	-	-	14
TOTAL	38	13	8	5	2	5	72
	59 (83%)			/	12 (17%)		

Overall 83% of the respondents indicated that they do not favour the present policy of their departments for the acquisition of non-book resources. Only the media centres in the White Education Department (HOA) are free to purchase non-book resources from their annual allocation. The other four departments have no written formulated policy for the purchase of non-book media.

Schools in the Indian Education (HOD) need to seek their department's permission if they wish to utilize the library allocation for such purchases.

TABLE 7 : AUDIOVISUAL HARDWARE POLICY

DEPT	0	1	2	3	4	5	TOTAL NO.OF RESPOND -ENTS
H.O.D.	8	4	4	3	1	4	24
H.O.R.	7	2	2	-	-	-	11
H.O.A.	-	1	1	1	-	4	8
D.E.T.	6	3	2	2	2	-	15
KWAZULU	12	1	1	-	-	-	14
TOTAL	33	11	10	6	3	8	72
	54 (76%)			17 (24%)			

Chi-square(X^2) = 20,63 (Refer to Appendix V)

Audiovisual hardware policy is another point of dissatisfaction among the majority of persons in charge of media centres. Over 76% (Table 7) are not happy with their department's policy as regards the acquisition of hardware. Here, again, only the Natal Education Department (HOA) schools have an annual allocation which permits free spending on the hardware collection. The Educational Media Services (EMS) has a list of recommended audiovisual equipment that schools can purchase, together with a list of approved suppliers.

The other departments believe in centralizing bulk purchasing and supplying of audiovisual hardware. A standard list of hardware is sent out to schools, and media centres are supplied with equipment according to a quota system (equipment supplied as per pupil enrolment and class units).

The difference in the number of respondents between those who favour the existing hardware policy and those who do not is significant. Chi-square = 20,63, that is, $x^2 > 10,83$, therefore the difference is significant at the 0,1% level. (Refer to Appendix V).

Another striking feature was that schools under the House of Assembly spend large amounts of money on stock building from their own school funds. This was not the trend with the other four departments in the Natal/KwaZulu Region. These schools relied very heavily on funds from their respective departments. One has to note that the majority of persons in charge of media centres do not favour the policies of their department as regards the acquisition of resources. This will have serious implications not only for the promotion of these resources but also for their utilization by the school community. As rightly

concluded by Mrs J.Verbeek the "children in the department's schools resented the books chosen from the prescribed lists". (Verbeek 1986: 36).

5.4 RESOURCE ORGANISATION

Media organisation should be designed to serve the needs of the school population. Resources need to be organised in a way which makes them easily accessible. If there is a lack of control over the information acquired in the media centre, it will mean few persons can have adequate knowledge about what resources are available.

An unorganised media centre serves little educational purpose since it is virtually unusable. Without proper organisation, a media centre may not only be just a lot of money locked up on the shelf but also a moral accusation of incompetence against the school for denying the learners free access to information. Poor organisation of resource materials will make it difficult for media centre staff to arrive at sensible decisions about what new resources to acquire and therefore, there is an increased risk of wasteful and costly duplication of efforts.

All relevant materials should be centrally recorded, whatever their physical location in the school building. A central catalogue should be so organised as to allow for different approaches arising from different needs. Organisation and centralization mean less and less duplication of media purchased and produced by the various subject committees within a single institution.

Even though books (print media) are still the most important information source, other non-book resources are being increasingly used to support and supplement learning and teaching. In order to determine how the multi-media resources are treated in the media centre, it was decided to seek information on each resource separately. Firstly, one had to ascertain whether the resources were held centrally or were decentralized for the exclusive use by specific subject departments at a school.

Table 8 presents the organisation of resources within the five education departments.

TABLE 8 : CENTRALIZATION OF MEDIA

DEPT	PRINT			NON-BOOK			AV HARDWARE		
	YES	NO	TOTAL	YES	NO	TOTAL	YES	NO	TOTAL
H.O.D.	24	-	24	23	1	24	21	3	24
H.O.R.	6	5	11	2	9	11	2	9	11
H.O.A.	7	-	8	7	-	8	7	-	8
D.E.T.	8	7	15	6	9	15	6	9	15
KWAZULU	2	12	14	-	14	14	-	14	14
TOTAL	47	24	72	38	33	72	35	36	72

As was expected from the description of media centre services in chapter three, not all the media centres have a common policy for resource organisation. Only schools under the HOD and HOA have all their library books stored centrally in one venue. Over 86% of the KwaZulu schools store the print resources at various available spaces in the school, and with no centralized catalogue system.

The DET and HOR schools receive processed books (classified and spine-marked books) from their respective departments. This centralized buying and processing policy is to assist unqualified media centre staff in the organisation of these

resources at their schools. The KwaZulu schools are presently awaiting departmental approval for a similar centralized book processing policy. **(Zondi 1990:3).** The library books supplied by READ to all Black schools are not processed due to shortage in manpower. **(READ 1985).**

TABLE 9 : BOOK ORGANISATION

DEPT	0	1	2	3	4	5	TOTAL NO.OF RESPOND -ENTS
H.O.D.	-	-	1	8	8	7	24
H.O.R.	-	2	2	3	3	1	11
H.O.A.	-	-	-	-	1	6	8
D.E.T.	-	2	3	5	2	3	15
KWAZULU	7	-	2	2	1	2	14
TOTAL	7	4	8	18	15	19	72
	19 (27%)		/	52 (73%)			

From Table 9 it can be concluded that over 73% of the respondents have rated the book organisation as efficient and up-dated. However there is no significant difference in the treatment of non-book resources by all five education departments (Table 10). There is a general tendency to hold non-book resources and audiovisual equipment centrally, the level of control and organisation is relatively casual as compared to book resources. This may be as a result of a number of

reasons. Schools still award a central place to books as the primary source of information.

Education departments have made neither any provision for non-book resource collections nor have a stated policy for the treatment of non-book resources.

TABLE 10 : NON-BOOK RESOURCES ORGANISATION

DEPT	0	1	2	3	4	5	TOTAL NO.OF RESPOND -ENTS
H.O.D.	-	-	2	9	8	5	24
H.O.R.	2	5	1	-	3	-	11
H.O.A.	-	-	-	2	4	1	8
D.E.T.	5	4	3	1	2	-	15
KWAZULU	11	2	-	-	-	1	14
TOTAL	18	11	6	12	17	7	72
	35 (49%)		/	36 (51%)			

The situation is the same for the organisation of audiovisual hardware. The overall percentages present a false impression of the situation at schools. There is no organisation of hardware at schools under the DEC in the KwaZulu Government. (100% rated the hardware organisation with '0'). There is little management also at schools in the HOR - 73% rate the organisation with a '0'; and in the DET - 60% rate between '0' - '2'. (Table 11).

CASE 3

"The teacher assistant must have enough time to be in the media centre."

CASE 6

"The administration people have the equipment in their storeroom and books can only be obtained when the librarian is available."

CASE 68

"Not enough time for library as more time is spent in class."

TABLE 12 : FREE-HAND IN RUNNING OF THE MEDIA CENTRE

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO. OF RESPOND-ENTS
H.O.D.	-	-	1	-	1	4	1	3	2	5	7	24
H.O.R.	2	-	-	-	1	3	1	-	-	1	3	11
H.O.A.	-	-	-	-	-	-	-	-	3	-	4	8
D.E.T.	1	1	3	-	1	1	1	2	-	4	1	15
KWAZULU	5	-	1	1	1	-	-	2	-	3	1	14
TOTAL	8	1	5	1	4	8	3	7	5	13	16	72
		19 (27%)				8%			44 (61%)			

On a different level, it is vital that the organisation and administration of a media centre complex is well-known to all teachers and pupils and not only to those who are directly involved in the running of the centre. It was thought important to examine the resource collection and organisation for a number of reasons. In the first instance, by an analysis of the media organisation, it was possible to judge whether the media centre concept had really penetrated the school curricula or whether such use had remained the province of selected decentralized subject departments and persons.

Department funding, media centre staff, resource organisation and utilization of media seem to form one big building force. Proper facilities, healthy fundings and highly qualified staff will ensure good management of resources, thereby contributing to effective utilization of the media centre. On the contrary, low funds, limited space and resources and stock manned by under-qualified personnel would lead to users having a negative perception of media and media centres.

5.5 MEDIA CENTRE STAFF

The media centre staff is the foundation of a dynamic and effective centre and the mainstay of an efficient school media programme. The media staff create and develop activities that are directly responsible for the overall success of the media centre in every school **"The librarian is more important than the building, the materials, the equipment - everything else. He is the person that makes the library. Without him the library is an ivory tower." (Potter 1962: 4).**

In addition to the above quotation, Holder and Mitson have stated that **"...what people do will be more than what the facilities are like". (Holder and Mitson 1974: 58).** The deployment of adequately qualified staff to the media centre is vital. **"Without adequate staffing no library can provide a comprehensive service to users." Berkeley 1985:113).**

The levels of staffing in the media centre are subject to the principles of educational intent of the education departments. **"The range of services necessary for effective resource organisation and utilization in school requires a high degree of professional expertise." (Sked**

1985: 48).

If the media centre is to hold an important and prominent place in education, it must be adequately stocked and appropriately staffed by qualified persons. While there is some conflict between the provision for fundings and the need for qualified staff, one has to raise the argument that media centres represent not only a large financial investment but also a foundation of potential learning. Nevertheless, large sums of money have been spent on facilities, but these alone cannot realise the aims of education. The human factor is far more important than the physical resources.

It is still surprising that many education departments allow the large investment (building and resources) to be put at risk by employing part-time under-qualified persons in the media centres.

Before embarking on an analysis of the media centre staff at schools in the Natal/KwaZulu Region, certain terms relating to staff need to be explained. The following operational definitions clarify terms used in the questionnaire: (Refer to Appendix G).

* **full-time teacher-librarian** is a person employed on

a full-time basis to manage the media centre at a school. The teacher-librarian has dual qualifications - both in librarianship and education. A teacher-librarian, a media teacher or a media specialist usually spends more time in administrative duties and professional guidance than in classroom subject teaching. The media centre is **"most effective when its operation is the full-time concern of the person in charge". (The Library Association 1977: 16).**

* **part-time teacher-librarian** is a person who usually possesses the necessary qualifications in media centre management or librarianship. The post is part-time as the person in charge spends the major portion of his/her time in subject teaching and is allocated a few periods per week for administrative duties in the media centre.

* **subject teacher.** A professionally qualified teacher who has specialised in subject teaching and who has no qualification in librarianship. A subject teacher spends the major part of his/her time teaching specialised subjects and is placed in charge of the media centre as an extra curricular duty to make up his/her required teaching load.

* **a non-teacher** is a non-professional with no teaching experience. Normally a non-teacher refers to an administrative clerk or the school secretary. This non-professional is usually in charge of stock of the school, including the resources in the media centre. Such a person may from time to time distribute and control the resources in the school.

* **support staff.** It is vital that the teacher-librarian is assisted by support staff in executing the routine clerical tasks in the centre. Although the ideal would be to employ a full-time clerical assistant, a part-time or half-day clerk is a prerequisite to the efficient running of the media centre. The support staff should have the ability to organise, supervise, advise and train and at the same time have a keen interest in the developments in the field of media centre management.

Professional teachers and pupil helpers may also form the support staff of the media centre. Such tasks, as loan control, discipline and filing by these support staff, greatly reduce the multi-faceted duties of the teacher-librarian.

TABLE 13 : PERSON IN CHARGE OF THE MEDIA CENTRE

DEPT	FULL-TIME		PART-TIME		SUBJECT TEACHER		NON-TEACHER		TOTAL
H.O.D.	20	83%	3		1		-		24
H.O.R.	-	0%	3		8		-		11
H.O.A.	7	100%	-		-		-		8
D.E.T.	4	27%	4		6		1		15
KWAZULU	1	7%	2		11		-		14
TOTAL	32	45%	12	17%	26	37%	1	1%	72

Almost 45% of the schools indicated that they have a full-time person in charge of the media centre, followed by a 17% of part-time teacher-librarians and, approximately 37% are subject teachers placed in charge of the media centre. (Table 13). However, the overall figure disguises the heavy bias of 45% of full--time teacher-librarian posts. One should not think that this figure of 45% can be applied across the board to all the education departments. At the micro level, the overrall picture is altered somewhat to give a more realistic account of the media centre staff.

While the schools under the H.O.D. and the H.O.A. have a high of 83% and 100% full-time teacher-librarians respectively, the H.O.R. has no full-time personnel appointed to their media centres. Alongside this latter grave situation, Table 14 indicates that over 82% of the

persons in charge of media centres in the H.O.R. have no formal qualifications in librarianship. (Table 14).

TABLE 14 : FORMAL EDUCATION AND QUALIFICATION IN MEDIA CENTRE MANAGEMENT

EDUCATION				QUALIFICATION			
DEPT	YES	NO		NONE	DIPLOMA	DEGREE	TOTAL
H.O.D.	20	4		3	21	-	24
H.O.R.	2	9		9	2	-	11
H.O.A.	7	-		-	4	3	8
D.E.T.	8	7		8	6	1	15
KWAZULU	8	6		7	7	-	14
TOTAL	45	26		27	20	4	72
	63%	37%		38%	56%	6%	

The Department of Education and Culture (DEC) in the self-governing state of KwaZulu employs over 79% of its subject teachers as persons in charge of its media centres as against a mere 7% as full-time teacher-librarians. (Table 13). This is alarming if one has to take into account that over 57% (8 indicated 'yes') of the persons in charge have the necessary qualifications in media centre management (Table 14), but with no full-time posts available in their department.

The Department of Education and Training (DET), on the other hand, have a similar media staff pattern to that of the DEC in the KwaZulu Government. Over 40% of the media centres are managed by subject teachers and only

27% of the schools have a full-time teacher-librarian manning the media centre. This is despite the fact that over 53% have the necessary qualifications to administer the media centre. (Table 14).

Another interesting observation is that although 63% of the teacher-librarians have formal education and qualifications in librarianship, only 6% of them are graduates and 56% have diploma certifications.

Vink states that the "**lack of sufficient and adequately qualified staff hampers the development of a media centre**". **(Vink et al 1988: 3)**. A sound knowledge of the principles employed in the selection, preparation and circulation of resources is essential if the media centre is to be presented as a carefully organised and administered unit. Persons without formal training in librarianship are hardly able to achieve this.

Whilst recognising that an unqualified person may in fact be an excellent and efficient organiser, it is surprising that many education departments allow large financial investment in media centre services to be at risk by employing part-time and under-qualified persons. By being at risk means that there is less likelihood of

effective promotion and exploitation of resources for the benefit of the learners by untrained and over-burdened subject teachers.

When one talks of over-burdened media centre staff, one has to give serious consideration to the problems created by a lack of time to administer the media centre. "The role of the librarian and the function of the learning resources centre are inter-linked, as neither can operate in isolation..." (Raddon and Dix 1989: 3). A media teacher or a teacher-librarian may be involved in performing the following duties :

* **subject teaching:** this may entail teaching library user skills and/or subjects like English, Geography, History etc.
* **administrative duties:** an allocation of non-teaching periods for the execution of administrative tasks in the media centre. Administrative duties may range from ordering of resources, processing of resources, typing and filing, to offering assistance in information search and resource production.
* **professional guidance:** involves guidance in selection, retrieval of resources, compilation of source lists, production and purchasing of resource materials and offering services in use of resources and the media

centre. The teacher-librarian should have the ability to advise and train and disseminate information in the field of media. He/She must also have the **"ability to assess and relate such developments and interpret them in terms of the service to colleagues both in the education and the library services". (The Library Association 1977: 38).**

* **extra curricular duties:** or extra-mural activities are duties not directly related to media centre work, but related to some supervised activity outside formal classroom teaching. Such duties as sports organisation, playground supervision and educational excursions, may be classed as extra-curricular activities.

TABLE 15 : DUTIES OF THE MEDIA CENTRE STAFF

DEPT	SUBJECT TEACHING		ADMINISTRATIVE DUTIES		PROFESSIONAL GUIDANCE		EXTRA-CURRICULAR	
	GREATER THAN 50%		LESS THAN 50%		LESS THAN 50%		LESS THAN 10%	
H.O.D.	8	33 %	22	92%	21	88%	14	58%
H.O.R.	9	82%	11	100%	10	91%	7	64%
H.O.A.	-	0%	3	43%	6	86%	5	71%
D.E.T.	9	60%	14	93%	14	93%	6	40%
KWAZULU	13	93%	13	93%	14	100%	13	93%
TOTAL	39	55%	63	88%	65	92%	45	63%

Table 15 graphically outlines the duties of the media centre staff. The amount of time allocated to manage the media centre is crucial to its success in terms of organisation and utilization. A fifty percent proportion (i.e. greater than 50% and less than 50%) was carefully arrived at through the writer's own expertise and experience in the training of media specialists. The subject, teaching management and practice, in the University Education Diploma in Resource Centre Management offered at the University of Durban-Westville, offers the following time allocation guidelines to media centre staff:

* greater than 50% to subject teaching,
* less than 50% to administrative duties,
* less than 50% to professional guidance, and
* greater than 10% to extra curricular duties

will adversely affect the efficient management of the media centre. Therefore, the above percentages were used to obtain data on the duties of the media centre from the respondents. (Refer to Appendix G).

If the teacher-librarian spends a major portion of the time (greater than 50%) at school in subject teaching then the smooth running of the media centre will suffer.

In addition, it is also assumed that if less than 50% of the teacher-librarian's total time is allocated for administrative duties, then he/she cannot really do justice to the efficient and effective management of the media centre.

And again, the teacher-librarian is not merely a ware-house keeper, but is seen as a facilitator who offers professional guidance to pupils and teachers. If the media centre fails to fulfil this role, then it will be neglecting one of its primary functions. Therefore the centre staff need sufficient time for professional development of its clientele.

Unfortunately, the teacher-librarian is sometimes allocated extra-mural duties. If the media staff spends too much time (more than 10% of his/her total time at school) on such extra-curricular duties, then this will be seriously detrimental to the management of the centre.

At the macro level only 55% of the media centre staff are involved with subject teaching for greater than 50% of their total time at school. (Table 15). The situation at this level is not alarming, but to an extent acceptable. However, the situation is drastically

altered when one looks closely at each of the education departments.

While some education departments boast of a surplus of highly qualified teaching staff, other departments are faced with the problem of huge shortages of adequately qualified and specialist teachers. The schools belonging to the latter departments also experience the problems of overcrowded classrooms, under-qualified teachers with very heavy teaching load and a large teacher-pupil ratio.

At the schools under the House of Representatives and the KwaZulu Government over 93% and 82% of the teacher-librarians respectively, spend more than 50% of their total time in subject teaching. This leaves them with hardly any time (only 7% and 18% respectively) for media centre work. None of the media teachers in the schools under the H.O.A. spend greater than 50% of their time in classroom subject teaching. This is a favourable situation where more time is devoted to the important managerial and service duties in the media centre.

The allocation of sufficient time for administrative duties is also crucial to the smooth functioning of the media centre. The teacher-librarian should consult

widely about resource needs and requirements and then formulate an overall plan for the development of an appropriate collection of non-fiction, reference materials, periodicals, audiovisual resources and fiction. **(Sked 1985: 25)**. However, the high percentages between a 100% and 93% by the H.O.R.; the DET and the KwaZulu teachers respectively, are a great cause for concern. The high percentages indicate that those schools where persons are allocated less than 50% of their time to administrative duties, organisation and promotion of media will suffer. From the figures in table 15, the same education departments mentioned above, are disadvantaged and the teacher-librarians spend more time outside the media centre than in the actual centre itself.

The media centre is not a storehouse but a place where pupils and teachers come to learn and to learn how to learn. While education departments have often made provisions for beautiful facilities and an abundance of resources, little provision is made to promote its use among its clientele. All five education departments are guilty of not allocating sufficient time to teacher-librarians for professional guidance. This is evident from the high figures of 86% to 100% in all the education

departments. (Table 15). An overall of 92% of the respondents spend less than 50% of their total time in offering professional services to the school community. Professional guidance is vital to the smooth functioning of the media centre. The consequent limitations on the nature of direct professional guidance accentuates the responsibility upon the clientele to develop attitudes and skills in media utilization.

The overworked media staff is often further burdened by extra curricular duties. While it may be recommended to get the teacher-librarian involved in activities outside the media centre, an allocation of more than 10% to such activities is seen as most unreasonable. However, extra-mural duties that involve less than 10% of the teacher-librarian's total time may be viewed as acceptable.

The media staff in the DET schools are the worst off as over 60% of them are involved in extra curricular duties that exceed 10% of their total teaching time. (Table 15). Once again the figure of 93% for KwaZulu schools may be misleading. Extra curricular activities are rare at these schools owing to poor facilities and socio-economic back-grounds of pupils (township violence, poverty and after school household chores).

It was important to determine whether there was a common trend among the five education departments with regard to media centre staffing. Tables 13, 14, 15 show much inconsistency in the duties performed and the time allocated to the media centre staff. No two departments in Natal/KwaZulu follow a similar policy with regard to media centre staff, especially the appointment of teacher-librarians. The common denominator in all five education departments was that, **"the media centre staff are caught in the web of warehousing function", (Prostano and Prostano 1987: 26)** with little time available for the professional services to the school population.

It is apparent, at this stage, that the range of services and the degree of effective management will depend very much on the availability of media centre staff. The absence of ancillary help and the lack of sufficient time are disincentives to many teacher-librarians. From Table 16, it was found that over 46% of the respondents have no support staff whatsoever.

To date, none of the education departments in the Natal/ KwaZulu Region deploy full-time clerical staff in the media centres. The H.O.R., DET and KwaZulu schools rely

heavily on pupil helpers for the general organisation of the media centre. The H.O.D. is the only education department that employs special part-time clerical staff or para-professionals to assist the teacher-librarian in the administrative work of the media centre. The decision to share the school secretary with the media centre staff is left to the discretion of the school principal at the H.O.A. schools. There is no department policy with regard to the appointment of special clerical staff in all the education departments except with the H.O.D.

TABLE 16 : SUPPORT STAFF IN THE MEDIA CENTRE

DEPT	TEACHERS	CLERICAL FULL-TIME	CLERICAL PART-TIME	PUPIL HELPERS	NO SUPPORT STAFF
H.O.D.	2	-	17	+10	5
H.O.R.	-	-	-	+5	11
H.O.A.	3	-	3	+10	1
D.E.T.	5	-	1	+5	9
KWAZULU	7	-	-	+5	7
TOTAL	17(24%)	-	21(29%)		33 (46%)

Only in a very few cases professional teachers are involved in assisting in the administration of the school media centre. The reasons for this lack of involvement may be two fold - firstly, teachers are already overloaded with classroom teaching, with few non teaching periods for other commitments, and secondly, teachers are forced to take on media centre

duties as extra-mural activities. Only 29% (Table 16) of the respondents indicated that they were blessed with part-time clerical assistants.

Traditionally the running of the media centre at schools was regarded as a part-time duty for any member of the teaching force. Although the situation has drastically changed in so far as media centre services and functions are concerned, the staffing allocation remains the same at some schools. Over 24% (Table 16) of subject teachers still have to cope with classroom teaching and the multi-faceted functions of the media centre.

Today, too many schools do not have full-time or even part-time posts for teacher-librarians. The creation of such posts at schools are perceived as luxuries by many education authorities. The school size (pupil number) nor its level (primary or secondary) has any influence on the media centre staff allocation. It is worrying that so many departments make no reference to the staffing of the school media centre. The inadequate provision of media staff is clearly a great concern to many.

"It is clear that lack of staffing directly contributes to under-use of school libraries." (Berkeley 1985:113).

It is a very sobering fact to recognise that the mere provision of resource collections and media centres are not enough. Beautiful facilities with an extensive book stock are senseless if not utilized by people. It is what people do with the available facilities and resources that need to be addressed and not what is provided. There has to be a concomitant change in attitude by all education authorities towards the provision of adequate staff to the media centre. The media centres are expensive to build, equip and maintain. The authorities must be constantly alerted to ensure that monies invested are fully utilized. One way of realising the outcome of their investment is to make sure that the provisions are well controlled and managed by full-time and appropriately qualified staff.

It is certainly true that media centres in South Africa are faced with many difficult situations. There are schools where the media centre operates from 'boxes' and steel cupboards. In others, media teachers have a full schedule of classes with little support staff. And still others, are faced with education departments that have a long history of non-involvement with media and media centres.

Recognising that serious problems do exist, a positive attitude can go a long way in effecting change. "Conversely, a defeatist attitude all but assures failure. A positive attitude does not mean adopting an unrealistic Pollyanna demeanor. It means that when new situations or demands arise, they are immediately viewed not as over-bearing problems, but as challenges. Without an open, positive attitude chances of success are minimal." (Eisenberg and Berkowitz 1988: 7).

Media centres are best placed in the hands of committed individuals and overall success cannot be measured in terms of physical resources. The Department of Education and Training and the House of Representatives follow a policy of centralized resource buying and a centralized processing of resources (classification, cataloguing and spine marking of books) in order to save on staffing of the media centres with full-time teacher-librarians. This initiative has not solved the staffing crisis but has caused additional problems at schools. The comments extracted from the questionnaire reveal some of feelings of persons in charge towards their departments:

CASE 68 (KwaZulu)

"Efforts to employ a full-time librarian and the building of a library building are undermined by the department."

CASE 1 (DET)

"The Department reduced the number of staff, compelling me to be a class teacher, subject teacher as well as media teacher."

CASE 32 (H.O.R.)

"The room is too small and is used for books only. Book selection is done by the department. No administration time permitted for library, yet no clerical assistant."

The urgent message as stated by Galvin, Kimmel and White that **"schools without libraries and professional librarians were schools without the basic instructional resources required for quality education", (Galvin et al 1980: 89)** must reach all the education departments.

5.6 MEDIA CENTRE SERVICES.

If all things were possible, if there were no restrictions on facilities, staff, resources of fundings, what would one be looking for? Without a doubt, the focus will be on services offered and the extent to which the resources and media facilities are utilized. One has to question the policy of large investment in human and physical resources as against the educational merits of the services offered by the media centre. The degree of use

is crucial in policy making decisions and in further investments in media services to schools. "In education there is a need to recognise that pupils and adults are information users and, therefore, that in school, there should be an effective mechanism through which to aid information use." (Sked 1985: 30). The media centre was introduced as this mechanism. But it must be stressed that the services offered will eventually justify the existence of such a mechanism in an education system.

Within the boundaries of a system, components interact through processes to convert input (in this instance, resources) to desired outputs (services). "Processes are the activities that turn a collection of things into a meaningful program of services." (Eisenberg and Berkowitz 1988: 18). The term, 'system' may be defined as a "complex unity formed of many often diverse parts subject to a common purpose". (Prostano and Prostano 1977: 30).

Too often, in examining or explaining a system the emphasis tends to be on the input side. For example, the school media centre is often described in terms of floor space, furniture and fittings, budget, staffing and resource collection. These are essential to a

functioning programme but do not speak to the meaningful and creative aspects of the media centre programme. Programme development, media-based learning and utilization of resources are not guided by stressing solely on inputs. Rather, it will be more appropriate and beneficial to consider a system, firstly from the output, such as services provided. In fact, the purpose of any system is to create desired outputs through the processing of inputs.

All systems exist for some purpose. The outputs (services) justify the existence of any system. Therefore there is a need to consider how existing resources are fulfilling the functions of the media centre; what demands are made on the centre and how the facilities are designed to respond to these demands. This section offers an analysis of a full range of media services, and their related issues from the viewpoint of the persons in charge of the media centre.

5.6.1 Firstly, respondents were asked to rank the factors they considered important to the effective utilization of the media centre. Nine factors were listed and respondents were to rank them in order of importance from 1 to 9, with 1 being most important and 9 being of least

importance. Table 17 outlines the factors, and data collected and the statistical calculations. The number of respondents who selected a particular rank number, the total number of responses, the weighted mean and the overall rank order for each factor, are shown in table form in Table 17. The calculations of the weighted mean are to be found in Appendix U.

TABLE 17 : FACTORS IN THE UTILIZATION OF THE MEDIA CENTRE

	1	2	3	4	5	6	7	8	9	TOTAL	$\overline{X}$	RANK
TIME	13	6	4	6	6	13	3	9	6	66	4,79	3
ORGANISATION	6	3	5	7	17	7	9	8	5	67	5,28	7
FACILITIES	12	6	13	12	3	6	7	4	7	70	4,37	1
FINANCE	9	10	10	7	5	4	3	9	11	68	4,82	5
RESOURCES	10	8	7	8	12	3	8	6	6	68	4,63	2
LOCATION	11	8	5	9	2	11	5	11	5	67	4,80	4
ATTITUDE	8	10	3	5	2	9	14	12	4	67	5,23	6
CO-OPERATION	6	5	11	2	8	2	13	13	6	66	5,42	8
OTHER	1	-	-	1	-	-	3	1	12	18	7,94	9

Of the nine categories, facilities were considered the most important factor contributing to the effective utilization of the media centre. As mentioned in earlier paragraphs, the absence of media facilities seriously impedes the implementation of the media centre services. **"Each media centre programme takes on the characteristics of its facility." (Gillespie and Spirt 1983:136).** Without adequate facility, there can be

little chance of use by pupils and teachers.

Since a majority of the schools in the Natal/KwaZulu Region do not have proper accommodation, the respondents from this area rightly ranked facilities as the most important factor in determining utilization of the media centre.

One tends to agree with the respondents' decision in placing resources as the second most important factor. Without this basic provision one has to question the very nature and existence of the media centre. A centre without this essential service will degenerate into an unused or misused venue. Because resource provision is an essential element of resource-based learning, and fundamental to the development of individual learning, this service must not be starved within schools, and must maintain its position alongside other educational priorities. **(Sked 1985 :56).**

Time is crucial to all institutions and organisations. If pupils and teachers need to visit the media centre, sufficient time must be made available to them. However, time is becoming more and more an issue to all educators and education authorities. The recent financial cutbacks

in education in South Africa resulted in an increase in teaching load and teacher-pupil ratios at schools. This policy has placed heavy contraints on the teachers who now enjoy little 'free' time for other activities at school. Time was ranked third by respondents. (Table 17). On the other hand, if fixed periods are time-tabled for all classes and the school curriculum makes provisions for planned media centre activities, the seeds are there for better and effective utilization of resources.

The media centre, as its name implies, should be central to teaching areas, to accommodate pupils' and teachers' ready use of resources. Location of the media centre is seen by many respondents as the fourth most important factor in contributing to effective utilization of the centre. If remotely located and away from the flow of people, then there is little chance of the clientele walking away from the hub of activities to visit the media centre. Proximity to noise-producing areas such as the duplicating room, the music centre and the gymnasia would not be conducive to the atmosphere of the centre.

Facilities and resources are seen as being of far greater importance than finances. Although finance is vital, it

is not seen as a stop gap to the utilization of media. What people do with the limited space and available resources far exceed the amount of money that is set aside for media centre services.

Clientele attitude towards the media centre can also influence their use. If the media centre is seen as an appendage to the school, then the clientele will use the centre just as a loan bank. On the other hand, if they perceive the centre as an integral part of the learning process, they will frequent the media facility to explore the various routes to knowledge and skills. A person's attitude will also be shaped by the facilities available, the resources collected and the personality of the media centre staff. Thus it was fitting to place facilities (first) and resources (second) above attitudes. Further, there are two aspects which have significant effects upon utilization, namely, past experiences of the teacher's own attitude towards media and secondly, the teacher's assessment of the pupils' work in the light of the services offered by the media centre.

Organisation of the resources in the media centre was ranked next, as the seventh most important factor. The respondents correctly felt that the availability of

resources are far more important that their organisation.

Making the resources accessible is paramount to utilization. Although a well-organised media centre will lead to better efficiency and control, there are other factors that precede organisation and which are more important to effective use. (Table 17).

Co-operation, ranked bottom of the list, is not viewed as an important factor. It is, no doubt, a factor to be considered, but the presence of other elements outweigh the importance of co-operation. It may be considered easy to enlist the co-operation of clientele, provided the facilities, the resources and time are available, and the users find the needs (attitude) to use the media centre. A positive attitude by clientele will not pose a major problem in media utilization.

The 'other' factor listed, was placed ninth on the ranking scale by respondents. This revealed that in the formulation of the question, the factors covered were exhaustive and therefore left very little options to be considered under the 'other' category. It was most encouraging to note that twelve of the eighteen respondents ranked the 'other' factor with a nine (9),

that is, least important. (Table 17).

Those respondents who gave the 'other' factor a rating, specified that the principal's attitude and the department's policy for media centres contributed to the effective utilization of the media centre. However, these two aspects were covered in the questionnaire (Refer to Appendix G) by the following questions:

"**E.10 The school principal's involvement in the promotion of the media centre.**"

and

"**E.1 Decisions pertaining to media centre are often made for financial, political and administrative expediency and not for educational efficiency?**"

"**E.2 Education departments very rarely innovate, but they implement and maintain overseas tried and tested systems.**"

5.6.2 The character of each media centre is determined by its stage of development and the services its offers.Piece meal, ad hoc development will result in an uncoordinated collection of resources. The success of any media centre will depend, to a large extent, on the nature and quality of its 'holdings'. The availability of appropriate and much needed resource collection was and remains crucial

to the range of services offered to the clientele. If much sought out materials were not available and could not be acquired, then there will be growing resistance to the further use of the media centre. Therefore, it was considered important to discover the extent to which subject committees (teachers) and the media centre (staff) planned and co-ordinated the acquisition and use of resources at schools. Planning, here, includes advice and consultancy on the acquisition of resources and the integration of those resources in the teaching-learning environment. **"The media center program is a co-operative venture in which school library media specialists, teachers and administrators work together to provide opportunities for social, cultural and educational growth of students." (Gillespie and Spirt 1983: 20).**

TABLE 18 :
EXTENT TO WHICH MEDIA CENTRE AND SUBJECT COMMITTEES PLAN THE USE OF MEDIA

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	2	1	1	1	3	4	3	6	2	1	-	24
H.O.R.	3	1	3	-	2	1	1	-	-	-	-	11
H.O.A.	1	-	-	-	2	-	1	2	1	-	-	8
D.E.T.	6	2	4	1	1	1	-	-	-	-	-	15
KWAZULU	8	-	-	3	2	-	-	-	-	-	1	14
TOTAL	20	4	8	5	10	6	5	8	3	1	1	72
		47	(66%)			8%			18	(25%)		

From table 18, it is clear that over 66% of the respondents indicated that there was little planning between the two parties mentioned. It was also clear from the media centre policies of the five education departments in chapter three that only the schools under the House of Assembly (H.O.A.) had a free reign in acquiring resources when and where needed. While the media centre in the H.O.D. had a budget and subject teachers had a say in the selection of resources, all purchases were to be selected from the department's prescribed and approved lists.

As gauged from the figures in Table 18, nearly all (82%) from the H.O.R.; 93% from DET and 93% from KwaZulu schools, indicated that little or no contact existed between the subject committees and media centre staff in planning and/or co-ordinating the acquisition and use of media at their schools. This is not surprising as these three departments adopt a policy of centralization and bulk buying, with individual schools having absolutely no say in the selection or acquisition of resources at their media centres.

The storage of large quantities of resources without teacher/pupil consultation and pre-determined planning

will serve little educational purpose. Professional "collaboration between all teachers and the media centre staff is the key to an effective Library Resource Centre programme". (Sked 1985: 24). The teacher-librarian can add his/her knowledge and experience to that of the teacher and through intentional selection of resources play a decisive role in the learning and teaching situation.

One of the primary functions of the teacher-librarian is to involve as many teachers as possible in every aspect of the media centre activity. The centre must never operate just as a distributing agent for a range of items that the schools should use, rather it must attempt to meet the needs of individual subjects and teachers. The more the teachers participate the more likely are they to make use of the media centre. One cannot force teachers to use resources that they had not requested or selected. This is in reality what is happening at most schools where the resources arrive in boxes at media centres from the department's headquarters. Nonetheless, the setting up of the school media centre committee to advise on the developments in curriculum must precede stock building, if the media centre is to keep abreast of innovations in the different

subject fields. If this happens, only then, will the centre, in its form and organisation, reflect and respond to the needs of the school community, and develop along those needs as an organic part of the education system.

5.6.3 The services rendered by the media centre are shaped by both internal and external elements. An analysis of the internal factors, namely staff perception, principal's attitude and problems facing the media centre will precede the discussion of the elements outside the school that influence the service function of the media centre.

Firstly, education departments, as external elements, give purpose and direction to all workings within the school environment. The media centre standards of services, provision and staff are promoted and shaped by the knowledge and thinking within the top hierarchy of the education authorities. In other words, media centres develop along the educational ethos of the departments in charge of the various racially segregated schools.

In formulating questions on services the external factors were discussed first, because it was considered that the philosophy, goals and purpose of education departments

(along 'own affairs' lines) give purpose, direction, significance and value to school media centres. Education authorities have a responsibility to give a lead at their own level in several important areas. Such authorities should make fully explicit their support and intentions including the curricular aims that underline provision and integration of resources at all levels. As stated in chapter three, few education departments have a clearly formulated policy with regard to media centre services at their schools. **"Sometimes the policy may be vague or there may be no policy at all." (Vink et al 1988: 2).**

In South Africa the policy of each education department forms part of the education philosophy of the education system of a particular race group. **"The media centre program and the educational program are interdependent and inseparable." (Davies 1979: 13).** To attempt to understand the school media services in isolation from the total education system may be comparable to an attempt to construct a media centre without a blueprint. Therefore, perspective in viewing the function and role of the media centre programme should begin by having an understanding of the education system itself.

TABLE 19 :
DECISIONS MADE FOR ADMINISTRATIVE EXPEDIENCY AND NOT FOR EDUCATIONAL EFFICIENCY

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS.
H.O.D.	1	-	-	1	-	3	3	1	3	4	8	24
H.O.R.	1	-	-	-	-	2	1	1	-	2	4	11
H.O.A.	1	1	1	-	-	1	-	1	1	-	1	8
D.E.T.	3	1	-	-	3	1	-	1	2	3	1	15
KWAZULU	7	1	-	1	-	1	2	-	-	-	2	14
TOTAL	13	3	1	2	3	8	6	4	6	9	16	72
		22 (30%)				11%			41 (60%)			

Table 19 gives an insight to the responses by persons in charge of the media centres to Question E.1 (Refer to Appendix G: Questionnaire). Approximately 60% strongly agree that the decisions pertaining to media centres are often made for financial, political and administrative expediency and not for educational efficiency. Only 30% disagreed with the statement, while a mere 11%, by circling the middle number five on the scale, took a neutral stance. (Table 19).

In addition, over 69% of the total number of respondents also strongly agreed that education departments very rarely innovated, but implement and maintain overseas tried and tested systems. (Table 20). Here, again a low of 21% disagreed with the statement. Less than 9% (seven of

the total respondents) by choosing the middle number of 'five' neither agreed nor disagreed with the question. (Table 20).

TABLE 20:
DEPARTMENTS IMPLEMENT OVERSEAS TRIED AND TESTED SYSTEMS

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	-	-	-	-	-	2	1	1	5	7	8	24
H.O.R.	-	-	1	-	2	2	-	-	1	2	3	11
H.O.A.	-	-	-	-	-	1	2	-	3	1	-	8
D.E.T.	1	-	1	1	3	-	1	-	5	1	2	15
KWAZULU	3	-	-	1	2	2	-	-	1	1	4	14
TOTAL	4	-	2	2	7	7	4	1	15	12	17	72
		15	(21%)		9%			49	(69%)			

Department support at all levels of administration and implementation of the media centre at schools is vital to the way the school community perceive and utilize media. This role function should not be passed on to individual schools and persons but should occupy a high position alongside other educational priorities. Unfortunately, with the recent cutbacks in education budget, followed an automatic cutback in the fundings and provisions in media services in all the education departments in the Republic of South Africa.

A negative attitude held by the authorities can lead to

the provision of inadequate facilities and resources to schools. This can greatly influence services offered and the extent of use of such facilities at schools. In addition, if the media centre is perceived as an unnecessary luxury, then very little support is expected from those education departments.

From the analysis of the facilities, resource collection and media staff, one can safely conclude that the media centre services have developed along different and uncoordinated routes in South Africa. The departments that made the necessary funds available and established media centres on sound policies and also provided an infrastructure to realize their aims and objectives, have made great strides in the media centre movement. Those that neglected this area of development, have deprived the pupils of one of the most important experiences in their schooling career.

It is essential to establish school media centre policies and media centre structures, so that financing and servicing could become a normal part of the budgeting commitments of all education departments. "**Much lip service was paid to the importance of school libraries,**" stated Dr B.Brink, "**but very little was done to improve**

the situation from the top." (Klue and van Niekerk 1987: 9). This statement sums up the attitude of some of the education departments under study.

5.6.4 In an ideal world all pupils would have been trained to use the resources as an organised collection of information which could be of direct assistance to their learning. **(Tucker 1987: 51).** That the world is not ideal is obvious and it is understandable that schools will set aside fixed periods for this purpose.

"In education there is a need to recognise that pupils and adults are information users and, therefore, that in school, there should be an effective mechanism through which to aid information use." (Sked 1985: 30). Skills, such as researching, recording, or experiencing can develop into expertise and mastery only through structured and formal instruction. Pupils can derive full benefit from the media centre only if they are taught how to use it and its reference tools. Teaching pupils to use media centres and resources to equip them with a life long skill is one of the teacher-librarian's most important duties. The acquiring of media skills is neither automatic nor incidental. Pre-planned training and guidance in the various media user skills need to be

offered to all pupils.

The teaching of media user skills, book education or library resource education equips the young clientele with the much desired opportunity to learn how to learn so that on-going self-education becomes part of the individual's goal in life. Without this formal tuition pupils would not realise the full potential of resources available and will be always dependent on others for information.

TABLE 21 : FIXED PERIODS FOR PUPILS TO VISIT THE MEDIA CENTRE

DEPT	FIXED PERIODS		STANDARDS
	YES	NO	
H.O.D.	X		2 to 10
H.O.R.	X		2 to 10 (not in all cases)
H.O.A.	X		2 to 6
D.E.T.	X		2 to 10 (not in all cases)
KWAZULU		X	none

From Table 21 only the schools under the KwaZulu Government have no fixed periods for formal training or visits to the media centre. A similar situation prevails at the DET and HOR schools, where the schools lack a clear policy from their respective education departments with regard to fixed time-tabled periods

for library user guidance lessons. In most DET schools there is an orientation for the entire school population in the use of library at the beginning of each school year. In 1991 the DET sent out a circular to schools stating that only standard six and seven classes were to have fixed periods for book education and that the department was presently working on a syllabus for book education. **(Lombo 1991)**.

Not all the schools in the H.O.R. have a fixed period for regular class visits to the media centre. The situation varies from school to school, depending largely on media centre facilities, staff allocation and the expertise of the media teacher. Nevertheless, the department has a prescribed syllabus for book education for the primary and secondary schools.

All classes from standard two to standard ten have one fixed time-tabled period per week for Library Resource Education lessons in all the H.O.D. schools. The lessons are conducted in the media centre by the teacher-librarian. The department has provided all its schools with a comprehensive syllabus in library resource education.

Although the Education Media Services (EMS) in the H.O.A. has published a media education syllabus for all schools, not all classes have fixed periods for media education lessons. The time-tabling of fixed media periods for the different classes vary from school to school. Normally classes from standards two to six have one time-tabled period per week for media user guidance.

However, the purpose of the weekly class visits to the media centre may also vary from teaching of media skills to conducting reader guidance and planned subject integration lessons. One respondent indicated in the questionnaire that during the fixed periods "Class 1 and 11 may visit the media centre to see how Books are organised in the library." **(CASE 7).** Another wrote "Doing other work eg. colour in maps, complete class work etc." **(CASE 34).**

Table 22 reflects what is done during the fixed periods by the classes in the different education departments. Since the DET and KwaZulu schools do not have a written policy for teaching of media skills, the visits to the media centre are restricted to assignment tasks. (Table 22). The H.O.R. education department has a period set aside for all classes on the school time table, but this

period is devoted to the teaching of book education. At the Coloured schools book education lessons are farmed out to all class teachers who usually conduct these lessons in their classrooms.

TABLE 22 : PURPOSE OF THE FIXED PERIOD VISITS

DEPT	MEDIA SKILLS	READER GUIDANCE	SUBJECT INTEGRAT-ION	ASSIGNMENT WORK	OTHER
H.O.D.	X	X	X	X	
H.O.R.	X	-		-	-
H.O.A.	X	X	-	-	-
D.E.T.	-	-	-	X	-
KWAZULU	-	-	-	X	-

The pupils from standards two to six at the H.O.A. schools are taught media education. In addition to these time-tabled periods, the language teachers (especially English teachers) conduct reader guidance lessons in the media centre with their classes. Reader guidance may be defined as guidance in the selection of information and the judicious use of such information in both verbal and written communications.

The H.O.D. has a fixed period per week per class for formal instruction in library resource education. All classes from standard two to ten visit the media centre weekly for this user guidance lesson. In the majority of

cases, the teacher-librarian conducts such lessons. Also, the English and Afrikaans subject teachers take their classes to the media centre for reader guidance lessons.

Planned subject integration lessons are also conducted during these weekly visits to the centre. A planned subject integration lesson may be defined as a resource based activity by the subject teacher and the pupils with the assistance of the teacher-librarian. This carefully planned lesson affords the pupils the opportunity to work individually or in groups on a research topic. This subject period usually coincides with the library administration period when the media centre is free. A planned integration lesson is viewed as a team effort to allow pupils to investigate and explore a given topic with the least amount of prompting from the subject teacher.

From tables 21 and 22 it can be seen that wide discrepancies exist among the education departments with regard to media instruction and time-tabled visits to the media centre. A clear policy from education authorities reveal a genuine commitment in promoting media use at all levels. An education department's concern is not measured by the facilities that are provided but by its

policies which help to translate the provisions into positive educational outcomes. A casual, ad hoc attempt from top management, to implement a vigorous media centre programme at schools, will reduce the media centre to an unimportant appendage of the education system. A lowly perceived status of the media centre by education authorities will, therefore, naturally lead to under-utilized centres at schools.

5.6.5 In business terms, the investor will always make sure of maximum returns from his investments. If this does not happen, then he will hestitate to invest further in such an unprofitable venture. The concept of a modern media centre is very different from that of the traditional library. It encompasses a greater variety of resources and a more comprehensive range of services. Often one perceives the media centre in terms of what is achieved and ignores the problems that are encountered in providing services to the school community. The quality of services offered will be largely influenced by the expertise and personality of the media staff.
"One of the most frustrating and discouraging things in this life is to do good work and have it fail for reasons which have nothing to do with the quality of efforts." (Daniel 1980:105). This quotation carries an

important message. It was, therefore, imperative to find out the factors within the school that influenced the degree of accomplishment and the quality of services offered by the media centre staff.

The respondents were asked to rank the major problems they experienced in providing services to their clientele Table 23 gives a list of the internal factors together with the weighted mean for each. The persons in charge of the media centre were to rank a list of aspects from 1 to 5, with the number 1 carrying the highest value and 5 signifying, least important. The weighted mean for each factor was then calculated. (Refer to Appendix U).

Time was placed first on the ranking by the majority of the respondents. Time available to offer services is seen as crucial to the success of the centre. As indicated in the analysis of the media centre staff in Table 15, time for administrative and professional services was gravely inadequate, over 72% indicated that they have less than 50% for administrative duties and over 92% had less than 50% for professional guidance. (Table 15). Time invested in offering services to clientele is important to reaching and achieving the goals within the institution. And therefore it was not surprising that time was seen as

the most important problem in offering services.

TABLE 23 : MAJOR PROBLEMS EXPERIENCED IN OFFERING SERVICES

	1	2	3	4	5	TOTAL	$\bar{X}$	RANK
ATTITUDE OF CLIENTELE	16	9	15	11	16	67	3,03	4
FACILITIES	14	11	14	17	12	68	3,02	3
RESOURCE COLLECTION	12	18	14	16	8	68	2,85	2
TIME	21	16	15	10	6	68	2,47	1
WORK BACK-LOG	4	9	10	18	25	66	3,77	5

Resource collection was ranked second by a majority of the respondents. **"Resource provision lays the foundation for all other curriculum support service activities." (Raddon and Dix 1989: 90).** The resource collection gives the media centre programme credibility and involvement in the curriculum. Likewise, a poor and inadequate resource collection can seriously limit the services offered. The media centre that is successful at resource provision develops an atmosphere that encourages pupils and teachers to avail themselves to its services. This, in turn, reinforces the use of the media centre as a source of information.

The third major problem was Facilities and Accommodation. Limited space and inadequate facilities are serious obstacles in the path of the teacher-librarian in

implementing media services. As indicated previously, at the beginning of this chapter, 'form permits function'. Thus, from the point of organisation and work space - proper facilities are paramount. With proper facilities, an enthusiastic person can promote the centre and at the same time offer a wide range of services. Take away the time factor, and one will be left with a disorganised premise, inaccessible for the major part of the school day. **"Time, resource and facility can limit the extent to which teacher-librarians are able to provide direct information service." (Raddon and Dix 1989: 94).**

The attitude of the clientele will significantly determine the extent of use of resources. Attitudes are catching. **"If teachers show that they don't think that the media centre is worth a visit, their students will almost surely adopt the same attitude." (Martin and Sargent 1980:49-50).** If, for instance, the teacher projects interest and enthusiasm for visiting the centre and working with resources, pupils will be more apt to exhibit eagerness and a desire to participate in the media centre programme. In schools where teachers do not visit the centre with their classes or are reluctant to integrate resources in their teaching, the message is that such visits and such collections, are perceived as

unimportant. On the other hand, if teachers and pupils feel frustrated and unhappy with the media centre, their use will be minimal, irrespective of the services offered. In turn, this negative attitude of the users will largely influence the activities in the media centre. Table 23 shows that attitude was ranked fourth by the respondents.

Richard Tucker in his UNESCO study on 'The Development of Resource Centres', an international survey on the role of the resource centre listed teacher attitude as one of the major problems towards the use of resource materials. He stated the **"development of a positive attitude towards a greater use of resources in education was considered important". (Tucker 1987: 19).**

One tends to concur with the respondents' ranking of 'Work back-log', as fifth on the scale (Table 23). A large resource collection will in no way guarantee efficient service nor will a huge back-log fully hinder the services offered. A quality collection of well-utilized resources is preferred to a large storage of resources collecting dust. In this respect, the respondents were justified in placing time, resource collection, facilities and attitudes above work back-log. The latter aspect was not seen as a major problem in

offering services by the media centre staff. Even with limited resources, an effective service can be offered, provided sufficient time and proper facilities are available and the clientele realises the potential of media.

TABLE 24
STAFF UTILIZATION OF THE MEDIA CENTRE

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	-	2	2	1	3	6	4	3	3	-	-	24
H.O.R.	1	1	2	1	3	2	1	-	-	-	-	11
H.O.A.	-	-	1	1	-	1	1	2	1	-	-	8
D.E.T.	-	1	2	5	2	1	3	1	-	-	-	15
KWAZULU	6	-	2	1	-	2	-	1	-	1	1	14
TOTAL	7	4	9	9	8	12	9	7	4	1	1	72
		37	(52%)			17%			22	(31%)		

The person in charge of the media centre is the most appropriate assessor of the extent to which staff utilize the media centre. Respondents were to rate staff utilization on a 0 to 10 scale, with 0 signifying a disappointing and negative response, and the number 10 indicating good and encouraging use by staff members. Fifty-two percent (52%) rated lowly between 0 and 4 on scale (Table 24), thus indicating that they were disappointed with the utilization of media by the staff. Only 31% responded positivley to the question (with a

rating between 6 and 10). Seventeen percent were somewhat non-committed and circled the middle neutral value '5'.

TABLE 25
TEACHER-LIBRARIANS' OBSERVATION OF STAFF PERCEPTION OF THE MEDIA CENTRE

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL NO.OF RESPOND-ENTS
H.O.D.	1	1	2	-	5	3	7	3	2	-	-	24
H.O.R.	2	-	-	2	4	2	-	-	1	-	-	11
H.O.A.	-	-	-	1	1	-	1	1	2	1	-	8
D.E.T.	-	1	-	1	4	3	2	1	2	1	-	15
KWAZULU	4	1	-	1	1	3	1	2	-	-	1	14
TOTAL	7	3	2	5	15	11	11	7	7	2	1	72

In Table 25 over 45% of the respondents felt that their staff saw little relationship between media centre and classroom teaching. The media centre programme is a mere waste of time and money unless linked to all classroom instruction. The acceptance of resource-based learning and instruction is vital to the way the school community will utilize the resources and the media centre. Whether or not a teacher considered the purpose of the media centre and its services as vital to the instructional programme depended on his/her perception of the media centre. It was interesting to note the close relationship between staff utilization (Table 24) and staff perception (Table 25). While 31% (Table 24) indicated that staff

utilization was good and encouraging, 39% (Table 25) of the respondents observed that staff perceived the media centre as integral to teaching practice.

In addition, the other extreme figures on the scale also closely correspond in Table 24 and Table 25. In other words, if staff perception of the media centre was observed as having no relationship to teaching practice then utimately their utilization would be disappointing and negative. Therefore, 45% of the total number who observed that staff felt that there was little relationship between media centres and teaching practice, (Table 25), were also observed as disappointing and negative on the staff utilization scale (52% in Table 24) These figures re-affirm the initial hypothesis that staff utilization and staff perception of the media centre were inter-related and mutually dependent.

5.6.6 Since schools are bureaucratically organised, it is not unexpected to find that authority and leadership rested with the principal. The principal consequently has the power of legitimatizing all innovations into the school curriculum. The role of the media centre, the support it enjoys and the extent of its use are directly related to the way in which the school head exercises

his/her authority.

A total lack of interest and participation by the head in planning and implementing the school media centre programme will be decisive to the outcome of the media centre. Some principals keep direct control, while others delegate authority. The principal's involvement in the promotion of the media centre was seen as important not only to its overall success, but, to the manner in which the school population perceived and utilized the media centre.

TABLE 26
SCHOOL PRINCIPAL'S INVOLVEMENT IN THE PROMOTION OF THE MEDIA CENTRE.

DEPT	0	1	2	3	4	5	6	7	8	9	10	TOTAL ON.OF RESPOND-ENTS
H.O.D.	1	-	3	3	4	4	6	-	1	2	-	24
H.O.R.	1	-	-	-	1	4	2	1	1	-	-	11
H.O.A.	-	-	-	2	-	1	1	2	-	1	-	8
D.E.T.	1	1	3	1	3	1	1	-	2	1	1	15
KWAZULU	5	-	-	-	-	5	-	1	-	3	-	14
TOTAL	8	1	6	6	8	15	10	4	4	7	1	72
		29 (41%)				21%		26 (36%)				

Table 26 shows that over 41% of the total number of seventy-two respondents indicated that the principal's involvement in the promotion of the media centre was not active (29 rated between 0 and 4). This is a cause for

concern, since the head of the school initiates changes throughout the school. And usually, on the insistence of the principal, the entire school population is drawn into participating in all educational activities. If the head displays ignorance and indifference towards the various functions of the media centre and undermines the workings of the media centre staff, it will be difficult for the media centre to play its rightful role in the educational programme of the school. A negative attitude held by top management will be easily endorsed by staff and pupils.

On the more positive side, 36% of the respondents rated highly their principals' involvement. (26 rated between 6 and 10 in Table 26). Such active involvement signifies that some principals are fully aware of the importance of media and the close relationship that exists between the media centre and classroom activity. A positive attitude by the head motivates media staff and promotes the use of media by both pupils and teachers. In education departments where the final say in media centre management rests with the school principal, it is important that school heads are active and favourable towards media centre programmes and activities.

Over 21% of the persons in charge of the media centre

preferred to remain neutral to this question by selecting the middle number, five on the scale. The relatively high number of respondents (15 from a total of 72 in Table 26) indicates a reluctance by respondents to commit themselves. This may mean either of two things, firstly they did not want to let their principals down or secondly, they were afraid to place their heads in a poor light.

At the end of the questionnaire, respondents were given an open-ended question allowing them to express their views on the success or disappointment with the services of their media centres. (Refer to Appendix G).

TABLE 27 : SERVICES OFFERED BY THE MEDIA CENTRE

DEPT	PLEASED	DISAPPOINTED	TOTAL
H.O.D.	6	18	24
H.O.R.	-	10	11
H.O.A.	4	3	8
D.E.T.	2	13	15
KWAZULU	3	11	14
TOTAL	15 (21%)	55 (79%)	72

Table 27 outlines the responses made to this question. Approximately 79% of the respondents expressed their disappointment with the services offered by their media

centres. Only a mere 21% of the total number seemed to be pleased with what was happening at their centres. The figures in Table 27 substantiate the statements made in the introduction of chapter two - where there was widespread concern by teacher-librarians over the utilization of the media centres by the school community. The reasons for much disappointment and genuine concern were expressed in the remarks made by respondents to this last question. The following are some of the comments made:

CASE 71 (DET)

"The department's attitude towards Media Centre proves to be negative in all respects."

CASE 53 (DET)

"I am disappointed with the services offered by the media centre at my school because books that are sent by the department are not relevant to our school curriculum. Fiction books are also not interesting and so pupils are not motivated to read and teachers can't give them projects because of irrelevant books."

CASE 2 (DET)

"Have very little co-operation from management staff; dealing with DET is very frustrating - difficult to get necessary resources from them - on the other hand, am happy to have support of pupils and outside volunteers."

CASE 6 (HOR)

"It is inaccessible. There is no Media Centre as such, only a tiny little room which has a very restricted number of books."

CASE 32 (HOR)

"The room is too small and is used for books only. Book selection is done by the Department. No administration time permitted for library, yet no clerical assistant."

CASE 7 (HOR)

"Disappointed. Most books are written in Afrikaans."

CASE 11 (HOD)

"Teachers and pupils do not come forward voluntarily to take advantage of the services offered. The teacher-librarian has got to "sell" his services. Many teachers' perception of the media centre is that it involves more work on their part."

CASE 13 (HOD)

"Generally the staff and pupils are exam orientated and place less importance to LRC services. More so, the teacher-librarian must be given more latitude all round in decision making."

CASE 54 (HOD)

"Disappointed. Sometimes an apathetic attitude of staff and lack of professional status and ignorance by management of the teacher-librarian's role and the

LRC role."

CASE 27 (HOA)

"Most staff do not appreciate the services offered. Most staff have little idea of how to use the media centre facilities. Pupils not therefore encouraged to use library."

CASE 25 (HOA)

"Disappointed. Lack of structure and guidance from principal."

CASE 64 (HOA)

"There are some teachers who refuse to exploit our resources and others do not see resource-based learning as a valid teaching method."

CASE 44 (KwaZulu)

"I'm disappointed because we are behind in everything because of our department."

CASE 29 (KwaZulu)

"I am disappointed with the services offered by my media centre at my school because there is totally no facilities provided and there is no hope."

CASE 51 (KwaZulu)

"It is very sad that we have the building but no resources."

5.7 CONCLUSION

A comprehensive media centre programme usually requires adequate facilities, a well-organised resource collection, sufficient media staff and a wide range of services. These represent the foundation of a media centre. Without these basic elements, no effective programme can be initiated. Therefore, for the proper functioning of the media centre, all the elements must be balanced. Balanced in this situation, means creating possible relationships between the basic elements. At the beginning of this chapter, it was stated that these elements are mutually dependent and inter-related. A proper 'mix' can only lead to the fulfilment of the common goal.

The analysis of each of the five themes showed that none of them could be discussed in isolation, but with constant reference to all the other elements. **"The way it functions affects, and is affected by, the other elements of the school. Together, all the elements affect the nature of the whole." (Galvin et al 1980:106).** This chapter, through its cross referencing to the data gathered in the final analysis, established that the five major themes were mutually dependent and inter-related.

A detailed summary of the analysis of the data, together with its importance to the field of the present investigation, is found in the next chapter (Chapter Six). The five main themes are summarized and approached under the four main steps as outlined in the introduction of this chapter (5.1). It was felt that the significance of such vital information needed to be highlighted and not dispensed off in a brief conclusion. In addition, also to avoid repetition, a comprehensive summary of the analysis of the data gathered, is to be found in the next chapter.

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CHAPTER 6

6. SUMMARY AND RECOMMENDATIONS

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6.1 SUMMARY

6.1.1 INTRODUCTION

In summing up the study it was tempting to begin by comparing each education department against the media centre services and see how well each fared. Such an overall conclusion would be most unfair in the light of the racially segregated education system in South Africa which openly favoured some race groups while intentionally neglecting others. Instead this study looked at the perceptions and the utilization of media centres by the different education departments.

For the past forty years the Nationalist Party Government followed a policy of apartheid. Today, South Africa is stratified according to a race classification policy which has resulted in the creation of seventeen education departments within its borders. The various fundings of the seventeen education departments by the State are not only separate and different but unequal.

" **The norms for allocating funds to the various population groups for education varied greatly,**

> because historical levels of funding continued to be the determining factors." (Behr 1988: 43).

This disparity in State funding has created two distinct sectors, the 'haves' and the 'have-nots'. The former, the minority groups have an abundance of educational resources; and the latter the disadvantaged majority with very few resources and very little upward mobility.

While it was obvious from this research that a multitude of factors have influenced the development of media centres in this country, there was one factor that precipitated directly its growth, namely the education departments. In order to obtain a true perspective into media centres, one needs to know how the schools are organised and what forces shape the educational programme and thereby influencing the development of the media centres.

It therefore, made sense to look at the historical perspective of the education system in South Africa (Chapter three) before considering the development of media centres in the Natal/KwaZulu Region. A conference on 'Media Centres in South Africa' was organised with

the primary aim of obtaining information on education departmental policies and procedures, since there was a paucity of such vital literature in South Africa. The hosting of this national conference was followed by a survey of literature study, the administration of questionnaires and then an analysis of the data gathered. From these sources emerged a wide range of patterns reflecting the situation of media centres at the schools. However, the overall picture was somewhat blurred by a closer study of individual education departments. This investigation attributes the wide discrepancies to the differing educational policies, philosophies and goals of the various departments. It is evident from this study, that there is little consensus as to the place of the media centre in the educational programme. It appears from the analysis in chapter five that each one of the education authorities sees a different image of the same media centre in the mirror.

Each media centre is and will inevitably be unique. The character of each is determined by the process by which it came into being and grew. Piecemeal, ad hoc development of media centres in South Africa has resulted in a confusing variety with much fragmentation and little

standardization. Therefore, in order to address the aims and objectives of this study, it was necessary to examine the facilities, the resource collection and organisation, the media centre staff and the media services in relation to their respective education department.

6.1.2 FACILITIES

On the whole the conclusion drawn from the analysis was that the accommodation in a large number of schools left much to be desired. In many instances the premises used as media centres were unsuitable in both size and location. The majority of the schools sampled in this study were disadvantaged with regard to media centre provisions. There were a large number of schools which did not have a media centre, and storerooms, staff-rooms and classrooms were used to house resources. The schools under the Department of Education and Training (DET) and the Department of Education and Culture, under the Kwa/Zulu Government have virtually nothing, as accommodation is cramped and the building of classrooms is given top priority.

The House of Representatives has provided few schools

with the necessary facilities. Schools under this Coloured department kept separate print and non-print storage areas, referring to the first area as the library and the latter as their media centre. These storage areas are physically separated, thus separating their functional role.

The schools under the administration of the House of Assembly and the House of Delegates have clear policies, thereby providing spacious and well-planned media centres at almost all their schools. Both these departments boast a high of seventy-one percent and eighty-three percent of purpose-built media centres at their schools. (Table 1). The difference between these two departments was that the school media centres under the House of Delegates were all almost identical in structure and organisation while those of the House of Assembly were designed to blend with the architecture of the school building.

A media centre reflects the philosophy of the school and that of the education department. In order to make any conclusive remarks, one must first examine the educational philosophy and the media centre services of individual departments. One who is familiar with

the school curriculum can readily evaluate the educational policy and philosophy through a period of observation in the media centre.

Small libraries, meagre collections, modest budget and minimal staff reflect a philosophy of education suited to the days of the kerosene lamp. They are not compatible with today's focus on self-discovery, self-study and resource-based learning. An education department or school philosophy that exalts the individual and makes grand pronouncements about independent study and self-discovery can implement these approaches by providing a comprehensive media centre service. It will serve little purpose to pay lip services to the grand philosophy without providing a reasonable infra-structure and at the same time making little effort to translate the philosophy into action so that the media centre is perceived as a viable educational force at schools.

The respective education departments must accept responsibility for the situations at their schools. One can conclude from this study that there is a difference in attitudes among the various education authorities towards the provision of media centre services. A clue

to this indifference can be gained from the figures showing the types of media centres in Table 1. In addition, when respondents were asked to rank the important factors contributing to the effective utilization of the media centre, 'facilities' was ranked the most important. (Table 17). It was also interesting to note that 'facilities' was ranked as the third major problem in offering services to the clientele. (Table 23).

On the other hand, those who ask for ideal conditions in terms of buildings and resources before venturing beyond, and often making excuses, have a blinkered view of what the media centre services involve. It must be remembered that education involves people not facilities. As already noted, Holder and Mitson stated **".... what people do will be more than what the facilities are like". (Holder and Mitson 1974: 58).** Even with an ideal purpose-built media centre, there can be no guarantee of maximum utilization.

On the contrary, a reprographic centre may be an old store-room, and the centre itself so small that it may overflow into an adjacent classroom, but with the school population believing in the media centre concept, the

centre will suffice. It may take shape gradually, but evolution has the advantage of allowing people to adjust. There have been many developments where teacher librarians and teachers have improvised solutions to problems of accommodation and facilities. However, it is not suggested that accommodation difficulties need not necessarily be insurmountable, although purpose-built facilities are not essential, they are helpful. The concern in education is to do first and foremost with people. A positive perception will go a long way to better utilization of media, irrespective of the physical plant of the media centre.

Media centres function in the context of the apartheid education system in South Africa and have been therefore subjected to the same economic, social, political and technological forces that shape the various racially segregated schools. Today, in the Natal/Kwa-Zulu Region, one finds

"...communities who have grown up in a rich resource and media environment and those who came from over-crowded homes where not only are there no books and newspapers, but not even electricity, and from schools with no libraries and very few facilities". (Kistan 1990: 3).

The plight of the Black people is more alarming in the knowledge that

"... there is only one public library in areas controlled by KwaZulu, with more than three million black people living in urban areas without public libraries...". (Daily News Reporter 1991: 5).

In the same article Mr Fourie, the preliminary chairman of the Natal Regional Library Trust, said that

"...communities presently under the control of the Natal Provincial Administration had a good library service". (Daily News Reporter 1991: 5). (Appendix T).

Thus, one observes that resources are not freely available to those who need them but rather to those who can afford to pay for them. So one tends to meet people with different perspectives on educational media and media centres in the Natal/KwaZulu Region.

Although all five education departments have recognised the importance of media centres in one form or another, there is a widening gap between the actual and the preferred. While some schools have well established media centres with 'on line' computerized system, a large majority of schools have yet to find the space, the resource and the manpower to start a book collection.

6.1.3 RESOURCE COLLECTION AND ORGANISATION

A well-organised media centre with a quality collection has a major contribution to make to both teaching and learning. Although this statement has received world wide acceptance, a lack of nationally accepted policy and published standards have led to extreme variations in media centre services in South Africa. In some instances monetary allocation for media centres is substantial while in others the amounts are negligible.

In must be noted that the continued effectiveness of the media centre programme will depend upon the degree to which the media centre responds to the needs of its clientele.

"The collection should provide the answers to user's needs; the retrieval of information should be easy, the activities should be planned in response to the interests and demands of users, and the place in which this happens should be a place where students and teachers want to be." (Carroll and Beilke 1979: 22).

The resource provision function gives the media centre programme credibility. Paradoxically, at the same time, this role can severely limit any involvement in the activities of the media centre. Too often resources

provision is viewed as a passive and reactive process. The teacher-librarian who is successful at resource provision develops an atmosphere that encourages its use. This reinforces the use of the media centre as sources of information. Nonetheless, the educational impact and the effective use may be threatened by an inadequate and piecemeal collection. It became very clear in this study that resource collection and organisation are important considerations in determining what is feasible.

There is great disparity in the way resources are acquired and organised within the different education departments in the Natal/KwaZulu Region. This is evident in the discussions in chapter three and in the analysis in chapter five. There is little uniformity in resource collection as each department is autonomous and operates independently. While the departments under the House of Assembly (HOA) and the House of Delegates (HOD), have official policies and annual budgets for schools, the other three education departments have very vague policies regarding resource acquisition and provision. Over seventy-seven percent of the respondents from all five departments expressed much dissatisfaction at their department's policy as regards

resource acquisition. (Tables 5,6,7). Only the schools under the Natal Education Department (NED) favoured the open plan policy which allowed individual schools to expend the annual allocation according to local needs and demands. The schools under the Department of Education and Training (DET) and the House of Representatives (HOR) followed a policy of centralised selection and bulk buying. The resources were then processed and despatched in boxes to schools. The comments quoted in chapter five clearly showed that the persons in charge of media centres were totally against such bureaucratic interference where schools had no say in the selection of resources.

The KwaZulu Government has no official policy for the acquisition of resources for schools. Some of its schools are supplied with books by the READ Educational Trust. However, the schools under the House of Delegates (HOD) have an annual budget for the purchase of library books. A rigid and prescriptive policy was followed with book purchases and book orders placed within a specified period of time with a particular bookseller. Further, only departmental approved lists of books may be selected for purchases. This policy was not favoured by a majority of the teacher-librarians as

it restricted their freedom in meeting the needs of the clientele.

Resource collection is largely shaped by educational policies and priorities of education departments. The departments which have made fully explicit their support and intentions through sound policies have established media centre structures to realise their objectives. But those departments that paid mere lip services without a clearly formulated media centre policy reflect their general recognition of the importance of media in the educational programme of the school.

"When a media centre is regarded as an unnecessary luxury, little or even no financial support is provided." (Vink et al 1988: 3).

In other words, a department's policy will reflect its position on the importance of information.

It was almost perversely reassuring to see that almost every person, irrespective of the education department, has been having the same common problems. It was not surprising to find that a majority of respondents ranked 'Resource Collection' as the second major problem experienced in offering services in the media

centre. (Table 23). Without an adequate resource collection one must question the very existence of the media centre. 'Resources' was also ranked second by the repondents who felt that resources played a major role in the effective utilization of the media centre. (Table 17).

Resources acquisition that is pre-planned and pre-determined will lead to a positive image of the collection and lead to better utilization. On the other hand, resources selected and purchased centrally by departments and then despatched to schools without consultation, are perceived as 'approved' materials. Those education departments which supply books instead of an annual monetary allocation have left teacher-librarians and subject teachers with no say whatsoever in establishing a suitable resource collection. This centralized bulk buying policy was aptly described by one respondent as:

CASE 53.

"I am disappointed with the services offered by the media centre at my school because books that are sent by the department are not relevant to our school curriculum. Fiction books are also not interesting and so pupils are not motivated to read and teachers can't

give them projects because of irrelevant books."

The above statement by the respondent sums up the answer to the key question:

"To what extent departments' policies on book stock building influence perceptions and utilization of media centres ?"

The idea of a media centre where printed and audio-visual materials are organised with the view to assisting both teachers and pupils is still far from widespread. Nearly all of the schools from the five departments stock books centrally. The organisation of the printed resources are generally reasonable as most schools follow departmental guidelines and the Dewey Decimal Classification system to arrange the books in the media centre. To assist the under-qualified persons in charge of the centre, the Department of Education and Training and the House of Representatives classify and process (catalogue and spine mark) books before despatching them to schools.

Non-book collections and organisation differ greatly from school to school. None of the education departments under study has a clear policy for the acquisition and organisation of transparencies, charts,

video and audio cassettes, pamphlets, cuttings and other non-book media. Only the schools under the House of Assembly and the House of Delegates subscribe to periodicals and newspapers.

The organisation of resources in the media centre followed different patterns. Firstly, although resource materials were stored and controlled from a central venue, the organisation of these, in most cases, have not really received much attention. Secondly, there was another pattern where centralized collection was non-existent in the absence of suitable space. Instead, resources, mainly books, were distributed among classes and under the care of class teachers. Factors contributing to this grave situation are, the absence of suitable facilities, lack of qualified staff and the vague policies of the education authorities. Lastly, another pattern was where books and audiovisual media were separated and housed at different venues and under the control of two different members of staff. The schools under the House of Representatives follow this procedure, referring to the print storage area as the library, and the non-book collection as the media centre.

The above patterns in media centre organisation have emerged mainly as a result of the various policies. The different policies reveal that there is little contact or co-operation among the different education departments. This is also evident from the use of terminology (chapter three) and the absence of any standardization in information acquisition and storage facilities.

Each school has its unique characteristics, and the resources collection usually include materials which represent these distinct features. Media centres should continue to increase their collections in a systematic manner based on the needs of their clientele and on an awareness of the resources available. In the presence of such planned resource stock, the possibliities are there for increased services and better use of the media centre. There is no point in talking about perceptions and the utilization of media centres within schools, until the schools possess the necessary facilities for educational activity of any sort to take place.

6.1.4 MEDIA CENTRE STAFF

It is worth repeating the quotation from L.G.Potter in

emphasing the key role of the teacher-librarian in the media centre programme.

"The librarian is more important than the building, the materials, the equipment - everything else. He is the person that makes the library. Without him the library is an ivory tower." (Potter 1962: 4).

In addition, from the summary on resource collection, it was acknowledged that it was not enough to provide a collection of resources and suitable accommodation, without providing an efficient and effective organisation of those materials. The task of such planned and systematic organisation falls directly on the media centre staff.

It was apparent from this study that what was possible in a media centre depended largely on available staff. The media centre is best placed in the hands of a full-time teacher-librarian with the appropriate experience and qualifications. The findings in this research reveal that the media centres in the Natal/KwaZulu Region fall far short of the preferred or ideal situation with regards to media staff. Here, again there is a large disparity in the staffing of media centres by the different education departments. While

some departments have everything going in their favour - full-time teacher-librarian posts, adequate administrative time and clearly formulated policies and guidelines for job description, the majority of the schools are left with untrained and under-qualified staff to cope with tasks that are usually forced on to them.

The analysis of data on media centre staff in chapter five depicts a very depressing picture in the province of Natal. Roughly fifty-five percent of the schools have no full-time posts for teacher-librarians and of the fifty-seven percent who stated that they are in charge of the media centre have no formal qualifications in the field of librarianship. (Table 13). However, the overall figures reflect an unrealistic picture of the media staff. The great disparity in staffing was reaffirmed by the figures of each education department. While the House of Delegates and the House of Assembly have a high of eighty-three percent and hundred percent respectively of full-time teacher-librarian posts, the schools under the House of Representatives have no full-time teacher-librarians. The schools under the Kwa Zulu Government deploy over seventy-nine percent of their teaching staff as persons in charge of the media centre, with only seven percent appointed to full-

time posts as teacher-librarians.

It was obvious that in the vast majority of schools, teacher-librarians are faced with split loyalities between the demands of a heavy time-tabled teaching load and the management of the media centre. Inevitably in this conflict, the media centre nearly always loses out. The teacher-librarians also face the equally difficult problem of their own status and often find it hard to handle these dual roles and at the same time present to the members of staff a positive perspective of the media centre.

Inadequate staff, particularly in terms of qualification has exacerbated an already difficult situation. While it may be true to conclude that professionally qualified teacher-librarians are essential for the efficient and effective management of the media centre, the lack of appropriate background and training will place them at a disadvantage. A teacher-librarian with enthusiasm, expertise and knowledge is vital to the success of the media centre programme. Further, an appropriately qualified teacher-librarian holds a high profile to the rest of the staff. Also continued success in meeting increased responsibilities and

demands result in a positive self-image and recognition by others.

However, many teacher-librarians suffer from 'dogsbody' syndrome when their own adequacies are downtrodden and undervalued by the rest of the school community, thus resulting not only as individuals with low status, but so does the media centre. The majority of the media staff in this study lack the necessary management, technical and production skills to manage a media centre. Staff lacking such skills will encounter difficulties in meeting the varied requests of the users. It is therefore less likely that the media centre could find consistent success with utilization.

Clerical help was another bugbear for nearly all the teacher-librarians. It is unfortunately that the media centre duties involve first and foremost, all sorts of fairly mundane and sometimes repetitive and boring jobs before the more challenging services are offered. It is necessary to make sure that tasks which are unimportant in themselves, but which support any system, are efficiently carried out regularly. Just attending to these 'housekeeping tasks' is very time-consuming business and sufficient time is the one element that

is missing from the time-table of virtually all the teacher-librarians, many of whom are expected to teach full time. (Table 15).

The most crucial resource or input item is time. **"More than anything else, the amount of professional time determines what is possible in terms of curriculum support services and library information skills instruction." (Raddon and Dix 1989: 47).** In most of the schools, full-time teacher-librarian posts are not the norm, and the person in charge works with varying amounts of time and dedication on media centre matters, often with no other support help. All five departments in the Natal/KwaZulu Region are guilty of providing insufficient time to media staff for professional guidance. An overall of ninety-two percent spend less than fifty percent of their total time in offering professional services to clientele. (Table 15). All too often it has been taken for granted that such vital roles can be undertaken in the few administrative periods set aside per week. Therefore, the activities of the media centre are limited by the time available after the completion of clerical and non-professional duties.

There is almost no provision for clerical help, except in the media centre under the control of the House of Delegates. In addition, teacher-librarians, although occupying posts of responsibility, are not given adequate clerical nor sufficient time to cope with the management of the media centre. Nevertheless, they are held accountable for the accomplishments of the centre.

Almost all the schools rely heavily on pupil helpers to assist in the simple routine tasks of the centre. This trend is expected since the teacher-librarian, in most cases, is the only staff member employed in the media centre.

The present success of the media centre is almost entirely dependent on the personalities of the persons in charge and not so much on departmental structures or policies. This indicates that the media centre staff are motivated by sources outside the schools, which may be contact with professional bodies, further professional education and training and attendance at conferences. While the Blacks and the Coloured education departments have given priority to the ungrading of the present unqualified and under qualified teaching staff, the House of Assembly and

the House of Delegates have made explicit their support for the provision of full-time personnel to their school media centres.

6.1.5 MEDIA CENTRE SERVICES

On the whole the evidence of the usefulness of educational media centres at schools was overwhelming. However, there is a dearth of information available in the Republic of South Africa to justify the existence of media centres at schools. Also, inspite of several decades of operation, little is known about media centres in this country.

While it was evident that a multitude of factors have influenced the process by which the school media centre came into being and grew, the education department and the school are two factors that shaped its development. A media centre, that has been systematically built over many years, has a solid foundation on which to build a larger and more sophisticated collection and offer a wider range of services.

This study reveals that the services offered by the various media centres are haphazard and inconsistent.

In some situations, a full range of information support service is readily available along with full-time competent media centre staff. In other instances, one may not even find a media centre per se nor an up-to date centralized resource collection. And in still others, the variability of official policy and services is so great that there is little consistency even within schools of particular education departments. Nonetheless, a combination of stringent financial cutbacks, inadequate facilities, meagre resource collection, understaffed centres and a Government that

"...remains committed to a policy of a distinctive community and cultural life for each population group", (South Africa 1989-90:483),

have all contributed to the disparate provision in media services in South Africa.

It is important to note that planning first takes place at departmental level, with the formulation of official policies and guidelines. Then, at schools planning takes place within the framework of the department's specification. The media centre in its form and organisation will reflect and support the educational aims of the school and that of the department. A close working relationship between the media services of the

department and the school is vital to the success of the media programme.

"Support of media services is often based upon a perception by central administration as to how well the service is received... If the perception is that the service is worthwhile, support is forthcoming, if the service is seen as not important to the goals of the institution, support is reduced or may be lacking altogether." (McConeghy and McConeghy 1990:54).

It is important for all those involved in education to understand and appreciate the contribution made by the media centre. This common perception will help to realise the aims and objectives of the media programme.

It is a fallacious belief among some education authorities and communities that large sums of money spent on facilities and resource provision alone can realise the aims of the media centre. Without, for instance, a full-time appropriately qualified teacher-librarian very little can be achieved and the media centre may be reduced to a store-house or a loan bank. In addition, Bob Ferguson stated that the media centres are a waste of time and space unless they are linked with an approach to teaching and learning. (Ferguson 1990: 8). Also the one thing that became apparent in

the analysis in chapter five was that the provision of media centre services depended largely on the attitudes of school principals and the teaching staff. Indeed, the most lavishly equipped and staffed media centre is only as strong as the conviction of its clientele: that what they do is both worthwhile and attainable.

In this study few of the media centre services in the Natal/KwaZulu Region approached excellence. The provision of media centre services is a very complex issue facing media centres. Certainly each one of the schools need more money, more time, more space and above all more teacher co-operation and better support from their respective education departments. Whatever the issue, there are nevertheless certain basic realities which are common to every school setting. For instance, over sixty-six percent of the respondents indicated that there was little planning between subject committees (teachers) and the media centre in the acquisition and utilization of media. (Table 18).

A media centre should not operate just as an agent, storing a range of items that the school should be using, rather it must meet the needs of individual teachers and pupils. Therefore, the entire school

population should participate at all levels in selection, acquisition, organisation and promotion of resources. One cannot expect teachers to use resources which were selected for their use. A centralized bulk buying and supply policy adopted by the three education departments has ignored the consultation component in the selection process. This centralized acquisition policy is perceived as 'approved' information and the clientele feel reluctant to use such resources. This was evident from the comments made by respondents in the questionnaire. (Chapter 5).

Over forty-five percent of the respondents felt that the teaching staff saw little relationship between media centres and classroom teaching. (Table 25). Further, over forty-one percent indicated that their school principals were not active in promoting the media centre at schools. If the head displays indifference and apathy towards the media programme and further undermines the functions of the media staff, the media centre services will be adversely affected. No matter how strongly the media staff feel about the importance of its services, they can achieve little without the full co-operation and support of the principal and the teaching staff.

"If teachers show that they don't think that the media centre is worth a visit, their students will almost surely adopt the same attitude." (Martin and Sargent 1980:49-50).

The study also showed that the lack of representation and participation by the media centre staff in the overall curriculum planning, and which meant that the media centre could not fully play its role as the prime source of information. The absence of the teacher-librarian in planning committees signifies that school head and teachers are unaware of the close relationship that exists between classroom activity and the media programme. At present, existing media centres are not fully integrated into the educational activities of most schools and media utilization is not planned.

There are still areas, however, where the teacher-librarian struggles to establish recognition of the importance of the media centre's contribution to the educational programme of the school. But recognition does not necessarily entail staffing and funding. Steps may be taken in the right direction in a number of ways - for example, gearing quality resource collection which are more closely related to curriculum, by fuller involvement of the teaching staff and by improving the

facilities of the media centre. Not all the steps involve financial outlays, but the major concerns are with attitudes and perceptions. The value of the media centre staff cannot be doubted. Yet, some education departments have no written policy on the role of the media centre and its staff.

The broad aim of education is to ensure that all pupils receive an education which is balanced and relevant to their needs. To achieve this goal, it is important to provide instructional opportunities for all pupils. If school children are to be guided and helped towards eventual autonomy, that is, be more able to make their own mature assessment of information sources, conduct their own self-motivated enquiries and cope effectively with their lives in today's bewildering world, then certainly one need not argue the relevance of the information-handling skills to be taught.

Class and group visits should be planned and arranged often. Provisions should be made in time-tabling to allow all students an opportunity to use the media centre. The schools under KwaZulu and DET have no formal instruction in the use of the media centre nor a prescribed syllabus to teach library skills to the

pupils. A general orientation in the use of the library is conducted at the beginning of each school year for the entire school population.

Although the Department of Education and Culture in the HOR has a prescribed Book Education syllabus, not all standards have fixed time-tabled periods for the Book Education lessons. The situation varies from school to school, depending largely on available facilities, the availability of qualified media teachers and the attitude of top management at the school.

At the HOD schools, all classes from standards two to ten have one fixed time-tabled period per week for Library Resource Education lessons. A comprehensive scheme of work together with the objectives for Library Resource Education is provided by the department. Usually, the teacher-librarian at each school conducts these media skills lessons in the media centre. Although the Educational Media Services (EMS) in the HOA has compiled a Media Education Syllabus for its schools, only pupils from standards two to six have formal instruction in media user guidance.

At most schools the visits to the media centre are

restricted to media education lessons and assignment work. Only a very few schools conduct planned subject integration and reader guidance lessons with their pupils.

Over seventy-nine percent of the persons in charge of media centres indicated that they were not pleased with the services offered by their media centres. (Table 27) The interesting comments made to this open question as quoted in chapter five clearly revealed that the five education departments and the attitudes of principals and teaching staff are the main factors contributing to this general disappointment among media staff.

The complexity of offering an effective and efficient media service is aptly argued by Klue and van Niekerk: **"The education system does not educate children for life, but rather to pass exams. Books are read for this reason only. Teachers came from a non-library background, and therefore do not encourage children as they might." (Klue and van Niekerk 1987: 8).** Although the above quotation was extracted from the 'Workshop focuses at Blacks as library users', it applies to all the race groups and all the education departments in South Africa. The issues raised in

this study by the respondents from the five education departments show that although there are differences, there are neverthless certain basic realities which are common to all schools and all media centres and all people, irrespective from which education department or race group they belong.

6.1.6 CONCLUSION

If the media centre is to be an educational force, it must have an on-going programme of meaningful activities both within the centre and elswhere in the school. In accordance with the school's philosophy, the programme should include: guidance in meeting individual needs; growth in media user skills and assistance in study and research as related to the school curriculum. The range of services to such a programme depends on the nature of the quantitative standards in the four main areas, namely, facilities, resources, funds and staff. The setting of standards in all four areas is vital before the media centre is required to meet the ideal.

If the school spends generously on resources but has no adequate place to house them, their use will be limited.

No matter how large a collection of carefully selected resource materials a media centre acquires, if there are no appropriate and adequate staff to administer them, maximum use will not be attained. The quantitative standards for facilities, resources, funds and staff are not ends in themselves. They are a necessary means to the goal of effective media service to the entire school community. Without these four basic aspects no service activity can be initiated.

This research clearly indicated that the generous provision of any one aspect cannot singly realise the goals of the media centre. For instance, the investment of large sums of money on physical resources but with little provision for human resources will seriously affect utilisation of media. Well-designed and spacious media centres should not be manned by part-time under-qualified teacher-librarians. For any media programme to be effective, all four elements must be well balanced. Well balanced, in the context of this study, means a proper mix which results in inter-relationships and mutual dependence of all four aspects. An equal and balanced mixture is the recipe to progress and fulfilment of a common goal.

It became evident from the discussions of facilities, resource collection, media staff and media services that the quality of any one, was largely dependent on the balanced provisions of the remaining aspects. The inter-relationships have a snowball effect. On the more positive side, a media centre that provides an effective and meaningful service and is always accessible to all its users, will be held in high esteem and is unlikely to be threatened by under-utilization. And as demands increase, there are always the possibilities for improved provisions in facilities in more staff, more funds and better services.

On the contrary, with inadequate facilities, the case for both resources and staff becomes harder to justify, and the media centre gradually degenerates into a neglected and under-used area with little or nothing to show how it could operate under better circumstances. Repercussions of such a situation could be far reaching and potentially more damaging not only to the media centre but to education as a whole.

This study also brought to the fore the close relationship between the media centre and the school in which it is situated. A media centre supports the institution

within which it is placed, and the institution in turn supports it, and the interaction never ceases. This interaction, in the widest sense, supports and complements the policy of the education department. Decisions are made on what to plan (design), how to support the plan (structure) and how to achieve the plan (organisation), all combining to formulate a policy. The inter-dependence of policies, structures and organisation influences both perceptions and utilization of resources.

However, the total integration of policies, structures and organisation supports planning and each is seen as a part of the whole and constitutes a part of a systematic approach to the services offered. This systematic approach ensures an effective relationship between each and other parts of the system. Through inter-dependence all the parts are contantly reinforcing and changing each other, thus shaping the media centre programme. Once perspectives are formulated and particular needs are met and changed in relation to local situations, effective utilization of media centre will eventually follow.

6.2 RECOMMENDATIONS

The following summary embodies the various recommendations, with the hope of providing guidelines to some, if not to all the basic problems facing the racially segregated and administered media centres in a multi-department education system in South Africa:

6.2.1 It is strongly recommended that there should be a single non-racial democratic education system in South Africa, affording equal educational opportunities to all the citizens. The dissolution of the seventeen education departments together with the 'general' and 'own affairs' and self-governing Black states structures and the formation of an unitary system under one Ministry of Education is recommended.

6.2.2 With the huge backlog, in respect of schools and facilities for the Blacks on the one hand, and with large under-utilized accommodation available in some education departments, on the other hand, there is an urgent need to open up all schools to all pupils. But, with the present apartheid system of education, the education authorities with the 'own affairs' policy, the Group Areas Act and the State's policy of separate

fundings have made difficult the sharing of unused facilities among the different departments. Inevitably, a single democratic education system will wipe out the unnecessary duplication of services, fragmentation of educational policies and the wastage of huge funds on the maintenance of these separate structures and provide equal and standardized media centre services to all schools and all South Africans. Further, a national infrastructure, under a single system will serve the information needs of all and not only of those who can afford to pay for them.

6.2.3 It is also recommended that the present education share and test innovations with colleagues informally and more formally through planned forums, such as the National Conference, 'Media Centres in South Africa'. This historic event, organised primarily for the purpose of this study, for the first time brought people of all five education departments together, showed that change can be made through contact. Since all media centres are seen as agents for change - they can also serve as agents for the dissemination of ideas across the various departments which are presently operating in isolation and with somewhat blinkered perspectives.

6.2.4 From this study it has become clearly discernible that a successful media centre programme depended to a large extent on the thinking and enthusiasm displayed by the education department. What is urgently required is a clearly formulated policy on school media centres by each of education departments. Such an official statement would set out in definite terms, the function of the media centre, the steps schools are expected to carry the purpose into effect and the department's objectives in establishing such centres at schools.

Also, such a written document will need to consider the range of services and resources to be provided, in addition to the nature and level of staffing, finances and organisation required to make them available. Above all, there should be a mission statement about the departmental responsibilities and involvement with the school media centres and their utilization.

6.2.5 It will be necessary to work for the future success of media centres through careful evaluation of resources and the extent of their utilization. There is a need to consider how existing resources are fulfilling the requirements of schools and how the role of the centre is shaped to respond. It is time educational

authorities pay immediate attention to what is actually happening in the media centres themselves, encourage their more imaginative exploitation and gain useful feedback from the people working in them.

Continuous evaluation of all aspects of the media centre programme is essential for without it, it will be almost impossible to identify problems accurately, to make suitable improvements, to accommodate changing needs and to provide accountability and justification. It was evident from this research that items purchased and amounts spent are not determined by a process of target setting; and budgeting for school media centres by education departments are not part of a pre-determined planning based on sound research and evaluation. There is a total lack of awareness of the local school needs and shortcomings of school media programmes.

The evaluation step is perhaps the most crucial in the development of media centres. The overall purpose of evaluation is to determine whether proposed goals and objectives are met.

"On the basis of feedback, new outcomes desired, and observed working characteristics of the system, the

process may then be modified as needed to permit better attainment of goals and objectives. The key factor in any system is its self-corrective capability." (Hicks and Tillin 1977: 16).

"The evaluation process is vital to both decision-making and to innovation." (Raddon and Dix 1989:252).

There is at present nothing organisational which systematically protects the huge investment of time and effort in generating effective use of media centres, a situation which should be remedied immediately. Education departments and schools need to build evaluation techniques into all their planning. Guidelines on how to evaluate performances and aid in decision-making on media centre management are required and should be prepared.

6.2.6 Education departments cannot afford unnecessary duplication of services. Co-operative and inter-dependence policies and educational networking are needed. The services of centralized structures need to be established to provide information, back-up material, technical servicing, exchange of ideas and joint projects to all media centres. Also, in view of limited funds and appropriate staff available for media centres

in South Africa, considerable savings in both physical and human resources could be achieved through regional Teachers' Centres and Communities Resource Centres. However, there are such organisations as The National Film Library (House of Assembly); The Natal Provincial Library: Education Section (Natal Education Department) and Regional Teachers' Centres (House of Delegates). But memberships to these organisations are usually restricted to members of the respective education departments.

The establishment of such centralised services should provide not only support services to school media centres but plan meetings, workshops, demonstrations, seminars and in-service courses for all teachers in all subjects. Through such planned interactions, continuous planning and evaluation could take place. This study revealed that such grassroots consultation and interaction are totally absent in the Natal/KwaZulu Region. The setting up of centralized services for all media centres should be tackled immediately.

6.2.7 In education there is a need to recognise that children and adults are information users, and therefore, in schools there should be an effective mechanism

through which to aid the use of information. If school children are to be guided and helped towards eventual autonomy, that is, be more able to make their own mature assessment of information sources, conduct their own self-motivated enquiries and cope effectively with their lives in today's world; then certainly one need not argue the relevance of the information-handling skills lessons to be included in the school curriculum. But teaching of information-handling skills should not be confined to the printed material. The mass media, television, film and the press make a greater impact on school children, particularly in the unconscious forming of attitudes and arousing of wild expectations. Therefore, planned guidance and practice in the critical study of all forms of media should be a vital aspect of information skills to be taught.

Provisions should be made in time-tabling planned weekly visits to afford all children the opportunity to receive formal education in dealing with all types of information. All children need to be taught the life-long skills required to become literate. It should be the responsibility of the media teacher to introduce pupils to the opportunities that the media centre offers, and to the skills that they will need to make

effective use and good judgement of those services. Education authorities should prepare a syllabus in media education to serve as a guide to all teachers of the subject. Such a guideline would help to maintain some continuity within schools and bring about uniformity among the education departments.

6.2.8 A media centre is not only the domain of the teacher-librarian, but is a shared responsibility of the entire school population. The promotion and use of media is the concern of all educators and the teaching of media user skills is the task of all teachers. Educational media use is not subject specific but spread across the school curriculum and through all subject fields. As such all school subject curricula should include in their syllabuses topics on the promotion and use of media centres and resources. The inclusion of planned subject integration lessons, planned reader guidance sessions, self-study and self-discovery projects will help in the promotion and utilization of media centres. Department policy with regard to media centres should be clearly defined and incorporated in all subject syllabuses.

Top management, educational planners, subject advisers,

heads of departments and teachers have an obligation to become better informed about the implications for their own subject disciplines of current thinking in media centre practice. They should develop strategies for the integration of media within their own subject fields and perceive the teacher-librarian as a natural ally and as the logical source of relevant teaching resource and should include him/her in all subject planning committees.

6.2.9 If the media centre is to hold an important and permanent place in the educational planning and activities of the school, then it must be open and accessible at all times. This research showed that for the major part of the day, valuable information was locked up and therefore inaccessible. There is also a total absence of community involvement in school media centres in South Africa. This is very unfortunate, in the light of the grave imbalance in the distribution of educational opportunities and resources in the country. In South Africa there are the disadvantaged majority who have grown up in a bookless environment, and who have attended schools with no libraries and very few facilities. Today, over sixty percent of the South African population are illiterate. In addition,

there are no public libraries in most Black townships. **"In the areas presently controlled by the KwaZulu Government there is only one public library, that is in Ulundi. More than three million Zulus living in existing urban areas and informal urban areas have no public libraries," said Mr Fourie. (Daily News Reporter 1991: 5).** (Refer to Appendix T).

School media centres could be used in the evenings as community media centres for adult education classes. Planned non-formal and informal programmes could be introduced to educate the illiterate and to make information and facilities available to all those who need them. Local religious, sports and social bodies could make use of the reprographic room for resource production. The question of management and staffing will be debated but the innovative concept of setting up the much needed community media centres should provide a challenge to schools and educators and more importantly a ray of light to the illiterate.

6.2.10 It was evident from this study that majority of the persons in charge of media centres have a common problem in teacher attitude and knowledge of the integration of media in teaching. It seemed that

teacher-librarians because of their qualification and further education in librarianship understood such concepts as resource-based learning, planned subject integration lessons, reader guidance, self-study and research projects and the role of the media centre. But these terms are viewed with much scepticism by subject teachers who were not exposed to such approaches in their initial education and training.

One only has to look at the majority of teacher education institutions to see that a great deal of training of the future teachers excluded such innovative approaches to teaching.

"Colleges of education rarely include the place of students' specialism in the total school curriculum or a study of the use of the school library as part of teaching/learning processes, thus most teachers arrive in schools unknowledgeable about how to encourage pupils to benefit from books, audio-visual media and library use." (McDonald 1985: 85).

The consequences of this situation will have far reaching implications for the future survival of media centres. The preferred line of action should be that teacher education programmes include such approaches

as planned subject integration, reader guidance and the role function of the media centre in the educational programmes of both teachers and pupils. It is also recommended that all principals, subject teachers and subject advisers attend regular in-service courses in order to keep abreast with the latest trends in the fields of education and media centre management. An early and clear perception of the media centre will help to accelerate its development.

6.2.11 It is obviously very difficult to create a model but it is recommended that the following seven requirements are met for the establishment of a media centre in a school :

* the facilities should provide the basic structure for housing the resource collection and the users and the environment and amenities appropriate to its use. Facilities should include space, furniture and fittings, lighting and proper ventilation. The provision and arrangement of sufficient space should be according to its function. Adequate accommodation should be available to fulfil the functions of reading, browsing, reference and referral services, story-telling and formal instruction in media skills.

* a centralized and organised collection of printed, non-printed media and a wide range of audiovisual and reprographic equipment under the supervision of a professionally qualified media centre staff. The media stock should be systematically built up through planned consultation and selection and be directly linked to individual school needs.

* clearly defined short and long term objectives regarding the role of the media centre, its relationships with the school subject departments and its importance in the educational programme of the school.

* a committment to invest both capital and staffing in the creation and running of the centre. Any system which is both understaffed and under-financed will inevitably run at low key and fail to realise its aims and objectives.

* A full-time teacher-librarian with dual qualifications be appointed to administer the media centre. The teacher-librarian should occcupy a high status, be included in all decision-making and curriculum planning committees and manage the media centre with the least amount of interference. The

teacher-librarian's professional status should be recognised and acknowledged by the entire school population.

* clerical assistance and professional support staff to assist in the management of the media centre. The teacher-librarian should be freed of all clerical routines and be actively involved in offering professional guidance to all teachers and pupils.

* the setting up of a media centre committee with the school head, representatives from all subject fields and the teacher-librarian. This committee is to plan and initiate media centre programmes and activities. The committee should continuously evaluate the media programme and offer guidelines for better use and better understanding of the media centre among the entire school community.

6.2.12 The evidence of the usefulness of educational media centres at schools is overwhelming. Yet, there is a paucity of available information in the field. Further, inspite of several decades of operation little is known about the development of school media centres, the extent of their utilization and how top

management, teaching staff and pupils perceive media centres in this country. It is recommended that further research be conducted at school, departmental, provincial and at national levels on the media centres in South Africa. There is a dearth of journal articles, reference works and motion and still media production on local media centres. It is time to record and document such vital and much sought-out information. The absence of information on local school media centres may be easily interpreted as an unimportant area in education and perceived by many as a luxury at schools. Further research and publications will assist to place the school media centre in the correct perspective in South Africa.

In conclusion, what is recommended is on the basis of the underlying principles on which this research was undertaken and backed up by the returns from the five education departments. None of the media centres in this study met with the ideal as defined by Ruth Ann Davies, Richard Tucker, Norman Beswick or Allan Margaret. Each media centre is unique but its very existence depends on certain minimum standards as cited in this study. The ideal is something that all media centres should strive to achieve. Even, with

the basic standards, a media centre will gradually take shape, provided the school community perceives the media centre as an integral part of the education programme.

In the words of a sage "even a journey of 3 000 miles must begin with the first step". The modesty of such a statement reveals that the realization of the ideal media centre cannot be achieved overnight. It is sincerely hoped that the recommendations of this study will be the beginning of a journey that will rapidly improve the grave situations that face many children and educators in South Africa in the present time.

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8. APPENDICES

APPENDIX A

University of
Durban-Westville

PRIVATE BAG X54001 DURBAN
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TELEGRAMS 'UDWEST'
TELEX 6-23228 SA
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FACULTY OF EDUCATION
DIRECT LINES: (031)820-2602/2604

MEETING OF CONFERENCE COMMITTEE : MEDIA CENTRES IN SOUTH AFRICA

Please be informed that a meeting of the Conference Committee will be held on Tuesday, 19 June 1990 at 10h30 in the Board Room J 327, Faculty of Education (J Block), University of Durban-Westville.

A G E N D A

1. Welcome
2. Conference arrangements and progress
3. Report back : Representatives from different Education Departments.
4. Final Programme
5. Registration Form : 03 August 1990
6. Particulars of Speakers : C V
7. Special Invitations : Opening Day
8. General

You are kindly requested to attend. You are invited to lunch after the meeting.

Yours sincerely

.....
G KISTAN
CONFERENCE ORGANIZER

4 JUNE 1990

GK/es/LT2

APPENDIX B

University of
Durban-Westville

PRIVATE BAG X54001 DURBAN
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12 MARCH 1990

FACULTY OF EDUCATION
Direct lines: (031)820-2602/2604

Dear

RE : CONFERENCE : MEDIA CENTRES IN SOUTH AFRICA

You are invited to deliver a paper at the Conference : "Media Centres in S.A." to be held at the University of Durban-Westville from the 6 - 8 September 1990. The organisers would like you to present an overview of Media/Resource Centres in your education department. (A guideline is attached).

We would like you to select ± 40 delegates to represent your education department at the conference. There will be a conference fee of ±R25,00 per delegate to cover cocktail, refreshment, lunch and study tour costs.

The organisers would álso like you to recommend a media/resource centre in your education department for a study tour on the 8 September 1990.

The next meeting of the Conference Committee will be held on Tuesday, 19 June 1990 at 10h30 in the Board Room (J327), University of Durban-Westville.

The Conference Organisers look forward to your presence and your valuable contribution at the meeting.

Yours sincerely

G KISTAN

Conference Organisers : Telephone : 031 - 820 2232
Chandru Kistan
Railton Loureiro
Daya Gobind

APPENDIX C

CONFERENCE : MEDIA CENTRES IN SOUTH AFRICA : PERCEPTION AND UTILIZATION

Guidelines : papers to be presented by Subject advisers from the different education departments.

1. Goals, objectives (philosophy) of your education department in establishing media/resource centres at schools.

2. To what extent are these objectives achieved (realised)?

3. The Department's policy (present and future) with regards to
   - Book purchases :
   - Resource collection :
   - Hardware acquisition :
   - Software (unprocessed) :

4. Book Education, Media Education, Library Resource Education, the subject taught to which standards, by whom and something about methodology.

5. The structure or organisation of media or library resource services within your education department.

6. Perception and utilization of media centres by staff, pupils, subject committees, subject advisers.

7. Physical plant, facilities available at primary and secondary schools, standard items etc.

8. Staff involved in the management of the media centre.

9. Media specialist/ teacher-librarian : teaching, administrative and professional duties.

10. Specific plans for the future.

APPENDIX D

University of
Durban-Westville

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FACULTY OF EDUCATION
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Miss M Zondi : Subject Adviser (KwaZulu Libraries)
Umlazi College for Further Education
Private Bag X08
MOBENI
4060

Dear Miss Zondi

RE : FINAL PROGRAME : NATIONAL CONFERENCE

Thank you once again for your attendance and contributions at the pre-conference meeting held on 19 June 1990. Enclosed, please find 45 programmes of the National Conference : "Media Centres in South Africa." Kindly distribute to institutions in your education department.

The final Registration Forms are to be returned to the Conference Organizers before the 10 August 1990. Please make an earnest effort to register delegates from your department. We need your support in this regard to achieve success at the Conference.

Thank you

Yours sincerely

G KUSTAN
CONFERENCE ORGANIZER

02 JULY 1990

GK/es/LT3

APPENDIX E

University of
Durban-Westville

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FACULTY OF EDUCATION
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20 August 1990

Dear

RE : NATIONAL CONFERENCE : MEDIA CENTRES IN SOUTH AFRICA

I intend publishing a research article around the discussions and issues raised at the National Conference : 'Media Centres in South Africa' to be held between 6-8 September 1990 at the University of Durban-Westville.

Since you are registered to attend the conference and are within easy reach I will greatly appreciate you completing the enclosed questionnaire. Your response to every question is very important to this survey - as the questionnaire may contain shortfalls which will be amended before it is handed to delegates on the day of the conference.

Please answer each of these questions to the best of your ability. When you are not quite certain what your answer should be, please give the choice that appeals to you more at the moment.

Everything you say will be STRICTLY CONFIDENTIAL. YOUR NAME WILL BE IN NO WAY CONNECTED to the findings of this important project. Although the Questionnaire looks rather long, it will only take about 15 minutes of your time to complete. After you have finished with the questionnaire, please PROMPTLY RETURN the filled-out questionnaire in the self-addressed envelope provided.

Thanking you in anticipation.

Yours sincerely

.....
CHANDRU KISTAN
CONFERENCE ORGANISER/
LECTURER : FACULTY OF EDUCATION

APPENDIX F

University of
Durban-Westville

PRIVATE BAG X54001 DURBAN
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NATIONAL CONFERENCE : MEDIA CENTRES IN SOUTH AFRICA
6 - 8 SEPTEMBER 1990

Dear Delegate,

You will agree that many conferences and symposia are held and many pressing issues are raised and debated, but nothing concrete happens after the event has taken place. Delegates return to their 'jobs' and the situation remains the same. The organisers of this Conference 'Media Centres in South Africa' intend publishing a research article on the discussions and issues raised during the conference sessions. It is also their intention to raise issues that are of concern to delegates with the respective education departments. The enclosed questionnaire aims to ask teacher-librarians or persons-in-charge of Media/Resource Centres how they perceive media centres and how they feel about various issues and problems affecting their work situation.

Please answer each of these questions to the best of your ability. When you are not quite certian what your answer should be, please give the choice that appeals to you more at the moment. Your response to every question is very important to this survey because it represents hundreds of others who were not able to attend this conference.

Everything you say will be STRICTLY CONFIDENTIAL. YOUR NAME WILL BE IN NO WAY CONNECTED to the findings of this important project. Although the Questionnaire looks rather long, it will only take about 15 minutes of yourtime to complete. After you have finished with the questionnaire please PROMPTLY RETURN the filled-out questionnaire in the self-addressed envelope provided.

Thanking you in anticipation.

Yours sincerely

CHANDRU KISTAN
CONFERENCE ORGANISER/
LECTURER : FACULTY OF EDUCATION

6 September 1990

QUESTIONNAIRE

MEDIA/RESOURCE CENTRES IN SOUTH AFRICA

Details to be completed by the Teacher - Librarian or the person in-charge of the School Media/Resource Centre.

Name of School:.....

State level (Primary, Secondary etc.):.....

Education Department:.....

Total number of pupils enrolled at school:.....

Standards at school (eg Std 6 to Std 10):.....

Total number of teaching staff:.....

Details of person completing the questionnaire :

Name : (Optional):.....

Designation: .....

Qualifications: .....

APPENDIX G

QUESTIONNAIRE

WHERE APPLICABLE

1) **Place "X" in the relevant block,**

2) **circle the appropriate number, or**

3) **rate in terms of importance from 1 (more important) to**

A. FACILITIES

1. Media Centre at your school is

purpose built	
make-shift room	
an ante room	
others (please specify)	

2. What is the approximate size of the media centre floor area?

_____ sq metres.

3. How many persons may simultaneously be seated in the media centre? _____

4. Is the facility adequate for your school situation ?

INADEQUATE 0 1 2 3 4 5 6 7 8 9 10 FULLY ADEQUATE

5. Do you have a free hand in the arrangement of furniture and fittings in the media centre ?

NONE 0 1 2 3 4 5 6 7 8 9 10 COMPLETELY FREE

6. If, No, give your reason\s .

_____

_____

_____

7. Are you pleased with the storage units that are provided in the media centre?

BAD 0 1 2 3 4 5 6 7 8 9 10 GOOD

8. If, BAD, what are your recommendation\s.

_____

_____

_____

B. RESOURCE COLLECTION

1. What was the total amount utilized in stock building in 1990?

Books : R .....

Resources (Non-book) : R .....

Hardware (equipment) : R .....

2. The above amounts were spent out of
Please indicate percentages (%)

Departmental allocation	%
own funds (school)	%
other (donations)	%
TOTAL	100 %

3. How does your media centre acquire hardware
Please indicate percentages (%)

Departmental allocation	%
Own funds	%
Donations	%
Dept. Stores (centralised)	%
TOTAL	100 %

4. Are you satisfied with the Department's policy as regards to the acquisition of

	DISSATISFIED 0	1	2	3	4	5 SATISFIED
Books						
software(unprocessed)						
resources(Non-book)						
hardware						

C. MEDIA CENTRE : STAFF

1. What percentage (%) of your time is spent in performing the following duties

subject teaching	
administrative duties of the media centre	
professional guidance to pupils and staff	
extra curricular duties	
TOTAL	100%

2. Person in charge of media centre is a

full-time teacher-librarian	
part-time teacher-librarian	
subject teacher	
non-teacher	

3. Has the teacher-librarian received any formal education in media centre management?

YES	NO

4. If yes, what are your qualifications in the field?

_____

_____

5. Is the teacher-librarian assisted by support staff in the media centre?

professional (Teachers)

clerical staff: full-time

part-time

6. How many pupil helpers are used in the management of the media centre?

0	1	2	3	4	5	6	7	8	9	+10

D. MEDIA ORGANISATION

1. Are the following media centralised in the media centre ?

	YES	NO
print		
audiovisual resources		
audiovisual hardware		

2. How would you rate the organisation of media at your school ?

HAVEN'T STARTED — EFFICIENT & UPDATED

	0	1	2	3	4	5
books						
periodicals						
Non-book resources(charts,etc)						
AV Hardware						

3. Do you have a free hand in the running of the media centre?

NO — COMPLETELY FREE

0 1 2 3 4 5 6 7 8 9 10

4. If Not completely free, who must you work with and to what extent?

_____

_____

E. MEDIA SERVICES

1. Decisions pertaining to media centre are often made for financial, political and administrative expediency and not for educational efficiency ?

DISAGREE — STRONGLY AGREE

0 1 2 3 4 5 6 7 8 9 10

2. Education departments very rarely innovate but they implement and maintain overseas tried and tested systems.

DISAGREE — STRONGLY AGREE

0 1 2 3 4 5 6 7 8 9 10

3. What do you consider the most important factor\s contributing to the effective utilization of the media centre?

Rank in terms of importance from 1 (most important) to 9 (least important)

EFFECTIVE

time	
organisation	
facilities available	
finance	
resources	
location of media centre	
attitude of clientele	
co-operation of staff	
others, please specify	

4. To what extent do the media centre and subject committees plan and co-ordinate the acquisition and use of media?

NONE — COMPLETELY

0 1 2 3 4 5 6 7 8 9 10

5. Which standards have a fixed period to visit the media centre?

CLASS	i		STD	5	
	ii			6	
STD	1			7	
	2			8	
	3			9	
	4			10	

6.Is the period used for

teaching media skills	
reader guidance	
subject integration	
assignment work	
other, please specify	

7. What major problems do you experience in offering services to both staff and pupils.

Rank in order of importance from 1 to 5.

Attitude of clientele	
Facilities & Accommodation	
Resources Collection	
Time	
Work back-log	
other, please specify	

8. Staff utilization of the media centre

DISAPPOINTING AND NEGATIVE — GOOD AND ENCOURAGING

0 1 2 3 4 5 6 7 8 9 10

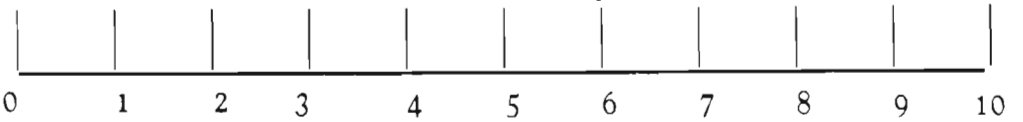
9. Teacher-librarian's observationof staff perception of te media centre as being an integral part of the teaching practice.

NO RELATIONSHIP TO TEACHING PRACTICE — AN INTEGRAL PART OF TEACHING PRACTICE

0 1 2 3 4 5 6 7 8 9 10

10. The school principal's involvement in the promotion of the media centre.

NOT ACTIVE — VERY ACTIVE



0 1 2 3 4 5 6 7 8 9 10

11. In a few words, state why you are pleased\disappointed with the services offered by the media centre at your school?

_____

_____

_____

_____

_____

APPENDIX H

University of
Durban-Westville

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TELEGRAMS 'UDWEST'
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FACULTY OF EDUCATION
Direct lines: (031)820-2602/2604

28 September 1990

NATIONAL CONFERENCE : MEDIA CENTRES IN SOUTH AFRICA
6 - 8 SEPTEMBER 1990

Dear Delegate,

REMINDER : RETURN OF QUESTIONNAIRE

Thank you most sincerely for attending the National Conference : Media Centres in South Africa : 6 - 8 September 1990 at the University of Durban-Westville. We hope you were able to pick up new ideas and make contacts with persons from other education departments during the three days.

As stated, on the final day of the conference, the papers presented will be published and forwarded to you free of charge. A large number of completed questionnaires were returned to the organizers. Kindly complete your questionnaire and return to the organizers in the self - addressed envelope as soon as possible.

Thanking you in anticipation

Yours sincerely

CHANDRU KISTAN
CONFERENCE ORGANIZER/
CONVENOR : STEERING COMMITTEE

APPENDIX I

University of Durban-Westville

FACULTY OF EDUCATION

NATIONAL CONFERENCE

6 - 8 September 1990

MUSIC BUILDING
(Next to K Block)

CONFERENCE ON

MEDIA CENTRES IN SOUTH AFRICA

6-8 September 1990

The Faculty of Education, University of Durban-Westville is to host a National Conference for academics, media specialists, librarians, teachers and persons interested in Media Centres. The conference will focus on the perceptions and utilization of media centres in formal education, especially at primary and secondary school level.

THEME

In South Africa the State's policy of separate development results in educational systems being administered at different and unequal levels. Each education department propounds its philosophy, goals, and purpose along 'own affairs' lines. The educational programme (its philosophy and goals), also gives purpose and direction, significance and value to the Media Centre. With this background, the Conference aims to create an opportunity to promote better communication and interaction between interested persons.

OBJECTIVES

1. To determine the current and future trends of Media Centres in the respective education departments of the Republic of South Africa.
2. To provide a forum for well-grounded reflection and deliberation on Media Centres.

CONFERENCE STRUCTURE

DAY 1: Thursday, 6 September – ***Chairman: Railton Loureiro***

18:00 – 19:00 Registration

19:00 – 19:15 Prayer: Mr HG Dewa

Welcome – Professor MAH Smout: Vice-Rector, UDW

Official Opening – Professor M Moodley: Dean, Faculty of Education, UDW

Keynote Addresses:

19:15 – 20:00 *1. Role of Resource Centres in British Education*
- Robert John Ferguson: Institute of Education, University of London

20:00 – 20:45 *2. Media Centres: An Educational Perspective*
- Philip Van Zijl: Director, Resource Centre, Mangosuthu Technikon

21:00 ***COCKTAIL PARTY***
Sponsored by B + D Education Systems, Cape Town

DAY 2: Friday, 7 September – ***Chairman: Railton Loureiro***

08:30 – 09:00 Registration

09:00 – 11:00 *An Overview of Media Centres at Schools*

Papers by Invited Speakers:

1. Mrs J Pierce: Dept of Education & Training
2. Mr MA Padayachee: Dept of Education and Culture, House of Delegates
3. Mr JO Engelbrecht: Dept of Education and Culture, House of Assembly
4. Miss M Zondi: Dept of Education and Culture, KwaZulu
5. Mr D Shepherd: Dept of Education and Culture, House of Representatives

11:00 – 11:30	***TEA***
11:30 – 12:15	**Discussion:** – Panelists: Invited Speakers
12:15 – 13:30	***LUNCH***
13:30 – 14:00	*The Status of Media Centres at Universities in South Africa* – Mr SJP Oosthuizen, Media Director, University of Stellenbosch
14:00 – 15:00	*Media Centre Education and Training* **Panel Discussion** *Chairman:* Prof WJ Horton, Head, Dept of Information Studies, University of Natal, PMB. 1. *Universities:* Mrs J Verbeek, C Criticos, G Kistan 2. *Technikons:* Miss R Howell 3. *Colleges of Education:* Mr JM Fakir 4. *Community Media Centres:* Mrs J Tomlinson
15:00 – 15:30	***TEA***
15:30 – 16:00	**Special Interest Group Discussion**
16:00 – 17:00	Plenary Session
17:00	***CHEESE AND WINE***

Day 3: Saturday, 8 September

	STUDY TOUR: MEDIA CENTRES
08:00	**Depart from UDW** 1. Westville Girls' High School (HOA) 2. Umlazi: KwaZulu 3. Merewent Primary School (HOR) 4. Uthongathi Private School
	LUNCH (Uthongathi Private School)

5. Glenhaven Secondary School (HOD)
6. Sacred Heart Secondary School (DET)

17:00 **Arrival at UDW**

REGISTRATION

The registration fee will be **R30,00** to cover cocktails, refreshments, lunch and Study Tour costs. All interested persons are requested to complete the Final Registration Form and forward it to the Conference Organizer before **FRIDAY, 10 AUGUST 1990.**

ENQUIRIES

Conference organizers are:

Chandru Kistan
Railton Loureiro
Daya Gobind
Costas Criticos

Telephone : (031)820-2232/2602/2604
Fax : (031)820-2383/820-2678
Switchboard : (031)820-9111

Address : The Conference Organizers
Faculty of Education
University of Durban-Westville
Private Bag X54001
DURBAN
4000

APPENDIX J

'MEDIA CENTRES IN SOUTH AFRICA'

STUDY TOUR

8 SEPTEMBER 1990

DEPART : UDW (Music Building)		08h00
1.	WESTVILLE GIRLS' HIGH SCHOOL (Di Compaan)	08h30
2.	ZANDILE PRIMARY SCHOOL (Mrs Mksulisi)	10h00
3.	MEREWENT PRIMARY SCHOOL (Mrs C A Scott)	11h00
4.	UTONGATHI PRIVATE SCHOOL (Shane Murugan)	12h30
	L U N C H	
5.	GLENHAVEN SECONDARY SCHOOL (H.Ramroop)	14h30
6.	SACRED HEART SECONDARY SCHOOL (Miss Jones)	15h00
ARRIVAL UDW		17h00

'No quick fix' to education crisis

By Logan Govender

THE education crisis in South Africa will take at least two decades to sort itself out even after the post-apartheid era, according to Mr Bob Ferguson, head of Educational Media at the Institute of Education, University of London.

Speaking at educational media conferences at the universities of Durban-Westville and Natal, Mr Ferguson said he had visited four schools on Friday and it had not taken him long to realise the vast differences in the standard of education between the various race groups.

He visited Westville Girls' High, Zandile Primary School in KwaZulu, Merewent Primary and the non-racial Uthongathi School in Tongaat.

"I noticed that education is graded according to one's colour. Apartheid has set this country backwards and it is going to take a tremendous amount of financial resources and manpower to bring the standard of black education on a par with that of whites," Mr Ferguson said.

He added that if the quality of black education were to be given a facelift the entire structure from buildings to educational programmes needed to be reviewed.

"My visit to Westville Girls' and Uthongathi was in sharp contrast to my time spent at Zandile Primary. These schools were worlds apart.

"While there appeared to be a spirit of harmony at Westville and Uthongathi, a different picture was painted at Zandile where the struggles of black pupils were evident," said Mr Ferguson.

Turning to political developments in South Africa, Mr Ferguson said the changes thus far were cosmetic. "The pillars of apartheid are still in force. It has effected education, hospitals and has created a housing crisis. There is still a lot of work to be done before apartheid is completly eradicated," said Mr Ferguson.

Meanwhile at a UDW conference at the weekend where the theme was Media Centres in SA, Mr Chandru Kistan, a lecturer in the faculty of education at the university, said the country was run according to a race classification policy which had favoured whites.

"The various fundings of the 17 educational departments in SA are not only separate and different but unequal.

"The horrific imbalances in the distribution of educational resources has created two distinct sectors, the 'haves' and the 'have-nots'.

"The former, the minority, have an abundance of resources; the latter, the disadvantaged majority have no resources and little upward mobility," said Mr Kistan.

On a more positive note the conference ended with a steering committee for Media Centres in SA embracing five different educational departments — the first time all race groups are under one umbrella body.

Representatives of the Department of Education and Training Houses of Assembly, Representatives, Delegates and the KwaZulu Department of Education agreed in principle that there was a need for one body which would take care of media centres in South Africa.

The organisation will decide on the buying of books, periodicals, newspapers, and equipment.

APPENDIX L

Statpal 4.0 - Descriptive Statistics File: A:KISTAN2

Statistics for variable DEPT 1=HOD,2=HOR,3=HOA,4=DET,5=KWA
Mean: 2.7778 Std. Dev.: 1.5675 Std. Error: 0.1847
Range: 4 Minimum: 1 Maximum: 5
Valid cases: 72 Missing cases: 0

Statistics for variable LEVEL 1=primary,2=secondary
Mean: 1.6197 Std. Dev.: 0.4889 Std. Error: 0.0580
Range: 1 Minimum: 1 Maximum: 2
Valid cases: 71 Missing cases: 1

Statistics for variable CENTRE 1=pur,2=make,3=ante,4=other
Mean: 1.6197 Std. Dev.: 1.0333 Std. Error: 0.1226
Range: 4 Minimum: 0 Maximum: 4
Valid cases: 71 Missing cases: 1

Statistics for variable SIZE square metres
Mean: 115.2388 Std. Dev.: 111.9443 Std. Error: 13.6762
Range: 550 Minimum: 0 Maximum: 550
Valid cases: 67 Missing cases: 5

Statistics for variable PERSONS seated in media centre
Mean: 38.8429 Std. Dev.: 33.5419 Std. Error: 4.0090
Range: 250 Minimum: 0 Maximum: 250
Valid cases: 70 Missing cases: 2

Statistics for variable ADEQUATE 0=inadequate, 10=fullyadequate
Mean: 3.7042 Std. Dev.: 3.0817 Std. Error: 0.3657
Range: 10 Minimum: 0 Maximum: 10
Valid cases: 71 Missing cases: 1

Statistics for variable FREE HAN 0=none, 10=completely
Mean: 5.8714 Std. Dev.: 3.8066 Std. Error: 0.4550
Range: 10 Minimum: 0 Maximum: 10
Valid cases: 70 Missing cases: 2

Statistics for variable STORAGE 0=bad,10=good
Mean: 3.5352 Std. Dev.: 2.9897 Std. Error: 0.3548
Range: 10 Minimum: 0 Maximum: 10
Valid cases: 71 Missing cases: 1

Statistics for variable BK.STOCK amount in rands
Mean: 2013.8028 Std. Dev.: 3732.6860 Std. Error: 442.9883
Range: 20000 Minimum: 0 Maximum: 20000
Valid cases: 71 Missing cases: 1

Statistics for variable NONBK.ST amount in rand
Mean: 337.3239 Std. Dev.: 1190.3204 Std. Error: 141.2650
Range: 7700 Minimum: 0 Maximum: 7700
Valid cases: 71 Missing cases: 1

Statistics for variable equip.stock amount in rand
Mean: 762.1127 Std. Dev.: 2037.4570 Std. Error: 241.8017
Range: 10000 Minimum: 0 Maximum: 10000
Valid cases: 71 Missing cases: 1

Statistics for variable AMOUNT.D in percentage(%)
Mean: 43.1972 Std. Dev.: 44.5519 Std. Error: 5.2873
Range: 100 Minimum: 0 Maximum: 100
Valid cases: 71 Missing cases: 1

APPENDIX L

Statistics for variable AMOUNT.S in percentage(%)

Mean:	12.2535	Std. Dev.:	27.5944	Std. Error:	3.2748
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable AMOUNT.O in percentage(%)

Mean:	7.9296	Std. Dev.:	22.5846	Std. Error:	2.6803
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable hardwr.d in percentage(%)

Mean:	32.4225	Std. Dev.:	43.3552	Std. Error:	5.1453
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable hardwr.sch.fund in percentage(%)

Mean:	12.0423	Std. Dev.:	28.8911	Std. Error:	3.4287
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable equip.don inpercentage

Mean:	3.3803	Std. Dev.:	14.9230	Std. Error:	1.7710
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable HARDWR.S in percentage(%)

Mean:	17.1831	Std. Dev.:	37.2322	Std. Error:	4.4187
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable POLICY.B 0=disappointed,5=satisfied

Mean:	1.4930	Std. Dev.:	1.5755	Std. Error:	0.1870
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable POLICY.S 0=disappointed,5=satisfied

Mean:	1.3380	Std. Dev.:	1.7562	Std. Error:	0.2084
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable POLICY.N 0=disappointed,5=satisfied

Mean:	1.1690	Std. Dev.:	1.5305	Std. Error:	0.1816
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable POLICY.H 0=disappointed,5=satisfied

Mean:	1.4648	Std. Dev.:	1.7634	Std. Error:	0.2093
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable DUTIES.T in percentage(%)

Mean:	52.9437	Std. Dev.:	30.5090	Std. Error:	3.6207
Range:	100	Minimum:	0	Maximum:	100
Valid cases:	71	Missing cases:	1		

Statistics for variable DUTIES.A in percentage(%)

Mean:	21.9437	Std. Dev.:	18.8042	Std. Error:	2.2316
Range:	83	Minimum:	0	Maximum:	83
Valid cases:	71	Missing cases:	1		

Statistics for variable DUTIES.P in percentage(%)

Mean:	16.1127	Std. Dev.:	16.9188	Std. Error:	2.0079
Range:	75	Minimum:	0	Maximum:	75
Valid cases:	71	Missing cases:	1		

APPENDIX L

Statistics for variable DUTIES.E in percentages

Mean:	6.8451	Std. Dev.:	10.0650	Std. Error:	1.1945
Range:	60	Minimum:	0	Maximum:	60
Valid cases:	71	Missing cases:	1		

Statistics for variable IN-CHARG 1=full,2=part,3=teacher,4=non-teacher

Mean:	1.9155	Std. Dev.:	0.9373	Std. Error:	0.1112
Range:	3	Minimum:	1	Maximum:	4
Valid cases:	71	Missing cases:	1		

Statistics for variable EDUCATIO 1=yes. 2=no

Mean:	1.3521	Std. Dev.:	0.4810	Std. Error:	0.0571
Range:	1	Minimum:	1	Maximum:	2
Valid cases:	71	Missing cases:	1		

Statistics for variable QUALIFIC 0=none,1=diploma,2=degree,3=hons

Mean:	0.7042	Std. Dev.:	0.6632	Std. Error:	0.0787
Range:	3	Minimum:	0	Maximum:	3
Valid cases:	71	Missing cases:	1		

Statistics for variable SUPPORT. 0=none,1=teacher,2=clerkft,3=clerkpt

Mean:	1.0887	Std. Dev.:	1.2394	Std. Error:	0.1471
Range:	3	Minimum:	0	Maximum:	3
Valid cases:	71	Missing cases:	1		

Statistics for variable HELPERS 0=none, +10=good

Mean:	5.6479	Std. Dev.:	3.7458	Std. Error:	0.4446
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable CENTR.PR 1=yes, 2=no

Mean:	1.3662	Std. Dev.:	0.4852	Std. Error:	0.0576
Range:	1	Minimum:	1	Maximum:	2
Valid cases:	71	Missing cases:	1		

Statistics for variable CENTR.NO 1=yes, 2=no

Mean:	1.4648	Std. Dev.:	0.5023	Std. Error:	0.0596
Range:	1	Minimum:	1	Maximum:	2
Valid cases:	71	Missing cases:	1		

Statistics for variable CENTR.HA 1=yes, 2=no

Mean:	1.5070	Std. Dev.:	0.5035	Std. Error:	0.0598
Range:	1	Minimum:	1	Maximum:	2
Valid cases:	71	Missing cases:	1		

Statistics for variable ORGAN.BK 0=haven't started,5=updated

Mean:	3.2254	Std. Dev.:	1.5784	Std. Error:	0.1873
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable ORGAN.PE 0=haven't started, 5=updated

Mean:	2.6056	Std. Dev.:	1.7767	Std. Error:	0.2109
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable ORGAN.NO 0=haven't started,5=updated

Mean:	2.1549	Std. Dev.:	1.7700	Std. Error:	0.2101
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

Statistics for variable ORGAN.HA 0=haven'tstarted, 5=updated

Mean:	2.4366	Std. Dev.:	2.0683	Std. Error:	0.2455
Range:	5	Minimum:	0	Maximum:	5
Valid cases:	71	Missing cases:	1		

APPENDIX L

Statistics for variable FREE RUN 0=no, 10=completely

Mean:	6.6620	Std. Dev.:	3.3507	Std. Error:	0.3977
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable DECISION 0=disagree, 10=agree

Mean:	6.0282	Std. Dev.:	3.5536	Std. Error:	0.4217
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable INNOVATI 0=disagree, 10=agree

Mean:	7.1831	Std. Dev.:	2.7739	Std. Error:	0.3292
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable UT.TIME rank 1 to 9

Mean:	4.7647	Std. Dev.:	2.7379	Std. Error:	0.3320
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	68	Missing cases:	4		

Statistics for variable UT.ORGAN rank 1 to 9

Mean:	5.2206	Std. Dev.:	2.3106	Std. Error:	0.2802
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	68	Missing cases:	4		

Statistics for variable UT.FAC rank 1 to 9

Mean:	4.3239	Std. Dev.:	2.6064	Std. Error:	0.3093
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	71	Missing cases:	1		

Statistics for variable UT.FIN rank 1 to 9

Mean:	4.7681	Std. Dev.:	2.8858	Std. Error:	0.3474
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	69	Missing cases:	3		

Statistics for variable UT.RES rank 1 to 9

Mean:	4.5797	Std. Dev.:	2.5919	Std. Error:	0.3120
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	69	Missing cases:	3		

Statistics for variable UT.LOC rank 1 to 9

Mean:	4.7500	Std. Dev.:	2.7284	Std. Error:	0.3309
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	68	Missing cases:	4		

Statistics for variable UT.ATT rank 1 to 9

Mean:	5.1765	Std. Dev.:	2.6929	Std. Error:	0.3266
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	68	Missing cases:	4		

Statistics for variable UT.COOP rank 1 to 9

Mean:	5.3582	Std. Dev.:	2.6440	Std. Error:	0.3230
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	67	Missing cases:	5		

Statistics for variable UT.OTHER rank 1 to 9

Mean:	7.9474	Std. Dev.:	2.1206	Std. Error:	0.4865
Range:	8	Minimum:	1	Maximum:	9
Valid cases:	19	Missing cases:	53		

Statistics for variable PERIOD 1=standard 1, 10=std 10.

Mean:	4.8902	Std. Dev.:	2.3381	Std. Error:	0.2994
Range:	7.9000	Minimum:	1.2000	Maximum:	9.1000
Valid cases:	61	Missing cases:	11		

APPENDIX L

Statistics for variable USED 1=skill,2=guidance,3=integration,4=assig

Mean:	1.5721	Std. Dev.:	0.9234	Std. Error:	0.1182
Range:	4	Minimum:	1	Maximum:	5
Valid cases:	61	Missing cases:	11		

Statistics for variable PLAN 0=none ,10=completely

Mean:	3.2986	Std. Dev.:	2.8130	Std. Error:	0.3338
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable PRO.ATT rank from 1 to 5

Mean:	3.0735	Std. Dev.:	1.5290	Std. Error:	0.1854
Range:	5	Minimum:	1	Maximum:	6
Valid cases:	68	Missing cases:	4		

Statistics for variable PRO.FAC rank from 1 to 5

Mean:	3.1143	Std. Dev.:	1.4699	Std. Error:	0.1757
Range:	5	Minimum:	1	Maximum:	6
Valid cases:	70	Missing cases:	2		

Statistics for variable PROB.RES rank from 1 to 5

Mean:	2.8529	Std. Dev.:	1.2960	Std. Error:	0.1572
Range:	4	Minimum:	1	Maximum:	5
Valid cases:	68	Missing cases:	4		

Statistics for variable PROB.TIM rank from 1 to 5

Mean:	2.4706	Std. Dev.:	1.3098	Std. Error:	0.1588
Range:	4	Minimum:	1	Maximum:	5
Valid cases:	68	Missing cases:	4		

Statistics for variable PROB.WOR rank from 1 to 5

Mean:	3.8382	Std. Dev.:	1.2999	Std. Error:	0.1576
Range:	5	Minimum:	1	Maximum:	6
Valid cases:	68	Missing cases:	4		

Statistics for variable PROB.OTH rank from 1 to 5

Mean:	2.1429	Std. Dev.:	1.4639	Std. Error:	0.5533
Range:	4	Minimum:	1	Maximum:	5
Valid cases:	7	Missing cases:	65		

Statistics for variable STAFF 0=disappointing, 10=good

Mean:	4.0845	Std. Dev.:	2.5171	Std. Error:	0.2987
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	71	Missing cases:	1		

Statistics for variable OBSERVAT 0=no relationship, 10=integral part

Mean:	4.7000	Std. Dev.:	2.4456	Std. Error:	0.2923
Range:	9	Minimum:	0	Maximum:	9
Valid cases:	70	Missing cases:	2		

Statistics for variable PRINCIPA 0=not active,10=very active

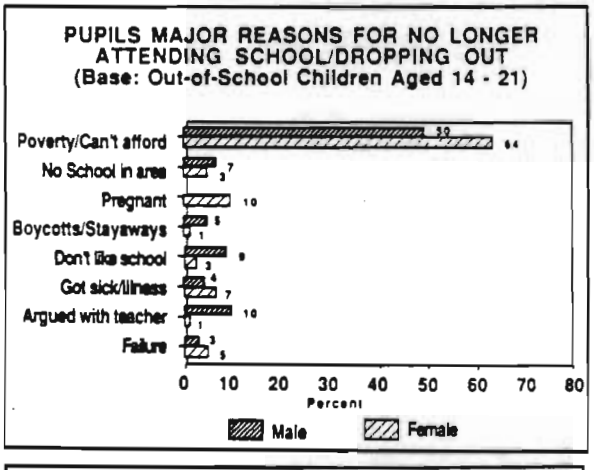
Mean:	4.6714	Std. Dev.:	2.7172	Std. Error:	0.3248
Range:	10	Minimum:	0	Maximum:	10
Valid cases:	70	Missing cases:	2		

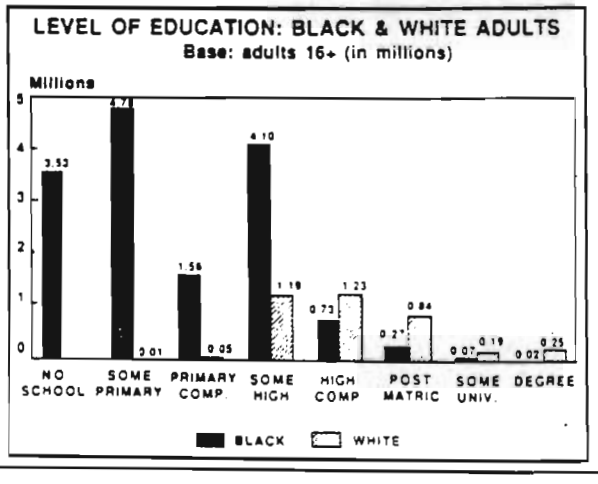
Statistics for variable SERVICES 1=pleased, 2=disappointed

Mean:	1.7971	Std. Dev.:	0.4051	Std. Error:	0.0488
Range:	1	Minimum:	1	Maximum:	2
Valid cases:	69	Missing cases:	3		

10 THE DAILY NEWS, TUESDAY, SEPTEMBER 11, 1990

Black pupils' drop-out rate fuelled by poverty





Serious economic problems underscore the education crisis and will have to be addressed if a permanent solution is to be found, a group which undertook an extensive research project into black education concludes.
KAREN STANDER reports.

MORE than half of black student "drop-outs" stopped attending school because their families could no longer afford to keep them there.

This is one of the findings of a R400 000 research project into black education by "The Third Alternative", a group of businessmen and parents.

The group estimated that 1,5 million black children of school-going age are not attending school.

Underlying the education crisis are socio-economic problems of an enormous scale, with serious political overtones which cannot be ignored if any permanent solution is to be found, the group said in a summary of the research findings.

The findings were drawn from about 10 000 interviews nationwide, in both urban and rural areas. They included interviews with black parents, schoolchildren, "drop-outs", opinion-makers, white adults, black teachers, educational organisations and educationists.

More than half of black adults over the age of 50 are illiterate, as are seven percent of those between the ages of 16 and 24. About 23 percent of adults, or 3,5 million people, have had no schooling.

Grinding poverty and massive unemployment placed education beyond the reach of most black South Africans.

Poverty was the reason given by half of the male "drop-outs" and 64 percent of the females for their failure to attend school. Only three percent claim to have dropped out for political or ideological reasons.

It was found that 30 percent of families do not have a single book in their homes. The average number of books owned was between six and nine.

Only 20 percent of black families with children have electricity in their homes. In metropolitan areas 61 percent have electricity but in rural areas the figure is two percent.

Total per capita expenditure on education is about R3 082 for each white child, R765 for each black child under the Department of Education and Training, R622 for a black child in the "national states" and R481 for a child in the TBVC areas.

Last year 34 percent of teachers employed by the DET had not passed matric. The number of teachers in black schools was 108 000, but by the year 2000 an additional 277 000 will be required.

To spend an equal sum on children of all races, including "drop-outs", the group estimated that Government expenditure would have to increase from about R9 000 million to about R29 000 million, or to 47 percent of the total Government Budget and more than 14 percent of the gross domestic product.

The Third Alternative concluded that the highest priority was the formation of a single, non-racial education system which would make equal schooling compulsory, free and uninterrupted for all young South Africans.

The importance of proper consultation with community groups was repeatedly emphasised.

18 SUNDAY TIMES, January 6 1991

Sunday Times
THE PAPER FOR THE PEOPLE

Time to chalk up some victories

BOTH the government and the ANC have declared 1991 to be the year of education. And not a moment too soon. The pass rate among last year's black matriculants threatens to be the worst in the country's history — and this at a time when pupils from other population groups are scoring unprecedentedly high grades.

The implications of a massive black failure rate are unrelievedly grim. It will aggravate youthful rage, incite racial envy, clog educational facilities and, ultimately, worsen South Africa's real Achilles heel: our desperate shortage of skills.

The 1990 generation of black matriculants, it is now abundantly clear, is the victim of the supremely misconceived notion of "liberation before education". The resistance groups (or at least some elements in them) appear to have at last comprehended the desolate consequences of their past tactics of boycotts and disruptions. Belatedly, they have committed themselves to restoring a "culture of education", persuading children to go back to school and reinforcing the attempts of parents to discipline their children.

This is all encouraging and deserving of encouragement. But South Africans have long since learnt to take the words of the politicians (and especially political educationists) with a sackful of salt.

Already there are indications that the ANC refuses to openly condemn stayaways and boycotts. Some political educationists are setting impossible deadlines for the complete desegregation of schools and equalisation of facilities. Others talk of bussing black pupils to white schools which have not adopted an open policy — a dangerous and cynical use of young lives in a deeply emotional issue.

How these destabilising acts can possibly be reconciled with the proclaimed intention of re-installing a culture of learning (and by implication, discipline) defies logic.

Neither is there ground for smugness on the part of the government. The legacy of the appalling system of Bantu Education lives on: not least of all in the anomaly of unused white schools and desperately overcrowded black ones.

The Department of Education and Training is a ramshackle institution, dangling uneasily between its past disreputable service to a racist ideology and the future with all its challenges of a rapidly changing and modernising society.

The demoralisation of the department is painfully apparent: in a weak administration, a string of irregularities (for which no minister, incidentally, has yet accepted full political accountability), and a teachers' corps veering between apathy and militancy. It is small wonder, then, that many young black South Africans draw neither inspiration nor role models from their school experiences.

If South Africa's youth are to be given the chance they deserve, the politicians should get out of the classrooms and the professionals should get back in.

Black education crisis

Poor matric pass rate leads to demand for new look at system

Daily News correspondent **HANS-PETER BAKKER** reports from Cape Town on the crisis in black education.

CALLS for a single education department and "legitimate" structures to deal with the crisis in black education followed the annoucements of what turned out to be the worst matriculation pass rates to date.

The dismal pass rate has highlighted the crisis in black education and the large number of students expected to sit for supplementary exams, a number estimated at more than 150 000, will place severe stress on the already overtaxed Department of Education and Training.

Associate-professor Ian Scott, director of the University of Cape Town's Academic Support Programme, says that "one can only hope that this is as low as it will go" and that the extent of the crisis has now been recognised.

He said the point has now been reached where the "crisis of legitimacy" has to be addressed -- without minimising the problem of inadequate resources.

"It must be kept in mind that the failure of black education will have a long-term, cumulative effect which will be felt for years to come.

"It makes a tremendous difference if the community feels it has a real stake in its education."

A total of 81 746 full-time candidates, which included students from the six self-governing territories, Bophuthatswana, Venda and Ciskei, passed the Department of Education and Training examination.

That is a mere 36,4 percent of the total number of candidates who passed the examinations as opposed to 42,4 percent in 1989.

Students who were successful but who want to improve their results, as well as about 133 500 pupils who failed but achieved an average of at least 20 percent, may enter for either the supplementary examinations to be conducted in March 1991, or in May/June for the examinations to be written in May/June 1991.

Mr Corrie Rademeyer, spokesman for the Department of Education and Training, said the department has "for some time" been preparing for the supplementary exams and that it had "plans" to deal with the new academic year.

He said the director-generals of the various regions were behind the planning because the educational needs of the regions differed vastly.

A spokesman for the Cape region of the DET said students will register for supplementary exams at their former schools "in the normal way".

He said "special arrangements" were being made to help students prepare for their supplementary exams, but that the department "hoped that outside organisations, which had helped pupils at the end of last year, would again come to the assistance of the matrics".

The arrangment of venues and other details was being discussed with the other organisations involved. "Until now we have not known how many candidates or how many papers of each subject were involved".

Asked if the failed matriculants would be returning to school, he said that the principals had been informed of the procedures for supplementary examinations and that the pupils should already be aware of the opportunities for re-examination.

He said the Urban Foundation had offered unspecified forms of assistance in the run-up to the supplementary examinations and that the school buildings would be used for extra teaching.

man Roger Burrows has outlined a number of factors needed to increase the pass rate among black matriculants.

They include a Government announcement at the beginning of the year of "a concerted bid" to provide every pupil with educational requirements such as textbooks and stationery. The private sector had a vital role to play and must physically supply the massive demand, he said.

Every parent and every community must ensure that pupils attend school from the first school day and every effort must be made to break the cycle of disturbance, intimidation and closing of schools.

Teachers must stop chalkdowns and move "rapidly to full professional responsibility". Teacher organisations and subject departments can play a major role in the full development of teachers through in-service courses during school vacations.

The Government must signal its intention to create a single Ministry of Education for South Africa with regional, non-racial education departments. And racially separate funding must be eliminated.

Most immediately, the Department of Education and Training must ensure that pupils who are to write supplementary examinations do not return to schools where their presence would be disruptive.

Students who want to write supplementary examinations must be accomodated in unused church halls, lecture theatres and school buildings, and helped with the aid of retired teachers, the private sector and university and which included all concerned with education in South Africa must be conducted on an on-going basis.

In a statement, the Azanian Students' Convention (Azasco) and the Azanian Students' Movement (Azasm) called on all pupils to go back to school, and appealed to all student organisations to exercise political tolerance.

Political intolerance in classrooms and inter-organisational clashes had been a major contributing factor to the shocking matric results, they said.

The organisations also announced that a national students' consultative conference was to take place on February 23 and issues to be discussed included drug abuse, inter-organisational violence, the back-to-school-campaign and teacher/student relationships.

The National Education Co-ordinating Committee considers the creation of a single education department and ministry as the "fundamental issue", NECC chairman Mr Munde Tulwane said.

He said that while the NECC was prepared "to walk hand-in-hand" with the Government to resolve the deepening crisis in black education, there were members of the Government who were still dragging their feet.

The NECC will talk, but, says Mr Tulwane, "let us talk practically, let us start to address especially medium-term issues such as the question of resources; textbooks for students for the new academic year, victimisation of teachers and an equitable distribution of financial resources to departments."

Another short-term issue that needs urgent attention and clarity, Mr Tulwana said, was the issue of the 113 000 students who are eligible for repeating matric this year.

"Point number one, those students need textbooks for supplementary tuition. Is the DET going to give them textbooks?"

Dr Stoffel van der Merwe, Minister of Education and Development Aid, said this week that the Government

THE DAILY NEWS, THURSDAY, JANUARY 10, 1991 15

Education cash crisis

Next year: Parents may have to pay

By SHARON CHETTY

ERE are widespread fears that parents would have to pay for their children's textbooks and stationery in the new school year.

concern follows a recent announcement that the House of Delegates faced an education budget cut next year and would cut back in its supply of library books to schools.

l this week education minister Kisten Rajoo confirmed that "unnecessary" stationery will not be provided to pupils.

said loose sheets will be given to pupils for note-taking — only at the beginning of the year.

Library

ere is a great possibil-ty that we may not be able to provide even these sheets for the whole year," Dr Rajoo said this week.

added that schools with reserve stock were being asked to rationalise their use of stationery.

everal areas in Durban, parents, together with parent-teacher-student associations and education committees have held public meetings to voice their opposition to the possible cutbacks.

Last week, the Chatsworth branch of the National Education Co-ordinating Committee (NECC) handed a memorandum to the House of Delegates chief executive director of education outlining objections to the cutbacks in library resources and a reduction in the cleaning services at schools.

And the Teachers Association of South Africa (TASA) says it is concerned that the recent cut-back is the start of further rationalistion in educational aids.

Make-do

Reacting to criticism over a cutback for library resources, Dr Rajoo claimed that in "most" schools, the libraries had only a 25 to 30 percent usage.

He said schools had been asked to make-do with their present stocks of books.

KISTEN RAJOO
Cash-strapped

Disabled hard hit by cutback

By SHARON CHETTY

SPECIAL schools have been hard-hit in an education budget cutback.

Their petrol allowances have run out and busses ferrying pupils to schools may soon have to be parked off.

Last week 90 pupils at the West Park Training Centre in Durban did not attend school as their school could not afford to pay for petrol for their busses.

After a meeting with officials of the House of Delegates education department, more money was allocated to the school to allow for travelling costs up to this week.

Majority

And petrol funds for at least two other special schools — the Clare Estate School for the Disabled and the A M Moolla Spes Nova school for cerebal palsied children — are drying up rapidly.

All three schools transport their pupils to and from home in and around the Durban area to the schools in Westville, Phoenix and Clare Estate.

According to headmasters, the majority of pupils do not have alternate means of transport to the schools.

Due to their disabilities, the pupils cannot travel the distances on their own.

Meet

Mr Kallie Albert, treasurer of the Westpark school board said the House of Delegates subsidised the travelling costs and money given to them to cover petrol costs lasted only until last week.

He said they had no money to cover the cost of running five buses on Monday.

"When we met with officials of the House of Delegates, they suggested that we ask parents to arrange private transport for their children or for the board go on a fund-raising drive to raise the money.

"The House of Delegates' other alternative was to relocate the pupils to other schools, a suggestion we have opposed.

"For now, we had an extension of funds to cover the cost of travel until this week. If the HoD cannot come up with more money our pupils will not be able to get to school," Mr Albert said.

Mr Arthur Gordon of the Spes Nova school said they had enough funds to cover travel costs "for a short while only".

He said the school's board was waiting to meet with the House of Delegates before taking any other steps.

And Mr Ayal Naidoo of the Clare Estate school said his pupils could be bussed only until the end of this month before the funds dried up.

HoD PRO, R S Mahar said the schools had be asked to rationalise in o er areas and to use fur saved from other cutbac for petrol.

Oppose

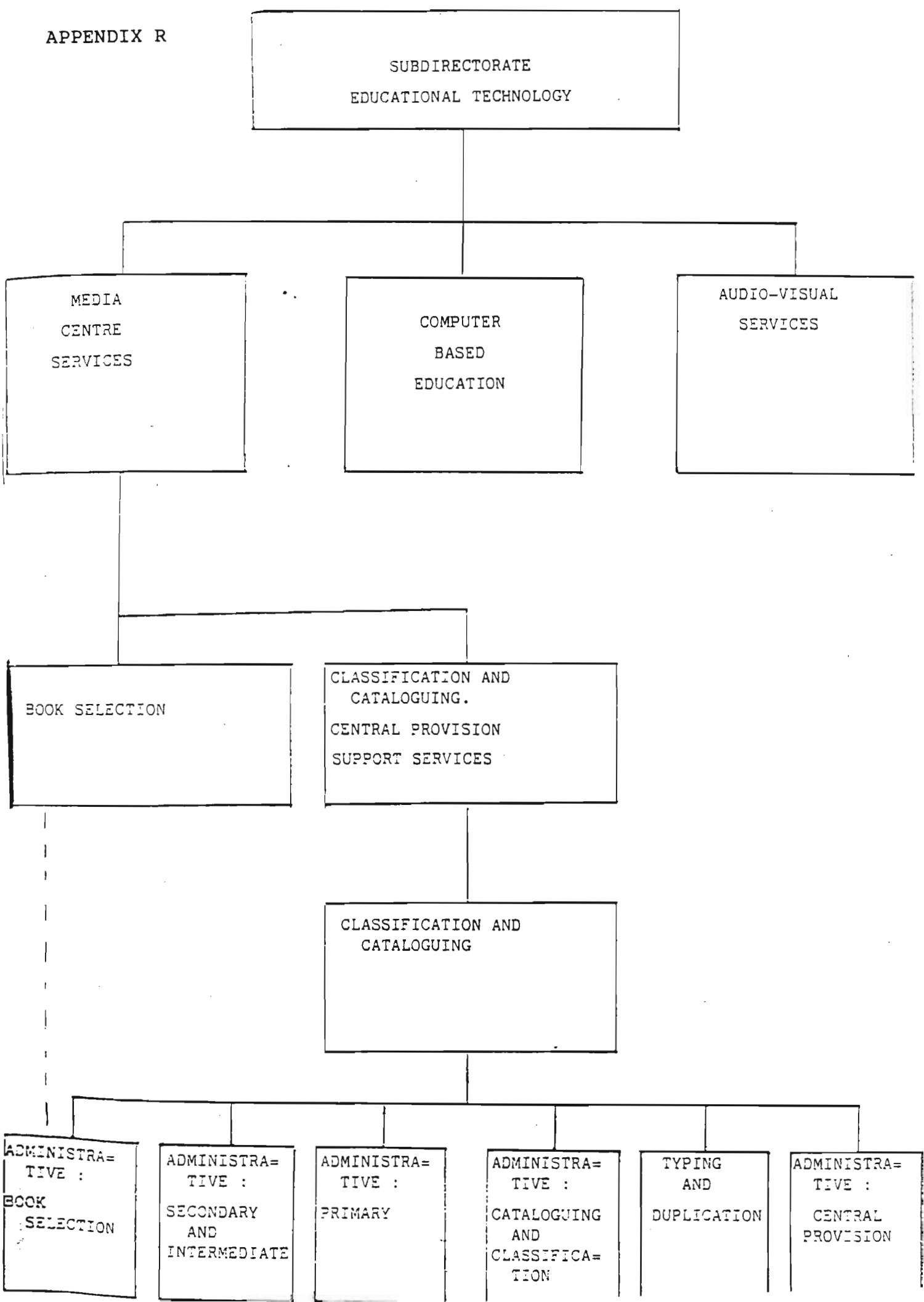
"The schools have the own money which we a asking that they use un school closes in a fe weeks time," he said.

This week parents a members of the boards several special schoo formed an action comm tee to oppose the cutbac

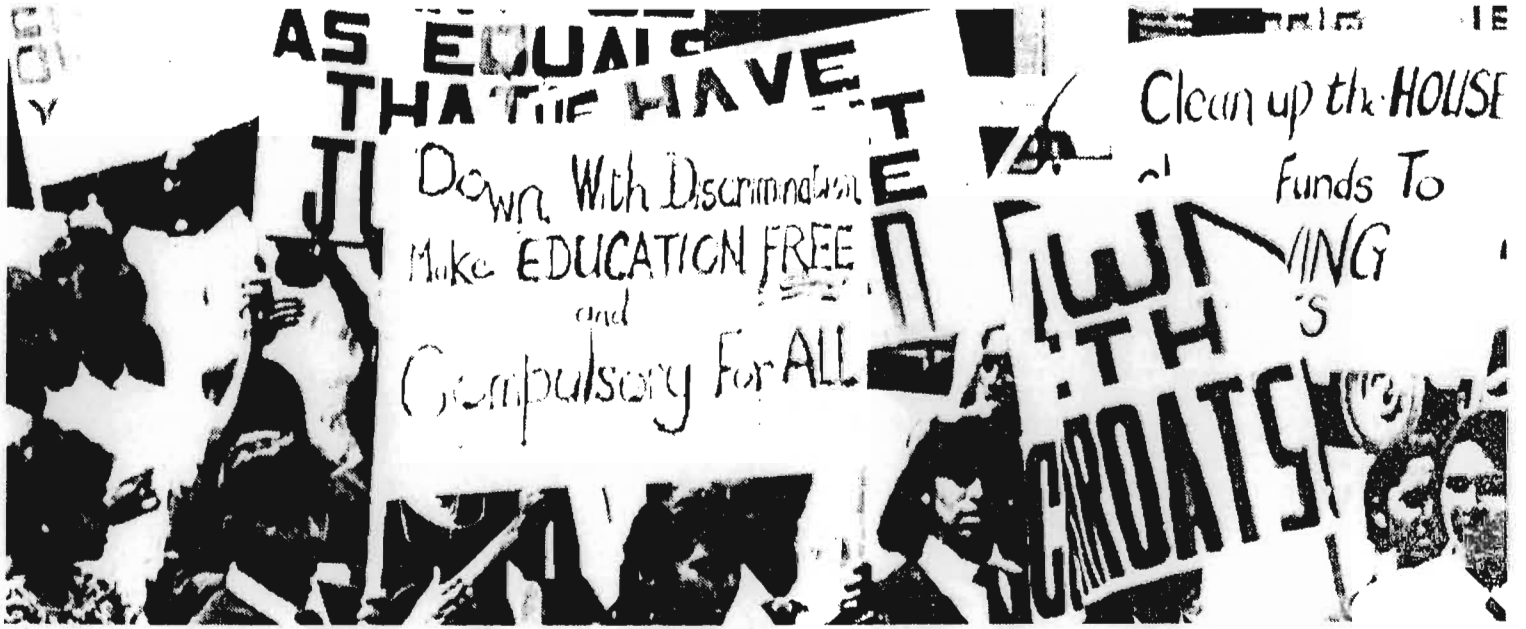
They sent letters to St President F W de Kl and ANC deputy preside Nelson Mandela to int vene in the issue.

ORGANIGRAM OF THE STRUCTURE OF EDUCATIONAL TECHNOLOGY

APPENDIX R



Education in a mess



Pupils take to the streets to demonstrate against a cutback in funds for education

THE report "Education cash crisis" (Extra, November 18) by Sharon Chetty aptly outlines the mess in the so-called Indian Education under the House of Delegates.

One reads with disgust the ignorance of the Minister of Education. He was quoted as saying that in "most" schools the libraries had 25 to 30 percent usuage.

This wild statement is an insult to the band of dedicated teacher-librarians, the educators and our pupils.

Did the department carry out a scientific survey for the minister to make such unfounded outbursts?

Copy

How can a person with research abilities allow "schools to make do with their present stocks of books?" A serious researcher will value the latest and up-to-date information.

Yes, a teacher armed with the textbook in his hand, dishing out loose sheets to copy notes and with low research experience will perceive the library resource centre in poor light.

As the Minister of Education your priorities in cutbacks reflect poor planning, a lack of concern and indifference.

Such drastic decisions are made for political and administrative expediency and not for educational efficiency.

Interact

The complete withdrawal of allocation will turn vibrant media centres, the very hub of a school — and envy of other education departments — into mere storehouses.

I interact regularly with principals, teacher-librarians and educationists, none of whom agree with your financial cutbacks.

Who do you consult with in making such vital decisions? Your decisions will definitely affect the lives of innocent children and will lower the standard of education.

Rescind your decisions, before the damage is done.

— **CHANDRU KISTAN, lecturer: Faculty of Education, University of Durban-Westville**

Whole of KwaZulu has only one library: Trust chief

Daily News Reporter

THERE is only one public library in areas controlled by KwaZulu, with more than three million black people living in urban areas without public libraries — this observation was made by Mr Cornelius Johannes Fourie, the preliminary chairman of the Natal Regional Library Trust, which will hold an exploratory meeting aimed at the establishment of a Trust to raise funds to accelarate the development of libraries in the Natal region.

The meeting, convened by Dr W.G. Harper, will be held in the board room of the Joint Executive Authority in Mayville, Durban at 10am on March 8.

Mr Fourie said that communities presently under the control of the Natal Provincial Administration had a good library service.

He said a programme had been drawn up to provide the necessary services to the remaining communities without standard libraries in due course.

"In the areas presently controlled by the KwaZulu Government there is only one public library, that is in Ulundi. More than three million Zulus living in existing urban areas and informal urban areas have no public libraries," Mr Fourie said.

A similar situation existed for school libraries, with about 3 100 schools with at least 1 400 000 pupils for which school library services should be developed in KwaZulu.

Mr Fourie said that it would cost millions of rands to develop these services.

APPENDIX U

CALCULATION OF WEIGHTED MEAN

To calculate the mean, the number of responses in each category was multiplied by the appropriate numerical weighting, the products were added and the sum divided by the total number who replied to that item.

Question E.3

TABLE 17

Time					Organisation				
1	X	13	=	13	1	X	6	=	6
2	X	6	=	12	2	X	3	=	6
3	X	4	=	12	3	X	5	=	15
4	X	6	=	24	4	X	7	=	28
5	X	6	=	30	5	X	17	=	85
6	X	13	=	78	6	X	7	=	42
7	X	3	=	21	7	X	9	=	63
8	X	9	=	72	8	X	8	=	64
9	X	6	=	54	9	X	5	=	45
		66		316			67		354

$\bar{X} = 316 \div 66$

$= 4,79$

$\bar{X} = 354 \div 67$

$= 5,28$

APPENDIX U

TABLE 17

Facilities

1	X	12	=	12
2	X	6	=	12
3	X	13	=	39
4	X	12	=	48
5	X	3	=	15
6	X	6	=	36
7	X	7	=	49
8	X	4	=	32
9	X	7	=	63
		70		306

$\bar{X}$ = 306 ÷ 70

= 4,37

Finance

1	X	9	=	9
2	X	10	=	20
3	X	10	=	30
4	X	7	=	28
5	X	5	=	25
6	X	4	=	24
7	X	3	=	21
8	X	9	=	72
9	X	11	=	99
		68		328

$\bar{X}$ = 328 ÷ 68

= 4,82

APPENDIX U

TABLE 17

Resources

1	X	10	=	10
2	X	8	=	16
3	X	7	=	21
4	X	8	=	32
5	X	12	=	60
6	X	3	=	18
7	X	8	=	56
8	X	6	=	48
9	X	6	=	54
		68		315

$\overline{X}$ = 315 ÷ 68

= 4,63

Location

1	X	11	=	11
2	X	8	=	16
3	X	5	=	15
4	X	9	=	36
5	X	2	=	10
6	X	11	=	66
7	X	5	=	35
8	X	11	=	88
9	X	5	=	45
		67		322

$\overline{X}$ = 322 ÷ 67

= 4,80

APPENDIX Ü

TABLE 17

Attitude

1	X	8	=	8
2	X	10	=	20
3	X	3	=	9
4	X	5	=	20
5	X	2	=	10
6	X	9	=	54
7	X	14	=	98
8	X	12	=	96
9	X	4	=	36
		67		351

$\overline{X}$ = 351 ÷ 67

= 5,23

Co-operation

1	X	6	=	6
2	X	5	=	10
3	X	11	=	33
4	X	2	=	8
5	X	8	=	40
6	X	2	=	12
7	X	13	=	91
8	X	13	=	104
9	X	6	=	54
		66		358

$\overline{X}$ = 358 ÷ 66

= 5,42

APPENDIX U

TABLE 17

Other

1	X	1	=	1
2	X	0	=	0
3	X	0	=	0
4	X	1	=	4
5	X	0	=	0
6	X	0	=	0
7	X	3	=	21
8	X	1	=	8
9	X	12	=	108
		18		142

$\bar{X}$ = 142 ÷ 18

= 7,89

APPENDIX U

CALCULATION OF WEIGHTED MEAN

QUESTION E.7

TABLE 23

Attitude of clientele					Facilities				
1	X	16	=	16	1	X	14	=	14
2	X	9	=	18	2	X	11	=	22
3	X	15	=	45	3	X	14	=	42
4	X	11	=	44	4	X	17	=	68
5	X	16	=	80	5	X	12	=	60
		67	=	203			68	=	206

$\bar{X} = 203 \div 67$

$= 3,0298$

$\bar{X} = 206 \div 68$

$= 3,0294$

APPENDIX U

TABLE 23

Resources Collection

1	X	12	=	12
2	X	18	=	36
3	X	14	=	42
4	X	16	=	64
5	X	8	=	40
		68		194

$\overline{X}$ = 194 ÷ 68

= 2,852

Time

1	X	21	=	21
2	X	16	=	32
3	X	15	=	45
4	X	10	=	40
5	X	6	=	30
		68		168

$\overline{X}$ = 168 ÷ 68

= 2,47

Work back-log

1	X	4	=	4
2	X	9	=	18
3	X	10	=	30
4	X	18	=	72
5	X	25	=	125
		66		249

$\overline{X}$ = 249 ÷ 66

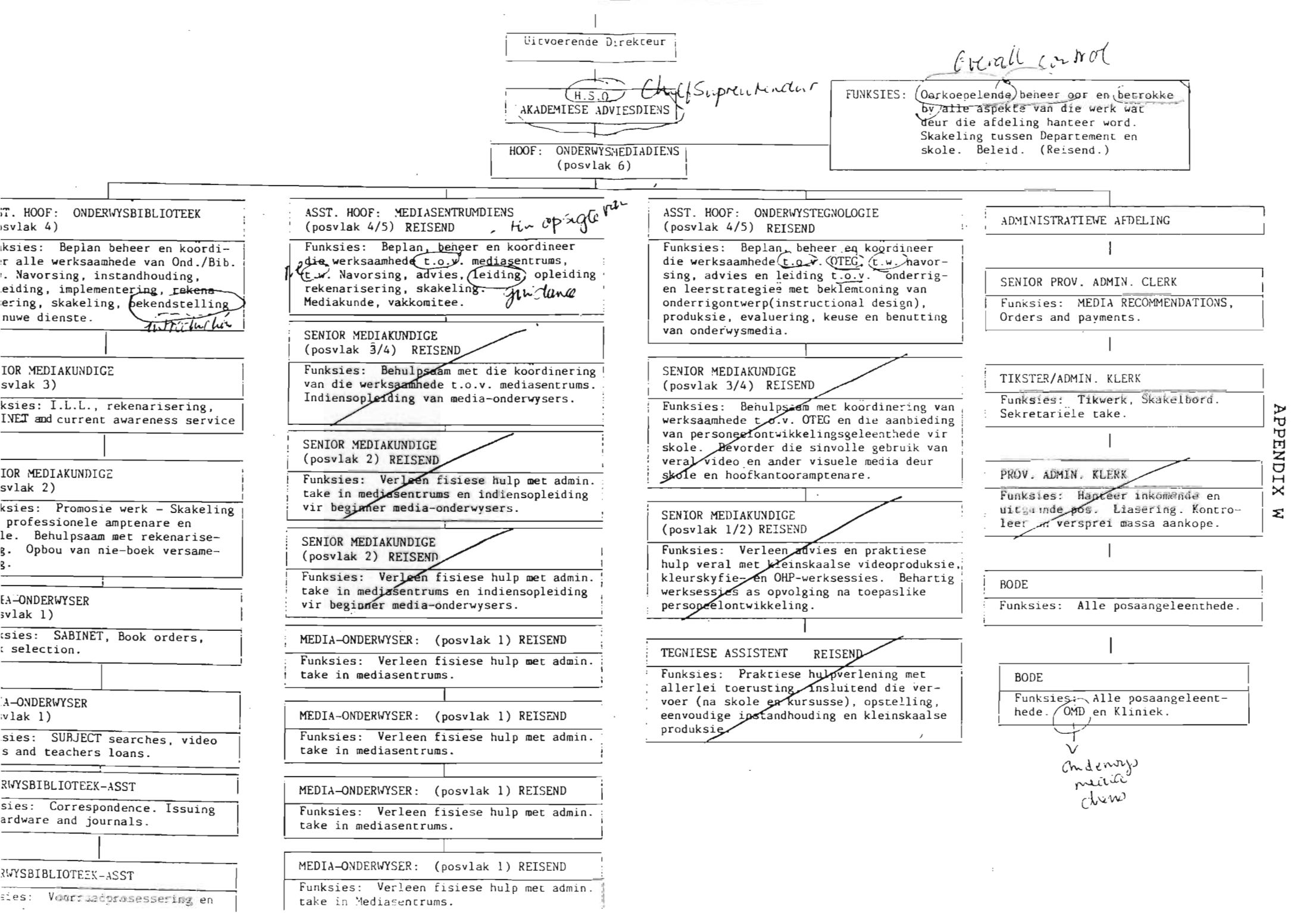
= 3,77

APPENDIX V

CHI-SQUARE (X^2) CALCULATIONS

The chi-square is simply the name of a distribution. **(Bailey 1978:334)**. The chi-square statistic is a test of significance which compares observed frequencies (O) with expected frequencies (E). X^2 is a measure of the discrepancies between observed and expected frequencies. Observed frequencies are obtained empirically, by observation or experiment; while theoretical or expected frequencies are generated on the basis of some hypothesis or line of theoretical speculation, which is independent of data on hand. **(Ferguson 1966:191).**
X^2 is defined as $X^2 = \sum \frac{(o-e)^2}{e}$ i.e., the sum of

the squared discrepancies between observed and expected frequencies, each divided by the expected frequency. **(McNemar 1989:209).** The tables in this research were large (greater than 2X2) and X^2 was calculated using the above formula. Chi-square is used to test the null hypothesis that the observed frequencies do not differ from the expected frequencies by chance. The level of significance is read from probability tables for (n-1) degrees of freedom. **(Downie and Heath 1974: 197-199).**



APPENDIX W

Uitvoerende Direkteur

H.S.O. AKADEMIESE ADVIESDIENS — Chief Supreintendent

Overall control

FUNKSIES: Oorkoepelende beheer oor en betrokke by alle aspekte van die werk wat deur die afdeling hanteer word. Skakeling tussen Departement en skole. Beleid. (Reisend.)

HOOF: ONDERWYSMEDIADIENS (posvlak 6)

ST. HOOF: ONDERWYSBIBLIOTEEK
osvlak 4)

nksies: Beplan beheer en koordi-
er alle werksaamhede van Ond./Bib.
. Navorsing, instandhouding,
eiding, implementering, rekena-
ering, skakeling, bekendstelling
nuwe dienste. introduction

IOR MEDIAKUNDIGE
svlak 3)

ksies: I.L.L., rekenarisering,
INET and current awareness service

IOR MEDIAKUNDIGE
svlak 2)

ksies: Promosie werk - Skakeling
professionele amptenare en
le. Behulpsaam met rekenarise-
g. Opbou van nie-boek versame-
g.

IA-ONDERWYSER
svlak 1)

ksies: SABINET, Book orders,
selection.

A-ONDERWYSER
vlak 1)

sies: SUBJECT searches, video
s and teachers loans.

RWYSBIBLIOTEEK-ASST

sies: Correspondence. Issuing
ardware and journals.

RWYSBIBLIOTEEK-ASST

sies: Voorraadprosessering en

ASST. HOOF: MEDIASENTRUMDIENS (posvlak 4/5) REISEND — tin opsigte van

Funksies: Beplan, beheer en koordineer die werksaamhede t.o.v. mediasentrums, t.w. Navorsing, advies, leiding, opleiding rekenarisering, skakeling. Mediakunde, vakkomitee. guidance

SENIOR MEDIAKUNDIGE (posvlak 3/4) REISEND

Funksies: Behulpsaam met die koordinering van die werksaamhede t.o.v. mediasentrums. Indiensopleiding van media-onderwysers.

SENIOR MEDIAKUNDIGE (posvlak 2) REISEND

Funksies: Verleen fisiese hulp met admin. take in mediasentrums en indiensopleiding vir beginner media-onderwysers.

SENIOR MEDIAKUNDIGE (posvlak 2) REISEND

Funksies: Verleen fisiese hulp met admin. take in mediasentrums en indiensopleiding vir beginner media-onderwysers.

MEDIA-ONDERWYSER: (posvlak 1) REISEND

Funksies: Verleen fisiese hulp met admin. take in mediasentrums.

MEDIA-ONDERWYSER: (posvlak 1) REISEND

Funksies: Verleen fisiese hulp met admin. take in mediasentrums.

MEDIA-ONDERWYSER: (posvlak 1) REISEND

Funksies: Verleen fisiese hulp met admin. take in mediasentrums.

MEDIA-ONDERWYSER: (posvlak 1) REISEND

Funksies: Verleen fisiese hulp met admin. take in Mediasentrums.

ASST. HOOF: ONDERWYSTEGNOLOGIE (posvlak 4/5) REISEND

Funksies: Beplan, beheer en koordineer die werksaamhede t.o.v. OTEG, t.w. navorsing, advies en leiding t.o.v. onderrig- en leerstrategiee met beklemtoning van onderrigontwerp(instructional design), produksie, evaluering, keuse en benutting van onderwysmedia.

SENIOR MEDIAKUNDIGE (posvlak 3/4) REISEND

Funksies: Behulpsaam met koordinering van werksaamhede t.o.v. OTEG en die aanbieding van personeelontwikkelingsgeleenthede vir skole. Bevorder die sinvolle gebruik van veral video en ander visuele media deur skole en hoofkantooramptenare.

SENIOR MEDIAKUNDIGE (posvlak 1/2) REISEND

Funksies: Verleen advies en praktiese hulp veral met kleinskaalse videoproduksie, kleurskyfie- en OHP-werksessies. Behartig werksessies as opvolging na toepaslike personeelontwikkeling.

TEGNIESE ASSISTENT REISEND

Funksies: Praktiese hulpverlening met allerlei toerusting, insluitend die vervoer (na skole en kursusse), opstelling, eenvoudige instandhouding en kleinskaalse produksie.

ADMINISTRATIEWE AFDELING

SENIOR PROV. ADMIN. CLERK

Funksies: MEDIA RECOMMENDATIONS, Orders and payments.

TIKSTER/ADMIN. KLERK

Funksies: Tikwerk, Skakelbord. Sekretariele take.

PROV. ADMIN. KLERK

Funksies: Hanteer inkomende en uitgaande pos. Liasering. Kontroleer en versprei massa aankope.

BODE

Funksies: Alle posaangeleenthede.

BODE

Funksies: Alle posaangeleenthede. OMD en Kliniek.

Onderwys media diens

APPENDIX: X

GLOSSARY

Apartheid.

The policy of the Nationalist Party Government of South Africa in respect of race is called apartheid. The English equivalent is 'separateness'. The theory of apartheid is that Whites and Non-Whites are so dissimilar in culture that they can never live together as a community. The solution was to partition the country into areas where Whites alone will have full rights and privileges of citizenship. The Non-Whites were to have their own residential areas with separate educational, social, health, sports and recreational facilities. The natural areas for the Blacks were the reserves, the original tribal homes or homelands.

De Lange Report.

In June 1980, the Government requested the Human Sciences Research Council (HSRC) to conduct an in-depth investigation into all facets of education (including all population groups) in the Republic of South Africa. The main committee consisting of twenty-six members of all population groups were appointed. Prof J.P.de Lange of the Rand Afrikaans University, Johannesburg, was appointed chairman. The documentation of this investigation was referred to as the de Lange Report.

APPENDIX : X

DET : Department of Education and Training.

This education department administers the education of Blacks in South Africa, but outside the self-governing states and independent homelands. The DET is under the control of a Cabinet Minister in the Ministry of Education and Development Aid. (South African Government).

'General affairs'.

Matters which are not 'own affairs' of a population group are considered 'general affairs'. A general affairs matter is entrusted to a Cabinet Minister who presents it in the form of a Bill to each of the three Houses in the Tricameral Parliament for consideration. The aspects that fall under the category 'general affairs' are of national interest. However, education is designated partly an 'own affairs' and partly a 'general affairs' matter. The aspects that fall under 'general affairs' are norms and standards for financing of running and capital costs of education, salaries, and considerations of employments of staff professional registration of teachers, norms and standards for syllabuses and examinations and for the certification of qualifications.

APPENDIX :X

Group Areas Act of 1950.

Act passed by the Nationalist Party Government to implement its apartheid policy. This act set out "strict" residential segregation of the different racial groups and towards that end, prohibits members of one race group from acquiring or occupying property in an area designated for a different group. (Marquard 1973:246).

HOA: House of Assembly.

Under the Tricameral Parliament, a chamber, namely the House of Assembly was created for Whites to have a say in the running of the country. The House of Assembly comprises of White Members of Parliament, elected by Whites to serve the interests of the White population groups residing in the Republic of South AFrica.

HOD: House of Delegates.

Under the Tricameral Parliament, a chamber, namely the House of Delegates was created for Indians to have a say in the running of the country. The House of Delegates, consisting of Indian Members of Parliament and elected by the Indian population, was to serve the interests of the Indian community residing in the Republic of South Africa.

APPENDIX : X

HOR: House of Representatives.

Under the Tricameral Parliament, a chamber, namely the House of Representatives was created for the Coloured population to have a say in the running of the country. The House of Representatives, consisting of Coloured Members of Parliament and elected by the Coloured population, was to serve the interests of the Coloured community residing in the Republic of South Africa.

KwaZulu Government.

A self-governing Black state, consisting of more the forty fragmented areas, within the province of Natal. (Refer to Figure 3). The Government of KwaZulu has its own Legislative Assembly with its own cabinet. The Department of Education and Culture of the KwaZulu Government is an autonomous department administering all education for Blacks residing in the KwaZulu Region of Natal, and outside the borders of the Republic of South Africa.

'Own affairs'.

The 'Republic of South Africa Constitution Act, 1983 (Act 110 of 1983) introduced the concepts, 'own affairs' and 'general affairs'.'Own affairs' is defined as those

matters which specifically or differentially affect a specific population group in relation to the maintenance of its way of life, culture, traditions and customs. 'Own affairs' matters are debated by each of the Houses (Chambers) of the population group concerned. However, education is designated partly as a 'general affairs' and partly as an 'own affairs' matter. The aspects of 'own affairs' of education are instruction at all levels, including instruction by way of correspondence, the training of cadets at schools and official school sports. An anomaly is the handling of the 'own affairs' matters relating to the education of Blacks within the geographical borders of the Republic of South Africa. This is the responsibility of a Minister in the Cabinet attached to the House of Assembly (White Chamber).

READ. Read, Educate And Develop.

READ, an acronym for Read, Educate and Develop was formed in 1979 in response to a growing community concern over the lack of library and reading facilities for the Black communities in South Africa. READ Educational Trust is an independent, non-profit national organisation based in Johannesburg with branches all over South Africa. The organisation is funded entirely by the private sector.

APPENDIX: X

READ is actively involved in the establishment of libraries at Black schools and in the in-service education and training of school principals, subject teachers and teacher-librarians.

Self-governing Black states.

When the Nationalist Party Government came into power in 1948, it believed that each population group should maintain its own identity through a policy of separate development. Through several legislative acts, commencing with The Bantu Authorities Act No 68 of 1951, the State converted old reserves into homelands to provide land for the various Black ethnic groups. The policy was to partition the country into areas and hand them to the tribes and chiefs living there, so that Blacks will have full political rights and develop along their own culture and be governed by their own people. Today there are six self-governing Black states within the borders of South Africa. KwaZulu, Lebowa, Gazankulu, Qwaqwa, Kangwane and Kwandebele have their own government departments with their own Cabinet Ministers.

Tricameral Parliament.

The 'Republic of South Africa Constitution Act, 1983

(Act 110 of 1983), created a new constitution for the Republic of South Africa, the Tricameral Parliament. This legislation enabled three population groups to have a say in the running of the country by creating three chambers in parliament. The first chamber, the House of Assembly (HOA), consisting of White Members and elected by White voters, was to serve the interest of the White population in South Africa. The second chamber, the House of Representatives (HOR), comprising Coloured Members and elected by Coloured voters, was to serve the interest of the Coloured community in South Africa. The third chamber, the House of Delegates (HOD), consisting of Indian Members and elected by Indian voters, was to serve the interest of the Indian peoples of South Africa. In other words, each chamber was responsible for the welfare of its own population group. No provision was made for including Blacks in the Central Government.

White Paper.

In November 1983 the Government published a White Paper setting out its response to the de Lange Report. The White Paper is a comprehensive document in which every aspect and recommendations of the de Lange Report came under scrutiny.