

SPREAD-IT

Sached Library Bulletin

Some tell, some hear, some judge news – some make it.

EDITORIAL

INFECTIOUS

The response to the first issue of SPREAD-IT was encouraging - to say the least. Not only did we find people reading it during centre staff meetings and during NCC debates, but we believe it has set a trend - the NWC is now also compiling a bulletin of news! Well, our spreading function is certainly becoming infectious - which, of course, was our intention. We even ran out of copies.

BUILDING MODELS

Much positive feedback was received to our "Building Models" page and we decided to make this a regular feature. One of the tentacle of a new

SACHED is to develop model programmes which could be replicated on a mass scale. However we do know that tortoises do not have tentacles.....

In this issue we look at the Media Education Curricula developed by Judy Mulqueeny as a model and look forward to critical responses to this.

WHAT DO WE DO - SOME DON'T KNOW

In this issue we thought we should also clarify to staff what our functions are and list how we are able to support various activities. Some disheartening comments about not knowing what we do were recently made by one of our publishing projects - So turn to page pg 6 to find out.

LIS DEPARTMENT'S PROPOSAL FOR RE-FOCUSING: SPECIALIST, RESEARCH AND TRENDSETTING

Our proposal for a refocussed Library and Information Services Department has three basic aspects:

- * developing a specialist education collection

and becoming information specialists in the area of adult education so as to serve our publication and education programmes with the three E's:

effectively, efficiently and excellently.

* facilitating research - one function for which we have skills that no other grouping in the organisation has.

* trendsetting and agitating in the arena of the library and information world. This would involve active participation in bodies which can impact on policies relating to information access. (eg. spreading ideas, such as, more libraries; appropriate libraries to more people)

We are eager to receive responses to this as we believe that all new roles must be openly debated and discussed before they become accepted functions.

This second SPREAD-IT was compiled by our Eastern Cape librarians, so let's spread it even further than our first issue!



BUILDING LIWO - A RESPONSE TO BOBBY'S

ARTICLE ON LIWO

In the previous issue of SPREAD-IT, Bobby wrote about the formation of the Library and Information Workers Organisation (LIWO). These comments are made in response to his article in an attempt to address some of the issues he raises. The article is written in the belief that LIWO is a much needed organisational force in South Africa and that it is far easier to tear it down than to build it up.

The primary concern of this article is to discuss the importance of the consultative process in building LIWO.

Consultation is not seen in Bobby's broad sense of networking with every organisational acronym, but more specifically in terms of involving LIWO's potential membership in its organisational formation.

THE LAUNCH OF LIWO (NATAL)

It is true that the launch of LIWO in July of last year evoked ambiguous feelings among many library and information workers. Feelings of relief and celebration at the eventual formation of a progressive library and information workers organisation as well as disappointment at the hastiness and consequent lack of groundwork surrounding LIWO's formation. There seems to have been an unfortunate contradiction between the timing of the Natal launch and the need to consult broadly and painstakingly with those workers who would constitute and strengthen LIWO. Thus while the Natal launch was timeous both locally and internationally given the need to present a progressive oppositional force to the unrepresentative SAILIS, it occurred at the expense of including many more information workers in ever, that the Natal comrades acknowledged the need for consultation with other regions prior to the formation of a national organisation (cf. Proceedings of the launch of LIWO: Minutes of the Business Meeting; A.1.1(c)).

It seems then that those who formed LIWO were more partial to the time factor and the pressure to form an organisation than to the need to consult with potential members in doing so. While it is true that international forces cannot determine the course of organisational development in South Africa, the pressure to form an organisational alter

native to SAILIS was indeed a real factor which has influenced the course of our history. This factor actually highlights our failure to have acted earlier in forming a much needed progressive library and information workers organisation.

THE IMPORTANCE OF CONSULTATION

The process of consultation is of utmost importance to the development of a democratic organisation so that its membership directs its course from the outset and feel committed to a programme they partake in formulating. Through such a democratic process an organisation will also come to embody and represent the sentiments and aims of its membership. The period of consultation also lends legitimacy to an organisation.

It is important to acknowledge the lack of consultation surrounding the formation of LIWO since these problems form part of our history. However, there is a more urgent need to address the issue of building LIWO and expanding on the initiative taken by the Natal comrades. The formation of LIWO in Natal should therefore be treated as a fait accompli and emphasis should now be placed on pursuing more democratic procedures in other regions, as well as ensuring democratic development of the organisation nationally. It is interesting to note that efforts at including as many information workers as possible in the formation of a Western Cape Branch of LIWO - spanning a 7 month period - seem to have failed for various reasons. This lesson shows that while the consultative process is the correct path to organisational formation, it is also often frustrating and not without its problems.

FORMING A BRANCH

A problem that arises when broad consultation of an organisation's potential membership is carried out is that the discussions and debates do not occur within an organisational framework. Tension arises between requiring an organisational base to which people can rally and consulting those members in the process of setting up that base. A possible solution to this problem is to form working groups prior to forming branches. These working groups could enjoy similar status to

branches - minus voting rights at a national level - thus providing the organisational framework within which to (1) consult broadly before the launch of a branch; (2) arrange for the branch's launch; and (3) develop a programme of action to direct the branch's work.

On a more technical point which Bobby raised regarding the formation of a branch requiring only ten members (constitutional clause 9.4), perhaps a branch should comprise 20+ people and a working group any smaller number. This is proposed not simply to overcome the problem of having 7 out of 10 people on a branch's executive but, more importantly, so that more people become active in the organisation. Bigger branches would yield more substantial sub-committees (numerically at least) and hence hopefully more functional sub-units. This proposal is based on the supposition that we are considering the formation of a national organisation with regionally based branches as opposed to a regionally-based organisation comprising many small branches.

Bobby also raises concerns about networking with other progressive organisations. With regard to networking with organisations like SADTU, this only becomes an issue once LIWO has been formed and as an organisation is able to share ideas and experiences which generate from and can be fed back into its structures. In terms of approaching the cultural desks of the ANC and PAC, it is important to note the address of an ANC, Department of Arts and Culture representative, Barbara Masakela, at the Natal launch.

LIWO'S ROLE

There is little doubt that LIWO has an important role to play nationally in uniting information workers in a progressive organisation. By pooling the resources and energies of progressive information workers, LIWO is and will be in a position to challenge the South African information infrastructure by taking up issues like censorship and the free flow of information (a current LIWO (Natal) campaign). An information workers collective can also proactively transform present-day services so that these are ensured of meeting the needs of those they service. LIWO could also coordinate the creation and development of appropriate information services where these are lacking. Other areas of information service work which require cooperation such as the education of information workers and users could occur under the auspices of LIWO. All in all LIWO could provide the organisational

space within which to discuss issues, exchange ideas and share experiences as well as the bureaucracy to facilitate the smooth-running of the organisation and ensure the execution of tasks.

In terms of its constitution, LIWO certainly poses an alternative to SAILIS. However, LIWO only becomes a functional alternative when it embarks on a programme of action which seeks to restructure information policy and the library and information infrastructure in South Africa. Likewise its programme of action only becomes functional when it is drawn up by, and has the backing of, the people who have to implement it. Furthermore LIWO has to develop its programme of action in terms of the tasks and challenges that face it and not simply in relation to the programme of another organisation such as SAILIS. By concerning itself with issues such as the development of information services based on community needs, the promotion of democratic procedures and practices at workplaces and the elimination of discrimination both in relation to users and in the work place, LIWO clearly moves beyond the realm of oppositional politics and assumes a more transformational role. It is important that this latter role assumes primary importance in the organisation so that it does not become trapped by and preoccupied with simply posing as an alternative.

It is hoped that these comments contribute to the ongoing debate around the formation of LIWO. What does require even further discussion is the role of LIWO and the many challenges that face the organisation.

COMMENT

This debate needs to continue ! Send your responses to:

**THE EDITOR
5 CHURCH STREET
MOWBRAY**

WATCH THIS SPACE !

GRAHAMSTOWN GOSSIP

Grahamstown library lent some of our resources to the Cory Library, which is part of the Rhodes University Library specializing in South African History. Here is their response and we would like to spread it to all.

Cory Library for Historical Research Rhodes University Libr
Grahamstown
11 April 1991

Dear Juliet

We are returning with heartfelt thanks, the books, pamphlets and posters that you lent us for our exhibition of the "Crisis in Education".

The exhibition drew considerable comment from our own staff and students as well as from visitors to Cory from further afield. The inequities registered in the education statistics speak for themselves but were graphically highlighted by the material lent by SACHED. There were, incidentally, many who wanted to read the literature you provided - perhaps a signal to us that we may need to order appropriately.

We wish everyone in SACHED well in all the admirable work that you are doing to counteract the inequities (and the iniquities) of the present apartheid education system.

Strength to your programmes

With all best wishes

Sandra Rowoldt (Ms)

LETTERS TO THE EDITOR

I work at Observatory Public Library just across the road from Khanya College and I find the library at Khanya an invaluable local resource. For many years in my work, I was frustrated because of the lack of alternative sources of information. Institutions such as SACHED, ILRIG and CASET came into existence to fulfill that requirement. What is needed now is co-ordination between supply and need. For example the people of Atlantis are hardly aware of these resources, nor are they likely to make the trip to acquire the materials. If we are serious about democratizing knowledge, then we have to address the problem of propinquity ie. the immediate availability of resources. Shirley Walters' *The Struggle for Democracy* can be an excellent tool in this regard. It is a ready made directory of community organisations which is constantly being updated. Local community educators will play a key role. Their training is presently being undertaken by CACE, ERIP, etc. What is needed is an aggressive distribution and promotion of resource material. This should be a full-time marketing job and not the part-time responsibility of some admin person, as is often the case.

V.S. Kolbe

Letters Cont.

22nd March 1991

Ghairo Daniels
Sached Library
5 Church Street
MOWBRAY
7700

Dear Ghairo

Congratulations on an excellent idea. It is encouraging to see such initiative. Please convey my congratulations to all involved in the production of this excellent BULLETIN.

Yours sincerely
JOHN SAMUELS

BOOK REVIEW

DEVELOPING CRITICAL THINKERS: CHALLENGING ADULTS TO EXPLORE ALTERNATIVE WAYS OF THINKING AND ACTING
BY STEPHEN D. BROOKFIELD 1987 OPEN UNIVERSITY PRESS.

A most appropriate book for the new era SACHED is moving into - all about getting people to make connections between their private lives and broader social forces; about methods that can be used to initiate others to think critically - all about adult learning.

Stephen Brookfield divided up his book into three sections. Part one examines what it means to think critically, recognizing critical thinking and learning to think critically in adult life. It also looks at how critical thinking sustains a healthy democracy - which is what we are interested in now: both in SACHED and outside of it.



Part two looks at strategies for facilitating critical thinking, helping others to examine the assumptions underlying their thoughts and actions, and then suggests some techniques for developing alternative ways of thinking.

The last section reviews opportunities for developing critical thinking in specific contexts: intimate relationships, the workplace, political involvement and the mass media. It explores the workplace as a resource for thinking and learning and, lastly suggests ways to becoming a skilled facilitator of critical thinking.

The book has an extensive list of references as well as an index which we found sufficiently extensive.

Developing critical thinking would be especially important to the group involved in working out a strategy for training in SACHED - but more importantly, it would be appropriate for all those who are going to be involved in running our future educational programmes.

WHAT DO LIBRARIANS DO ?

Librarians are people oriented. Whether you are a qualified librarian or not, you usually end up in a library/resource centre because of an interest in people. There are different types of libraries and what people do in those libraries is shaped by the aims and objectives of a particular type of library. The different types of libraries are as follows:

- * University libraries
- * Special libraries
- * Public libraries
- * The Resource Centres

The University Library

This is a highly structured library because of the kind of user- public that it serves. The library caters for most of the research needs of students and staff. Librarians don't do research per se in these libraries except in their own field - they provide the infrastructure to enable research. The resource and stock acquisition is geared to this goal. Most modern university libraries in S.A. are computerised to facilitate information retrieval. University libraries also service the needs of the wider community in the form of social research and many research institutes based at universities are established with the community needs in mind. A case in point is ILRIG based at UCT. This institute specialises in labour research at both national and international level and its resources reflect this. Without librarians, research will at best be severely hampered or at worst come to standstill.

The Special Library

This type of library is geared to information collection in a specific field, eg. Economics, Labour issues, Education etc., or it may be a newspaper library. In an organisation like SACHED it would be appropriate to look at an education specialist library because SACHED is primarily an educational institute which is unique in that it is without an institutional library to support its activities, instead it has an unfocussed library system which developed because of a diversity of projects across a broad spectrum of activities. With SACHED placing itself firmly in the field of adult education it is logical that this should be reflected in its resource acquisition. The infrastructure would be designed to support research in all relevant fields of interest and establish networks to supplement its stock eg. like joining the national Inter library loans system to enable it to acquire material which it does not necessarily want to keep. Amongst the present staff there are people trained in the various activities which are required in such a library. Those not trained could become part of an internal training programme to equip them with the required skills. Computer based retrieval systems would be part of an infrastructure designed to facilitate a thorough information gathering process. Librarians in these libraries have a strong background in the various specialised fields in which they are involved. Those who don't are trained to that level.

The Public Library

This type of library is designed to meet the needs of the community it serves and is more of a general library whose book collection reflects its aims of entertainment, relaxation, education, and information gathering etc. Librarians in this library have a broad community orientation. Their training as librarians does not prepare them for the kind of work they do. In-service training is a widely accepted practice to overcome this. This library services the needs of the whole community from pre-schoolers to the local GP. They are normally attached to local authorities and supported by local communities through levies such as rates.

The Resource Centre.

This is an innovative library that contains elements of all three of the above named libraries. The staff of such libraries are very creative in overcoming the many problems they face. The resources in such establishments reflects the nature of the information gathering process required to service the needs of its users which usually cannot be met by mainstream libraries for various reasons, some overtly political, and they are the ideal solution in areas where there are no resources. They normally become the hub of community activities in the alternative sector and librarians / resource centre staff are required adapt to a continually changing

operating environment.

Sached Libraries and Librarians.

SACHED libraries are a mixture of all the above libraries which in itself is not bad as such. The librarians in SACHED come from all these backgrounds and bring to the organisation accumulated experience in excess of sixty years ! Many of them are also highly qualified teachers. These librarians have been involved in creating the enabling infrastructure in most kinds of libraries. At present their skills are under-utilised in SACHED which seems to be standard practice given the fact that many staff members have skills outside their fields of activities which are not utilised by the organisation. In the case of librarians in SACHED it is largely due to stereotyping and a total lack of understanding of the role of the modern librarian. Librarians are information specialists and educators. In all universities in this country they are roped into general orientation programmes and have developed highly successful user education programmes.

In an ever increasing information explosion, librarians worldwide have developed highly sophisticated systems of information control to enable retrieval.

Librarians are by nature book people. As part of their training they study the history of books and printing from the earliest times. ISBN's are included in books because of the involvement and interest of librarians in book publishing.

In addition to everything else they do librarians are also expected to be managers of highly sophisticated institutions controlling large staff complements and budgets running into millions. How do people think the libraries attached to Universities in this country are managed? Or who manages the Johannesburg Public library? Or the State library? Who controls their staff and budgets or make the day to day decisions which ensures the smooth running of these institutions? Most of us have experience in such institutions, some at the level of middle management. Those who don't can be trained to a high level of proficiency through a carefully constructed training programme which combines in-service training with external training.

Hopefully this article will help to dispel widely held misconceptions about librarians and their abilities.

Don't be fooled



this is not all we
do!

Advertisement

HELP! We need your assistance!

Do you have any alternative teaching material or teaching aids?

If so, contact Denise, Mzu or Sbush at the Grahamstown Centre.

We would gratefully accept any of these resources, as the Grahamstown Centre is assisting teachers in developing alternative



teaching material and teaching aids.

HOW TO PROMOTE A READING CULTURE

Some Ideas From The DURBAN Library

In the past, stories were often used as a means of educating children in all different aspects of life. For example, if the parents did not want the children to swim or play next to a river, then a story would be made up about a monster living in that river. The children would automatically not play in that river because of the river monster! These stories have come down orally over the ages and are now known as fables, myths and legends.

When we talk of reading we must be aware that reading does not only mean being able to read printed material, but can mean being able to analyse and be critical - not only of what is written down, but of what is happening around us, in the world we are living in, what we are being told etc.

There has always been a tendency among the so-called literate to ignore the people who cannot read or write and to regard them as illiterate. If we study the history of the working class, we can see that they are orally very competently literate. In this way we know about our past generation's life stories.

What we should do now is to find a way of taking forward these past experiences and store them in a retrievable system. Print media can be used in conjunction with audio visual material. For example, taping group discussions when people share their knowledge by debating different current topics of interest. I believe that some resource centres have started this process - collecting information and talking to people about their struggles and experiences in life. Some of our past experiences would then be preserved for posterity.

There is no way that we can say the working class is illiterate. What we should do is to try and find a successful way to promote the reading culture that does exist among them!



THANKS

The **EASTERN CAPE** Librarians would like to extend a word of thanks to Telford Vice for giving up a weekend to assist with the layout of Spread-It.

To **CECS(BORDER)** for making their time and resources available.

SEEN AND HEARD, TITBITS AND ADVICE

INVITATIONS TO GIVE TUTORIALS: TOWARDS LIBRARY EDUCATIONAL PROGRAMMES

At a recent symposium on Community Librarianship at UWC the Cape Town librarians presented a workshop on multi-media packs. We used the basic guidelines and information Judy Mulqueeny passed on to us at our Media Education workshop in March. We then divided the symposium up into groups to examine some of the packs that we had produced ourselves and some which we had collected over time. The response to the presentation by Faye and Louise was overwhelming! The UWC Library School subsequently invited us to run tutorials for their students - which we will seriously consider as part of our new orientation.

PHAMBILI AND MASIFUNDE: JOHN AND JULIET HELP SET UP LIBRARIES

In Durban and Grahamstown John and Juliet eagerly embarked on similar tasks - that of responding to requests for assistance in setting up and consolidating libraries for Phambili and Masifunde respectively. Their experiences, though, were different. Phone them to ask about these, as they will probably evaluate our input. Wouldn't it be in line if they "write up" the experience?

COMPUTERIZATION - ONE CENTRE AT LEAST AND AT LAST !!

The SLS PLUS computer system was installed at our Durban Centre with much excitement after we virtually had given up on getting funds for this project! Computerization has been in our minds since 1987 - and four years on one of our libraries have one! Let's hope the other 6 libraries will not have to wait another 4 years! One ray of hope is that the Equal Opportunities Foundation, one of the funders we submitted our proposal to, recently visited the Grahamstown library and promised to get back to us on this one. Keep your fingers crossed for us!

ESTABLISHING THE P.E. RESOURCE FORUM

In March this year Nosisi and Ghairo visited two large resource centers in P.E. - EFASA and ECALP in the hope that they will help set up an Inter-Resource Forum similar to those we work with in other centres. Nosisi and Khaya followed this up and at a first meeting seven resource organisations attended. All expressed excitement at the idea of forming a forum. Our networking agenda is working through hard work and lots of effort.

NEW STAFF MEMBERS - HELLO AND WELCOME!

The LIS department welcomes 3 new staff members. Meryl Howell has joined Bobby in East London. (Read more about her in our personal profile column)

Marcelle van der Merwe joins Bongzi, Mantoa and Moses in the JHB library and we bid farewell to Thembi

We also welcome Vuyelwa Belle to Pretoria library.

BUILDING MODELS: MEDIA EDUCATION AND TRAINING PROGRAMME

DEVELOPED BY OUR MEDIA EDUCATIONIST

JUDY MULQUEENY

Media Education is a child of the old Audio-Visual Department. Its members cared passionately about the correct educational use of a/v media. More than this, they said that we needed to speak for ourselves through media; through learning to produce media. The media environment is a constantly changing one and requires us to learn to be critical about it. In order to this we need media education.

MODEL FOR MEDIA EDUCATION AND TRAINING

A. Orientation

Raising Media Awareness through discussion of the role of the media in the work of a project/centre.

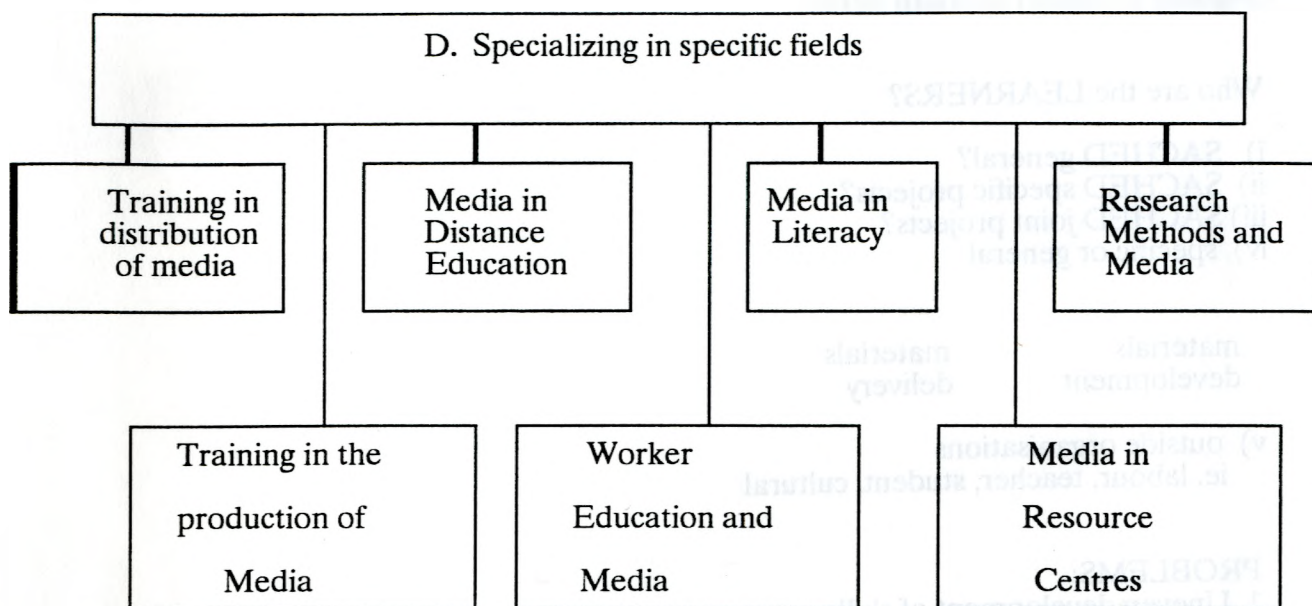
BASIC/GENERAL

**B. Communication and teaching/
Learning Methods for Educator
Training**

Together with or separately from

BASIC/GENERAL

**C. Materials development-
Skills in the production
and distribution of media**



STAFF DEVELOPMENT IN RELATION TO MEDIA EDUCATION CORE CURRICULUM

1. Communication and Teaching Methodology

- teaching/ facilitator skills
- using media in teaching (classroom, small groups, newspapers, educational TV/ radio.)
- helping learners use media
- making basic educational media resources ie. models, posters, worksheets

2. Media Awareness

Introduction to:

- media environment
- external media ie. newspapers, TV, radio, street ads
- internal media ie. memos, notions, internal publications, magazines, staff newsletters, project's media (how they produce it etc)

3. Media Studies

Programmes and initiatives that seek to develop a critical understanding of how media works, how they produce meanings, how they are organised and how audiences make sense of them. (inclusive of external and internal media)

4. Media Production Skills

How to produce media ie. print, photographic, video, audio
How to commission media
How to use media

5. Networking

Ongoing initiatives in South Africa

Who are the LEARNERS?

- i) SACHED general?
- ii) SACHED specific projects?
- iii) SACHED joint projects?
- iv) specific or general

materials
development

materials
delivery

- v) outside organisations
ie. labour, teacher, student, cultural

PROBLEMS:

1. Uneven development of skills
2. Uneven regional training facilities/ equipment
3. The lack of a philosophy of training
4. The uncertainty about the linkages between internal training and educator training outside of SACHED

It is suggested that the project/ centre be responsible for training, monitoring and for follow-up.

Hi! My name is Meryl Howell and I have recently started working in the East London library. I am an Eastern Caper at heart and have spent most of my life in these parts. I graduated at Rhodes University with a B.A. H.D.E. and Higher Diploma in Library Science. The teaching profession beckoned and I taught at various schools as both teacher and teacher/librarian. (I am married to Dave and have two sons, Jeffrey and Nicholas.) The working environment at SACHED is very new to me and is often bewildering, but never dull. I am sure I shall find this a very educating and enlightening experience. (I do, however, hope that at the end of the day, my family will not look at me blankly when I speak - SACHED definitely has a language all of its own!)

PROFILES

So! You've tumbled to SACHED-SPEAK. I have it on good authority that you don't qualify for promotion unless you master it.



Marcelle

Well, first of all I don't look anything like the photo! (I wear glasses). My name is Marcelle Van Der Merwe. I was born in Pretoria and have come a long way since. For the past two years I have lived in Botswana. This was a very interesting experience. I set up a library at a private primary school - hard work but I did have a limitless budget as compensation! Before that I did a B.Sc. (majoring in Geography), worked at Exclusive Books and did a Diploma in Librarianship and Information Science at WITS. I am currently working at Sached Johannesburg library and live in Bez valley with two huge dogs and some crazy artists.