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RENDERING A CHILDREN'S LIBRARY SERVICES IN A MULTICULTURAL - MULTILINGUAL COMMUNITY

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Johannesburg, South Africa

Meeting:

121 Library Services to Multicultural Populations with Libraries for Children and Young Adults

Simultaneous Interpretation:

No

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ABSTRACT

Public libraries continue to operate in a constantly changing policy environment. Librarians are faced daily with the challenge of serving and managing a community of unfamiliar cultures, languages and backgrounds. This diversity has resulted in need for libraries to evolve with the changing circumstances as well as to maintain excellence. Librarians also are required to create suitable environment that meets the needs of the community from diverse cultural, linguistic, educational and socioeconomic backgrounds. Libraries must play an important role in preserving a society's cultural heritage; for example, special collections of rare books, artist and books on different language. In addition libraries must exhibit and offer programming to help people learn about their own community or about the culture of other people. Libraries must also cater for a variety of activities, these activities include story telling for children in their mother tongue or languages best known to them, reading competitions for primary schools, career classes for teenagers, book club for children and adults and display works of local artists. Librarians must often take materials to people in the nearby hospitals, prisons, informal settlement, centers for senior citizens and other places that do not have adequate materials. We do not have school libraries in our community so therefore community libraries must make sure they supply materials that students and teachers need for their work. Librarians must teach the community on how to use a library, a skill that will benefit them throughout life.

Public libraries must therefore provide the community with information and programs, which will prepare them for life-long learning.

INTRODUCTION

It is the public libraries responsibility to satisfy all their community needs regardless of race, class and gender influence.' The concept of putting people first is central to the service orientation of the library profession. But 'the inevitable question has

always been AND STILL IS, which people? (Red fern 1989; 1 2) As a result of the failure of traditional public library to satisfy the needs of all people in the community, various alternative information and library services such as resource centers have developed in the last two decades (Fairer Wessels & Machet 1993)

The public library must also serve the developing groups, undeveloped, underprivileged, disadvantaged and the under prepared. In the next century our approach will have to be: 'that it is not people who are disadvantaged but communities which experience disadvantaged because of our failure as service providers to offer the same standard of service as other users' (Coleman 1992:308)

Underdevelopment is seen as failure to make use of human potential to achieve a good quality of life. Therefore the process of development is seen to Crucially dependent on the development of people (shilling law 1986:38) Formal, non-formal and informal education are the traditional concerns of the public library. Shilling law (1986:41) identifies three forms of education in which the public library should be involved:

- Non-formal education; providing resources for educational needs outside Formal education; supplementing resources of schools and providing study facilities and sources to tertiary students
- Formal structures for education, such as schools, colleges and universities.
- Informal education; the process of growing in knowledge, skills, attitudes and insights from daily experiences and contact with the environment.

Public Libraries will have to reactivate its early enthusiasm and commitment to mass education on all three levels if it wants to claim any participation in up liftment and development Services are often implemented at great cost and with much effort without really knowing the potential users and objectives at which they are directed. Our focus will be mainly on children services and children's libraries in regard to providing information and activities in a multicultural society.

MULTICULTURAL COMMUNITY

Closer identification with the community is necessary, particularly if there are class or race barriers to overcome (Redfern 1989; 5). Widespread illiteracy, absence of a reading culture, general ignorance as to what material and services are available in libraries, and dominance of oral tradition among the black population affect the use of traditional public libraries (Fairer Wessels & Machete 1993; 101) Urbanization of large numbers of poor and uneducated people is a universal phenomenon which children's libraries has to deal with. Therefore children libraries must cultivate the culture of reading to children while they are still young, so as to decrease the number of illiterate people in South Africa. If children libraries are to be efficient and comprehensive and be able to cater for all population and ethnic groups, new approaches are vital. These include identifying the needs of ethnic groups as well as working with community and voluntary associations to promote and develop services.

COMPETENCIES FOR LIBRARIANS SERVING CHILDREN IN A MULTICULTURAL COMMUNITY

A good children's librarian must make the community library an exciting place. The children's librarian must also have specialized knowledge of the particular needs of child library users, in regard to the following: knowledge of client group, administrative and managerial skills, communication skills, materials and collection development, programming skills, advocacy, public relations and networking, and professionalism and professional development.

Knowledge of client group

- Understand theories of infant, child and adolescent learning and development and their implications for library service.
- Recognizes the effects of societal developments on the needs of children.
- Assess the community regularly and systematically to identify community needs, tastes, and resources.
- Recognizes the needs of an ethnically diverse community.
- Understands and responds to the needs of parents, caregivers, and other adults who use the resources of the children's department.
- Creates an environment in the children's area, which provides for enjoyable and convenient use of library resources.
- Maintains regular communication with other agencies, institutions, and organizations serving children's community.

Administrative and management skills

- Participates in all aspects of the library's planning process to represent and support children's services.
- Sets long –and short range goals, objectives, and priorities.
- Analyzes the costs of library services to children in order to develop, justify, administer and evaluate budget
- Demonstrates problem solving decision making, and mediation techniques.
- Delegates responsibility appropriately and supervises staff constructively.
- Documents and evaluates services.
- Identifies outside sources of funding and writes effective grant applications.

Communication skills

- Defines and communicates the needs of children so that administrators, other library staff, and members of the larger community understand the basis for children's services.
- Demonstrates interpersonal skills in meeting with children, parents, staff, and community.
- Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant application, annotations, and reviews in all formats, including print and electronic
- Speaks effectively when addressing individuals, as well as small and large groups.

- Applies active listening skills.
- Conducts productive formal and informal reference interviews.
- Communicates constructively with problem patrons.

Materials and collection development

- The children's librarian must demonstrate knowledge and appreciation of children's literature, periodicals, audiovisual materials, websites, electronic media, materials that constitute a diverse, current, and other relevant children's collection.
- Keeps the community abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening.
- The children's librarian is aware of adult reference materials and other library resources, which may serve the needs of children and their caregivers.

Ability to select appropriate materials and develop a children's collection

- The librarian evaluates and recommends collection development, selection and weeding policies for children's materials consistent with the mission and policies of the parent library and the ALA library Bill of Rights, and applies these policies in acquiring and weeding materials for management of the children's collection.
- The children's librarian acquires materials that reflect the ethnic diversity of the community, as well as the need of children to become familiar with other ethnic groups and cultures.
- The librarian understands and applies criteria for evaluating the content and artistic merit of children's materials collections and formulates a professional philosophy with regard to these issues.
- The librarian demonstrates knowledge of technical services, cataloging and indexing procedures, and practices relating to children's materials.

Ability to provide customers with appropriate materials and information

- Connects children to the wealth of library resources, enabling them to use libraries effectively.
- Matches children and their families with materials appropriate to their interest and abilities.
- Provides help where needed, respects children's right to browse, and questions regardless of their nature.
- Assists and instructs children in information gathering and research skills as appropriate.
- Understands and applies search strategies to give children full and equitable access to information from the widest possible range of sources.
- Compiles and maintains information about community resources so that children can be referred to appropriate sources of assistance.
- Works with library technical services to guarantee that the children's collection is organized and accessed for the easiest possible use.
- Creates bibliographies, book talks, displays, electronic documents, and other special tools to increase access to library resources and motivate their use.

Programming Skills

- Designs, promotes, executes, and evaluates programs for children of all ages, based on their developmental needs and interests and the goals of the library.
- Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, book talking, book discussions, puppet programs, and other appropriate activities.
- Provides outreach programs commensurate with community needs and library goals and objectives.
- Establishes programs and services for parents, individuals and agencies providing child-care, and other professionals in the community who work with children

Advocacy, Public Relations and Networking Skills

- Promotes an awareness of and support for meeting children's library and information needs through all media.
- Considers the opinions and requests of children in the development and evaluation of library services.
- Ensures that children have full access to library materials, resources, and services as prescribed by the library Bill of Rights.
- Acts as liaison with other agencies in the community serving children, including other libraries and library systems.
- Develops cooperative programs between the public library, schools, and other community agencies.
- Extend library services to children and groups of children presently unnerved.
- Utilizes effective public relations techniques and media to publicize library activities.
- Develops policies and procedures applying to children's services based on federal, state, and local law where appropriate.
- Understands library governance and the political process and lobbies on behalf of children's services.

Professionalism and Professional Development

- Acknowledges the legacy of children's librarianship, its place in the context of librarianship as a whole, and past contributions to the profession.
- Keeps abreast of current trends and emerging technologies, issues, and research in librarianship, child development, education, and allied fields.
- Practices self-evaluation.
- Conveys a nonjudgmental attitude toward patrons and their requests.
- Demonstrates an understanding of and respect for diversity in cultural and ethnic values.
- Preserves confidentiality in interchanges with patrons.
- Works with educators to meet needs of school children and promotes professional association scholarship.
- Participates in professional's organizations to strengthen skills, interact with fellow professionals, and contribute to the profession.
- Understands that professional development and continuing education are activities to be pursued throughout one's care.

- Librarian's friendly understanding attitude can make the children's department or children's section fun and interesting.

LIBRARY PROMOTION

The children's librarian in a multicultural society can create awareness in the community by following these techniques: research, marketing, selling the product to the community.

Research

In the late 2001, the research project on African Renaissance and children's literature set out to investigate the position of children's literature in the education of librarians within 15 universities and technikons throughout South Africa, by means of telephone and interviews. Internationally the library profession has taken a leadership role in the domain of children's literature as part of its social mission. In the past apartheid South Africa, librarians were responsible for research units, for prestigious awards and for the professional competencies of children's librarians. Education in children's literature was a standard part of professional education. The project was motivated by the belief that, in championing children's literature, librarian's might contribute to the African renaissance – the nation-building ideology being promoted in post –apartheid South Africa. However, it found children's literature education to be in a precarious position. Those 'library schools' that retain children's literature modules complain of inadequate resources. It is therefore essential for children's librarian to buy enough stock to accommodate the needs of children in their community regarding school projects and reading books.

Whether you are using a children's section or a children's library it's good to know what kind of community you are going to serve and what kind of materials, services and programs you are going to provide. As a children's librarian you must go to your community and find out about how many crèches and primary schools there are.

Marketing

Library marketing has long been practiced in the library and information service field but many library workers haven't realized that they have been doing it. Libraries have practiced library orientation, education and training activities, tours, etc To market your library, you have to establish where the library is and why it is there, and consider how you could improve usage and performance in order to meet users needs. One could ask, why is marketing an important library aspect? To justify their existence, libraries have to render a service to their communities, but users have to make the decision to visit the library. Making the community aware of what the library provides is therefore the basic reason for 'library marketing'. There are effective ways of marketing libraries to the benefit of their customers.

Marketing; keeping library customers happy

Challenge for a children's librarian is to keep library users informed by making them aware of the services on offer and making needs to be continuous. Being a client oriented organization a children's library has to sell its services and this should be an enjoyable exercise. Library marketing is linked to library promotion and public relations and therefore library promotion and public relations could include teaching

library users the skills they need to use library resources; public relations could entail the development of library guides and publication that promote the use and image of the library.

Marketing Tools

Marketing of the library could be an expensive exercise and most of the time the library budget cannot be stretched to cover these activities. There are various kinds marketing tools namely: flyers, posters, guides, booklets, brochures, web pages, press release, road shows, radio and TV stations, exhibitions/ displays and electronic bulletin board etc. deciding which medium to use for library marketing is probably the hardest decision to make in the whole library promotion processes,

Questions to keep in mind when selecting the market tool you want to use to reach your audience:

Will the tool reach the target market?

Will the market be receptive to the message?

Can the organization develop or create the type of medium/media you need to carry the message?

Can the organization afford the costs?

Can the medium or media you selected get the message out in a timely manner?

Is there any possibility that the choice of medium could have negative consequences?

Whilst everyone likes to feel needed, it is more useful to be a good judge of resources and know exactly when to say 'yes' and when to say 'no' if the request is outside the scope of library services. Children's librarian should point the customer towards a more appropriate information service if necessary. Offering viable alternatives in such a case can make you look like an astute information expert who can point a customer in the right direction.

After finding out how many primary schools and crèche's are there in your community the children's librarian can now use the different marketing tools.

Selling the product to the community

After marketing, the children's librarian must promote the services and information to the community for example; by conducting story hours, book clubs, born to read, family literacy, reading competitions for primary school children, science quiz for primary school children, helping the orphans to read, conduct life skills project to children in the afternoon in partnership with other organization, helping children to read and to do their homework in the afternoon and. conduct workshops for caregivers and teachers.

ALEXANDRA CHILDREN'S LIBRARY AS A MODEL FOR RENDERING A LIBRARY SERVICE TO A MULTICULTURAL SOCIETY

According to the PPT (Pro-poor Tourism) pilot projects in Southern Africa, Alexandra is generally referred to Gauteng's oldest township and one of the poorest areas of the region, where lack of infrastructure, overcrowding and rampant crime making living conditions extremely difficult with estimated population of 350, 000. Alexandra's population is mainly black (87%), white (11%), Indian, (1%) and colored

(1%). The black population can be further divided into Zulu (30%), North sotho (26%), Tswana (12%) and Xhosa (10%). There are 13 primary schools and more than 22 crèche's. Alexandra has one public library one reference library and one children's library.

Alexandra was chosen for the pilot project 'Want to read' for Carnegie trust from 2002 to 2004. The aim of the project was to cultivate the culture of reading in children. The Alexandra Public library, which is now a reference library, had a high demand of study space; therefore it was difficult to run story hours and reading programs for children in the library. The crèches and primary schools of Alexandra were not exposed to books in their children's department.

The children's librarian was tasked with finding out how many crèche's and primary schools there are in the community. Marketing was also done in the crèche's and primary schools to tell them about the services and programs we are offering in the library, because of high demand of space Alexandra public library didn't manage to accommodate the programs and services to crèche's and primary schools in Alexandra. In July 2002 Alexandra children's library was open to accommodate the high demand of crèche's and Primary schools in Alexandra. Alexandra children's library is one the specialized children's library of the city of Johannesburg. It has specialized reading programs and activities, which foster a culture of reading in a multicultural community, to promote personal growth and contribute to a bright future. The following programs and activities are offered in Alexandra children's library. Early childhood development, born to read, book talk, family literacy, reading competitions for primary schools, helping orphans and other children in the afternoon with school projects and with reading, science quiz competition, reading circle for staff.

PROGRAMMES AND SERVICES OFFERED

Early Childhood Development

The librarian visits the crèche's once a month to observe caregivers while doing storytelling and using books in the care center. In the beginning of the year the librarian always does a workshop for caregivers on how to do story telling using a language the children can understand and how to use library books teaching different themes. The librarian also lends crèches videocassettes on how to do storytelling And on how to take care of books in different languages. The library also sends crèches books on a monthly basis. Crèche's bring children for story telling, rhymes, toys and dramatization of books once a week.
See timetable for crèche's – *Appendix 1*.

Book Club

The children's librarian meets with a group of 20 children ranging between ages 8-16 every Monday afternoon and Thursday to talk about books they have read. The younger children are also allowed to use their mother tongue to talk about their books. The older ones use English to improve their command of the language. The librarian then suggests a simple review format for the younger ones. The children's librarian brings her own book review to show the older children. In the second meeting the

older ones bring written book reviews whereby together with the help of the children's librarian correct each other. Some days when the children's librarian is not there the older children help the younger ones. Chain reading is also done where 20 books of the same title are given to the club to improve their reading ability. One child reads a paragraph; pronunciation, spelling and punctuation are monitored while reading.

Born to Read

Born to read is a project for pregnant mothers and toddlers to cultivate a culture of reading to an unborn baby. The children's librarian meets with mothers once a quarter to discuss about how to read to an unborn baby and to toddlers. She also does story telling to the unborn baby and to toddlers so that mothers can see the response. Mothers are also given storybooks to practice reading on their unborn baby and children. The children's librarian also shows videocassettes on how to read a story and on how to take care of books. Videocassettes are in English, Zulu, and N Sotho. The mothers also teach each other on matters relating to baby massage and first aid. The children's librarian also encourages mothers to join the library so that they can borrow books to read to the unborn baby.

Family literacy

Family literacy also encourages mothers to read to their children to cultivate the culture of reading to children with the influence of their parents and caregivers. Alexandra children's library has a partnership with the family literacy department of UNISA. The library together with UNISA project team for family literacy had a workshop for mothers and children of Alexandra. Mothers were given books and a videocassette was shown on how to read a story and on how to take care of books. During the workshop mothers volunteered to do story the family literacy project leader together with the children's librarian for the mother's who attended the previous workshop did telling for their kids in front of other parent's .A follow up session. The mothers are still coming to the library to borrow books for their children and some of the children have grown and come by themselves to the library to borrow books.

When parents or caregivers share books with children or read stories to them, children learn many things that will help them at school e.g.

- To listen
- To concentrate
- To recognize shapes, size, and color
- To learn new words of objects, people and animals
- To increase vocabulary
- To develop language skills
- The words and pictures in the books tell stories
- To understand that books increase knowledge and understanding of the world
- To talk about things and events that happen around them and in the wider world
- To understand that in a story things happen in an order (one thing causes another) that stories have a beginning, a middle, and an end
- To guess about what might happen in a story
- To use their imagination

Reading Competitions for Primary School Children

The objective and purpose of the competition is to cultivate a culture of reading and to broaden the children's mindset. Through reading you can travel to any country. It also builds a co-operative partnership between the primary schools in our community and the libraries. The children's librarian visits primary schools to recruit them for the Story Skirmish and Battle of the Books competitions, which is held every year by the City of Johannesburg's Library and Information Services department. It is open to primary schools for the grades 4 & 5 and 6 & 7. It is a book based inter-school competition knockout quiz. The competition starts with the school round where the team members are chosen for the knockout quiz, and both knockout quiz consist of 6 team members and two reserves. The children's librarian takes 13 titles for Story Skirmish and 24 titles for Battle of books to the schools. The schools are also provided with a set of questions, rules and a sample of a score sheet. The competitions start after the winter schools holidays ending with the final, which takes place at the end of October.

Soul Buddyz

Alexandra children's library is in partnership with Soul buddyz club (SOUL CITY). The children's librarian receives life skills manuals from Soul buddyz club to run life skill project in the library for primary school children. The librarian recruits children in the afternoon through pamphlet and interviews. The children's librarian meets every Thursday with a group of children to discuss projects for that month. Soul buddyz sends life skills manuals by post addressed to the children's librarian and gives them due dates to finish the project. Projects include HIV and AIDS, drugs and alcohol abuse, bullying, road safety, National holidays etc. Soul buddyz arranged a workshop for the children's librarian to be trained as a facilitator. When doing the projects the children together with the facilitator visit the community to do research projects for example in 2006 the children had a cleaning campaign and had to make a partnership with metro police, city parks, Johannesburg water, aftercare orphanages and Hospice centers. The cleaning campaign was successful and the communities are still doing mini cleaning campaigns at their wards. They also did a project on disability and visited children from a home of disabled children, they also interviewed a disabled man who lives in Alexandra about the difficulties he is facing living a community that is not user friendly for disabled people and the challenges he faces living in a one roomed house with his wife and children and how they survive living only on his disability grant. Children learn to deal with peer pressure and they learn more about what is happening in real life.

The children's librarian together with other staff help children in the afternoon with reading and school projects. When helping children with their school projects the children's librarian and the staff have to explain the questions in their mother tongue. The children's librarian together with other staff help the children improve their reading skills by giving them books of the same title. One child reads a paragraph and pronunciation; spelling and punctuation are monitored while reading. They are also taught how to use encyclopedia and a dictionary. Library orientation is also done with these kids.

Science Quiz Competition

It is the pilot project run by the city of Johannesburg to create awareness, and to bridge the gap between the scientific community, schools, and the public by:

- Facilitating visits and activities by volunteer scientist, engineers and technologists to schools and public venues.
- Providing supporting advice, information and materials to teachers, and volunteering visitors that will enable them to effectively promote science and technology awareness and interest.
- Providing an appropriate referral service for teachers and the public to interested scientist, engineers and technologists.

Alexandra children's library runs a science quiz competition for grades 6 & 7, which comprises of three learners per team. It is a one-hour open book type of quiz, during the play children will have to use and develop their research skills and will be exposed to matters relating to science in a fun way. On the day of the play a set of books is given to each of the teams that are participating, not more than four schools are to participate in a play. The children's librarian visits primary schools to recruit children for science quizzes, entry forms are given to teachers.

STAFF READING CIRCLE

In staff reading circle, staff members read books from the collection and discuss the content of those specific books in staff meetings. This helps the staff to know their collection, so as to render efficient services to the library users

Alexandra children's library is a specialized library for children from ages 0-14 years. As a library we hope to foster a culture of reading in the community to promote personal growth and contribute to a brighter future for pre-school children and Primary schools. We also assist children with their school projects. In order to provide relevant and efficient information to our users the staff needs to know what is available in our library and where to find it.

The objective of the library is to adhere to being professional, helpful and friendly to our users at all times. Therefore the staff believes that reading enriches an individual and broadens their intellectual horizons. Lifelong learning is also essential to staying competitive in today's fast-paced, knowledge-based economy.

At each reading circle, the staff talks about books they have read.

Examples:

APRIL 20

MARGARET MABYE brought five non-fiction books on different religions. She found that the books are always on demand for children school projects. The books were:

1. Self, David: Islam
2. Ganeri, Anita: Buddhism
3. Keene, Michael: Judaism
4. Das, Rasamandala: Hinduism

5. Penney, Sue: Christian

The language used and colorful illustrations are suitable for primary school children who need information on different religion for school project.

MAY 18

FLORENCE, MDLULI brought five non-fiction books on cultures. They are also popular books for school projects. They were:

1. Magubane, Peter: AFRICAN renaissance
2. Magubane, Peter: AMANDEBELE
3. Magubane, Peter: VANISHING CULTURES of South Africa
4. Magubane, Peter: DRESS AND ADORNMENT
5. Magubane, Peter: ARTS AND CRAFTS
6. Magubane, Peter: HOMESTEADS

The language used colorful illustrations, which are suitable for primary school children who need information on different religions for school project. The colorful pictures outside the books attract even those who are reluctant to read.

JUNE 08

PHINDILE, CWELE brought eight non-fiction books on South African Freedom FIGHTERS. These are also popular for school projects. The books are:

- 1, Van Wyk, Chris: Walter Sisulu
2. Van Wyk, Chris: Albert L uthuli
3. Van Wyk, Chris: Winnie M adikizela Mandela
4. Van Wyk, Chris: Steve Biko
6. Van Wyk, Chris: Chris Hani
7. Van Wyk, Helen, Joseph
8. Van Wyk, Chris: Desmond Tutu

These books are about activists who helped in bringing change in South Africa. They are well illustrated with colourful photographs. The books can be used by school children for their projects, by those who need pictures for South African heroes. The language is simple and suitable for primary school age group.

Reader's circle is an important tool to keep the staff well informed about their library content, which in turn enables them to assist their users efficiently.

Book Display

Book displays are done every month to make the community aware of books we have in the library. The book display depends on the theme for that month, for example science and technology awareness month, child protection week, world aids day etc

Objective/ Purpose of a Display:

- In the USA research has showed that book display increases fiction circulation by over 90% and non-fiction circulation by 25%.
- Displays promoting highlighted subject areas in the collection raise user awareness.

- Displays provide opportunities for library users to view new materials.
 - Displays raise awareness of library services.
 - Displays promote the use of underutilized materials.
 - Displays give library staff an avenue to express their creativity and have fun.
 - Displays highlight the dynamic nature of libraries.
 - Displays enhance the physical environment of the library.
 - Displays offer an eye-catching, non-threatening means to educate users.
 - The color and variety in displays elicit interest.
 - Displays offer children an opportunity to get involved in library activities.
- Displays, highlighting library events assist in gaining a profile for the library and help in enhancing school spirit.

Displays as a tool of Communication:

Tools of communication are exactly what it means. These tools or equipment can be used to inform the community or public at large about the, collections or services that's available. Remember that to communicate is not only aimed at the public, but should start internally, that is with every employee in the library. The same applies when all employees are informed as to what is going on in the library; a sense of belonging and pride is created.

Tips on choosing the right Display:

It is however fundamental to choose the right Display for the chosen target market or target community market. The wrong choice can result in a waste of money and time.

A display is to inform, not to confuse.

Always use bright colors when making a display.

Put on your thinking caps on and plan your display in advance and always bring out a positive message.

Choosing the right books for the right display is very important.

A display must be displayed in an open space so everybody can see it and must be eye-catching.

There must always be sufficient books when you finished doing your display in case the public takes interest on the books that are on display, and want to take them home for reading.

Display tells the users what happens during a certain month e.g. March would be (Library week, Literary festival and Humans Rights Month)

Display Material:

The selection of display material can be of vital importance. When the wrong display material, be it a stand, a sound recording or multi functional projectors are used and it does not convey the correct message to the visitor or user in the library, then the entire effort is wasted and good money misspent.

Posters:

Posters are very simple method of telling a story effectively. Posters are usually colorful and the message on it very simple and easy to read and understandable. This is one part of your display that needs not cost any money but only effort. Many institutions and government departments have a wide range of posters and all you need to do is make contact with that particular institution, department of public relation and ask to be supplied with all the relevant poster and b information available.

It need not be a shelf as such but a table can also be used. Again the placement of such a shelf or table is very important. The use of color must be attractive and not overdone. This kind of display is a sound method to use with new releases e.g. book

Useful tips for a good Library Display:

Use the events calendar to track of special days for displays.

Invest in a display case in which you can securely display valuable items.

Materials to cover display boards

Use a few large words to draw in the viewer. Use smaller lettering for supporting information.

For an instant display turn books face out on the top shelf of tall bookcases. Only fill shelves two thirds full, use remainder of shelf to display a book cover face forward.

Use soft toys e.g. Madeline, cat in the hat, spot as the basis for displays.

Borrow a skeleton from the science department for a scary books display.

Vary the color scheme when you mount a new display.

Sunlight will fade most items over time.

Avoid having displays in an area with direct sunlight.

Store display elements (letters etc.) in large labeled cardboard folders for easy identification.

CHALLENGES

- Visiting pre-schools or early learning centers, hospice and orphan homes, primary schools becomes a problem, because of transport.
- Communication with the schools, hospices, and orphan homes is difficult, because there is no access to cell phones.
- Book display material and catering for children, for public participation, becomes a problem because of the budget.
- Higher demand of the service (Too many pre-schools want to join, and we cannot accommodate all of them).
- Pre school classes are too big to manage.
- Shortage of staff. (Attending to classes becomes difficult, if one staff member is not available).

CONCLUSION

Even if certain ethnic groups do not form a significant part of the local community, it is important that different cultures are represented in the library. Children's librarian should be pro-active in seeking information on immigration, health, and other issues

relevant to various ethnic groups. Materials such as encyclopedias, dictionaries etc., must reflect the needs of different groups of the community. Children's libraries must therefore take positive action to ensure that programs, materials, and information are presented in a form, which will make it accessible to the community. The use of individuals from the community in helping to create collections is an important element in making them respond positively.

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Appendix 1

**ALEXANDRA CHILDREN'S LIBRARY
TIME TABLE FOR CRECHE'S**

MONDAY

9.00 – 9.30	INKANYEZI	MARGARET
10:00- 10.30	ABAZANYANA	FLORENCE
10:30- 11:00	SPRING OF EDUCATION	MARGARET
11:00- 12:00	INKANYEZI	PHINDILE

TUESDAY

9:30- 10:00	TSHIMOLOGO	FLORENCE
10:00- 10:30	UKUKHANYA KWEZWE	PHINDILE
10:30- 11:00	THUTO KE LETHABO	MARGARET

WEDNESDAY

9:30- 10:00	KGODISONG	MARGARET
10:00- 10:30	THEMBA LETHU	FLORENCE
10:30- 11:00	RISE AND SHINE	PHINDILE
11:00- 11:30	INKANYEZI	FLORENCE

THURSDAY

9:30- 10:00	ALEX OUTREACH	PHINDILE
10:00- 10:30	UKUKHANYA KWEZWE	FLORENCE
10:30- 11:00	LINAMO	MARGARET

When designing library programs that address multicultural literacy, consider patrons' cultural experiences in the community. What are their lives like? How do they view their cultural identity within the dominant group? After the event, feature the board in a prominent place in your library and invite patrons to continue posting pictures. If your library has a Flickr account, invite patrons to post pictures online and create a virtual picture board that recognizes the different ways in which culture is celebrated by your library's community. Support Writers and Develop Multicultural Narratives. As discussed, multicultural literacy embraces shared experiences as a factor in the development of personal literacy awareness. Efforts to Establish a Multicultural Curriculum. Levels of Integration of Multicultural Content. Guidelines for Teaching Multicultural Content. Conditions for Systemic School Reform with a Multicultural Perspective. Conclusion. Questions and Activities. References. Chapter 17 Communities, Families, and Educators Working Together for School Improvement Cherry A. McGee Banks. Reasons That Parent and Family Involvement in Schools Is Important. Historical Overview. We live in a multilingual world. English serves as the lingua franca for education, trade and employment, and is an essential skill for anyone wanting to succeed professionally or academically in the 21st century. English offers enormous opportunities, and language policy rightly focuses on how to give more equitable access to high levels of English language proficiency so that these opportunities can be inclusive rather than exclusive, open to all socio-economic groups. This suggests a language policy that improves the quality of curriculum, teaching, and learning in state education, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual Your children, like mine, will benefit from this attitude. In recent years they have experienced other cultures, food, music, and friendships without having to travel anywhere! So how can you and your family do the same? Here are Some Tips for Connecting with Your Multicultural Community! Be Curious and Don't Be Shy. Many times I have been with my children in a public place and noticed people or families having a great time. Sometimes, it catches my attention that what they are doing is something I don't know. Most of the time I get close and say hi, and people are willing to share with us. I Multicultural education seeks to achieve greater social harmony in a society and world currently beset by intercultural conflict. Based on an ideal of cultural pluralism, this does not mean that people must reject their ethnic identities but strike a compromise between cultural assimilation and cultural separatism or segregation. Being multicultural can lead to an increased perception of the equal human worth of all people and its acceptance as the norm of human experience (Samovar and Porter 1995). In multicultural countries such as South Africa and the United States, it is imperative that th