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The Carnegie Revitalisation of Public Libraries in Africa: A Possible Tool for Breaking Down Barriers to School Library Development?

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The Carnegie Corporation of New York has embarked on a revitalisation programme of some African public libraries. The Corporation has made grants to those public library systems targeting previously disadvantaged communities. Those aspects of the programmes that the grantees have drawn up which could impact school library development in the recipient countries are highlighted here. The selected public libraries of Botswana, Kenya and five provinces within South Africa, as grantees of revitalisation awards are the objects of focus here. Seven other African countries that have benefited to a relatively lesser extent are mentioned as issues emerge that relate to them. Suggestions are made as to the impact some of these public library programmes could make on school libraries and school pupils.

Introduction

It was Carnegie, the man, who said "only in popular education can man erect the structure of an enduring civilisation." (**http://www.carnegie.org/**) Because of this belief, several decades after his death, the Carnegie sponsored revitalisation of public libraries in Africa is currently taking place. That revitalisation programme is the focus of this paper. The question the paper poses is: could the revitalisation of public libraries spill over enough to erode existing barriers to school library development? And could that erosion catapult school libraries in grantee countries across the digital divide? The paper looks at general barriers to school library development in Africa from the literature and a few specific barriers from contacts with school library / education personnel from the three countries.

The paper looks at what the revitalisation aim to achieve in these countries and what has been done so far. It attempts to hypothesise on the extent to which school libraries could be impacted. The main country foci are the three recipients of the Carnegie revitalisation award (Botswana, Kenya and South Africa). The other seven which have benefited in a smaller measure and might be more fully taken on board at a later stage: Uganda, Tanzania, Malawi, Zambia, Zimbabwe, Ghana, Nigeria, will be referred to in passing.

Background

Carnegie Corporation of New York

Andrew Carnegie, a self-made millionaire businessman had used libraries extensively as an immigrant from Scotland to the America. He never forgot the opportunities the public library system offered him to educate himself. What has driven his trusts, awards and endowments is the knowledge of opportunities a good public library, amply endowed with stock and staffed with educated and caring staff, could offer to people without the means to otherwise educate themselves.

Against that background, he created the Carnegie Corporation in 1911 to promote "the advancement and diffusion of knowledge and understanding." The terms of his will required that, grants be made from the Trust he had set up to benefit Americans. But it allowed for up to 7.4 percent of the funds to be used to benefit other countries especially within the British Commonwealth. In the early decades of the twentieth century, over $56m was spent for the building of over two thousand free public libraries in the United States, Great Britain and in some British Commonwealth countries.

The Digital Divide

Strange as it may seem the concept of the digital divide was first emerged in America. It referred to the gap between individuals with access to computers and the Internet and those without.

Over the years it has come to be realised that it is much more embracing than this narrow viewpoint. Though access to ICT is the most common measurement of the presence of a digital divide, it has been realised that it embraces history economics health and a myriad of related issues. And even worse the divide is not just inter countries it is even present within the very same country. Its scope has been described as multidimensional. Attempts at bridging the divide must start with a realisation of this.

The only answer is the enablement of public access to information through schools, libraries and other community venues. That is why the revitalisation of public libraries remain such a welcoming programme as it has inherent potential to provide digital access to many people especially school children who would otherwise remain *informationally disenfranchised.*

The Public Libraries Revitalisation Programme

One of the Corporation's current emphases is on Commonwealth Africa, hence the ongoing revitalisation programme. As a grant making foundation, the Corporation continues to actualise the vision of its philanthropist founder: Andrew Carnegie. He hoped that his Carnegie Trust would do "real and permanent good in this world." This should be the ultimate aim of the libraries benefiting from the revitalisation programme: the permanent good of the communities being served.

Apart from libraries the Trust also supports other Programmes. Some of them are:

- Setting up of schools and institutions to promote professional development
- Research into methods of improving service delivery and user satisfaction within libraries
- Support for library associations

For the revitalisation programme currently ongoing, priority is given to countries with innovative ideas aimed at disadvantaged communities. The Corporation's aim is to revitalise some African Public Library Systems by building on their existing strengths.

The Corporation is more interested in supporting systems committed to the following objectives:

- Enhancement of local and national government support for activities, wide distribution of books and opening up the world to the community through provision of access to new technologies and networks.
- Contributing to the development of solid supporting relationships between the education systems and library systems. (this calls for real collaborative measures)
- Strengthening the roles of rural, community libraries and non-governmental organisations that augment public library services.
- An assessment of the impact public libraries make on the populations served impact of on
- Encouraging especially the private business world to forge collaborative links with governments to promote public libraries

Initial Moves Towards Revitalisation

A fact-finding mission was undertaken to some African countries including South Africa and Botswana in December 1998, then also in 2000. This was to obtain first hand information about:

- the status of library services in the countries;
- the professional development needs of librarians; and to
- investigate areas where the Carnegie Corporation could make investments that would have the widest impact.

The Role of the International Network for the Availability of Scientific Publications (INASP)

In April 1999, the Carnegie commissioned INASP, in Oxford, England, Corporation's board of trustee to compile a report and an annotated bibliography on the literature of public library services, staffing and collections in ten African Commonwealth Countries. These were Botswana, Ghana, Kenya, Nigeria, Malawi, South Africa, Tanzania, Uganda, Zambia and Zimbabwe.

This resulted in a document (Public Libraries in Africa, 2000): partly a report and partly an annotated bibliography of the ten countries' public library literature, from 1994 to the present. Though there could be omissions and gaps in the compilation, the Corporation believed that the reports represent a good up-to-date sum up of the status of services and funding in each country. The document was accepted as point from which to move towards stimulating dialogue about reform. It became a platform for action.

Issues Emerging from the literary investigation:

- The concept of public libraries had been alien to the highly oral African culture. No attempt had been made to indigenise these public libraries. They remained seen by local communities as largely foreign edifices without much regarded for the information needs of the African communities served.
- They did not address their role within the educational system of their countries.
- Most of them lacked adequately trained manpower
- They did not build up strength through resources sharing measures. Collaborative and co-operative ventures were hardly addressed
- Governments failed to recognise the importance of the role of libraries so there was no political will, and little support for these libraries.
- A weak publishing industry, (very likely the culprit behind the irrelevant materials presently held in most African public libraries)
- A culture still struggling to take reading on board
- An uncoordinated development of public libraries in Africa
- The absence of defined library policies, specifically for the public library sector
- None targeting of specific users groups such as children, young people, adult, literate, semi-literate, non-literate and others as focus for specialised services
- An imbalance in the provision of public library service between urban and rural areas

Following from that the Corporation granted awards for the development of the public library services in Kenya and Botswana. The Corporation also decided to give support to the Library and Information Association of South Africa (LIASA) and made grants to the three metropolitan library services and three provincial library services in South Africa.

The Situation of African Libraries in General

Not too many schools have libraries in most African countries. The few that have them are plagued by myriad problems.

Funding is a major issue, e.g. in Namibia only options which do not cost money were reported as being considered for library development and white schools had more money than black schools. (Totemeyer, 1996) An indication here of

internal divide in terms of provision across racial lines. In Nigeria, funding is very uneven between different states (Dike, 1991), and it is also uneven in Tanzania. In Botswana, and also in South Africa it is reported that school libraries have inadequate accommodation, or that what accommodation is available is vied for with other contending interests such as classroom teaching space, and even entertainment (Overduin, 1991). (Baffour- Awuah and Kalantle, 1995)

In South Africa where the ICT profile is relatively better, (fig 1) the distribution is very uneven Internet access is reportedly heavily concentrated in four provinces: Western Cape 53%, Gauteng: 20% Eastern Cape: 18%, and Kwazulu: 8%. 100s of school are reportedly involved with networking programmes. Some belong to UNINET. Major disadvantages here include: lack of local content (de Kock, Marie IFLA / ALP 1999) and none provision of material in local languages.

Kenya, Botswana, Tanzania, Zambia, and Zimbabwe all offer Book Box services to their schools because of non-existent or inadequate school library situation. These extension services, except in the case of Botswana, are made up of mostly donated books from Book Aid. In the case of Botswana book donations have come in from the Scottish charity, Books Abroad but have not been used in Book Box. The IFLA / ALP Project Report no 20 cites a whole list of factors that hinder rural access to use of ICT in rural secondary schools. It is worth repeating them here as they could very well be a recipe for the digital divide:

General Barriers to ICT Utilisation in Rural Schools.

All of these grantees to some extent are victims of what the literature describes as general barriers to ICT development. They are on the lack side of the divide. Some of the barriers identified in the literature are identified here:

- **Technical**
  - lack of electricity
  - lack of ICT equipment
  - lack of adequate accommodation (+ security)
  - lack of telephone lines

- **Psycho Social**
  - ignorance due to none exposure to ICT
  - competing demands on limited financial and human resources

- **Economic**
  - prohibitive costs of equipment
  - cost of equipment (Mmambo, 1999)

It is the contention of this paper that all of these factors could be addressed by planned utilisation of the Carnegie grant in the grantee libraries.

The Situation in the Grantee Countries

Before analyses can be made as to what impact the public library services in the grantee countries could make on school libraries, in the utilisation of the Carnegie funding, there is need to look at the situation in these countries, in terms of ICT, generally, and the library situation.

It is particularly pertinent to look at costs of local phone calls, the size of bandwidth available the, Internet subscription and the GDP per person as this will give an idea of the size of factors that revitalisation could come up against. Again assessment of any issue should take cognisance of where the parties involved are coming from. It is clear from the data (fig 1), that there are vast differences in where the different countries are in terms of access to the Internet. A comparison with a first world country would not be fair, and that is not done.

The ICT situation is much more complex than is reflected in the table (Fig 1). This is because, even within countries the divide can be as wide as it is between nations; the American / Canadian situation that the Melinda Gates

foundation is trying to address is a case in point. Even in the most advanced countries income and other socio-economic issues prohibit access to free flow of information. The telephone costs may look very cheap but where the salary amounts to a couple of dollars a day and there are medical bills to pay food to provide using USD2.00 on a phone call would be a foolish luxury which very few can afford. Internet in that case would be a fairyland dream.

So that the digital divide is not just about computers, the world wide web. It is about economic and social issues. Yes it is about gap of access, but to so very many things. It is about poverty and illiteracy. About accommodation and security, about livelihood, deprivation and needing to make choices which the very survival of existence may be dependent on. The divide is really a commentary on the differences between our various societies.

ICT Profiles (Figure 1)

COUNTRY	GDP USD/ Per Person	Sub. Dial up Internet	Internet bandwidth (KBPS)	LOCAL PHONE COST PER HR.
Botswana	3252.0	20,000	6144	USD2.4
Ghana	372.00	8,000	2048	USD.74
Kenya	347.0	35,000	4096	USD1.36
Nigeria	551.0	10,000	1152	USD 0.4
South Africa	2979.0	650,000	400000	USD1.3
Tanzania	244.0	4,500	2048	USD1.94
Uganda	317.0	4,000	2048	USD2.93
Zambia	463.0	6,500	512	USD hr. 2.5
Zimbabwe	712	20,000	4096	USD hr. 0.6

The situation in Botswana, Kenya and South Africa is examined here but other countries which have also benefited to a certain extent or are hoping to benefit from future Carnegie grants will also be referred to, as their situation ties in, in terms of relevance when discussing a particular issue.

Botswana

The Botswana National Library Service (BNLS) was founded in 1967 to provide information and promote the utilisation of information for purposes of education, research, recreation and the promotion of literacy and culture of reading. The Botswana National Library Services motto: Go Bala Ke Lesedi means Reading and Light.

Botswana National Library Services in the course of fulfilling its mandate tries to lighten up the nation through provision of library services. This is done through a network of public, educational and special libraries. Botswana National Library Services is one of the most centralised library systems in the world. Apart from the University library and its two colleges of Agriculture and Engineering, Botswana National Library Services has technically responsibility for all government libraries. But its readership base is not very big. Its book stock in the entire network is approximately 400,000, with about 280 0761 of which is in the system.

The Situation in Botswana

Issak's report (Issak, 2000) paints the following picture from Botswana:
• Inability to meet high demand for services,
• Shortage of qualified staff
• Insufficient physical space, populations having outgrown the libraries
• Limited facilities for using modern technology
• Need for specialised training for the division catering for people with mental and physical challenges
• Need for co-operation with stakeholders

Possible Impact of Revitalisation

The revitalisation will broaden the BNLS readership and membership base and develop institutional capacity to enable the department to provide services more efficiently. And its fledging automation programme could become invigorated, as a result.

Four libraries have been recommended to be as model libraries. These are the public libraries of Gaborone. Francistown, Lobatse, and Serowe. Two of the libraries are in urban centres and two are in big rural villages. They serve highly populated areas; they have adequate current or projected space (earmarked for expansion within the next 2-3 years). Some of the goals set by the BNLS as a result of being a grantee include the following:

- Current Internet access situation of "staff only" will be extended to offer user general public access;
- The general book stock will be expanded in all the branch libraries, but the emphasis will be on the four model libraries;
- Stock evaluation in all branch libraries;
- User needs surveys are supposed to help identify manpower requirements;
- The formulation of a human resources development plan;
- Reviewing the collection development policy;
- The provision of relevant multimedia resources in the model libraries;
- Improvement of service delivery mechanisms for outreach programmes;
- Development of publicity programmes with the production of relevant publicity materials to promote awareness of information resources in the public library system;
- Exploring ways of creating a co-ordinated approach to the development of library services;
- Encouraging the growth of the book industry by formulating a national book policy;
- Promotion of local authorship;
- Promotion of reading;
- Ensuring the provision of relevant reading material;
- Repackaging of information to meet the information needs of communities;
- Exploring ways of redirecting staff training to ensure alignment to community to community information/service needs;
- Encouraging the preservation of indigenous knowledge.

Kenya

Kenya National Library Service (KNLS) was founded in April 1965 but only begun operating in 1967. KNLS has a stock of over 800,000 volumes, 25,000 of which was from the former East African Literature Bureau (possibly indicating the age of this part of the collection) Its membership totals 200, 000. Striving to fulfil its motto: ***Reading Is Knowledge,*** KNLS services include adult reading, children's services, bulk lending as well as reference and referral services. Provision of the services in a widely scattered environment entails usage of all manner of transportation: camels, donkeys, motorised vehicles mobile library trucks, handcarts).

As a grantee of the Carnegie funding, Kenya received USD2,074,400.

A member of its Board (Mr Tom Sitima), at the launching of the Kenyan Carnegie project summarised the major enemies militating against the book industry (and by extension library development in general) as "poverty, ignorance, disease" (Daily Nation (Thursday, May 2, 2002, p20 Supplement). These very bluntly but articulately sum up some of the barriers to development of library services in the region. He also mentioned need for quality children's books combating HIV /AIDS, etc.

Issues that were cited at the Official handing over of the cheque aptly sum up the state of Kenya's libraries and in the same vein enumerate some of the barriers to library development. These are quoted here:

- Lack of national policy
- Outdated legal frameworks
- Low level of ICT utilisation
- Obsolete and inadequate book stock
- Lack of skilled manpower
- A generally inadequately skilled manpower
- Inadequate infrastructure and physical facilities
- Lack of political and general awareness of need and usefulness of library services
- Need to overhaul 5 provincial libraries (Nairobi, Kisumu, Mombasa, Nyeri and Nakura)

Other Challenges that emerged

1. Piracy and disregard for copyright
2. Printing costs
3. Lack of a National Book Policy
4. Lack of intellectual property laws
5. Lack of books in indigenous languages
6. Need to promote a reading culture

What the grant is expected to do in Kenya

The grant is expected to cover the following:

- Upgrading book stock
- Staff training and development
- ICT Equipment training
- Development of Advocacy, public relations and marketing programmes
- Promote the cultivation of a reading culture
- Promote local literature
- Overhaul five provincial existing libraries

South Africa: the Situation

The public library system had been one of the best in Africa. But its service to its populace had been skewered by its political climate. It has also according to Issak (2000) detonated badly. Eight million out of 12 million learners are reported as having no access to any library facility. Significant problems are reported as being:

- Lack of funding
- Low level of awareness of the importance of libraries
- Lack of awareness by politicians as to the importance of libraries
- Low staff morale
- Lack of co-operation with other sectors
- Wastage of resources
- Need to better utilise planned and existing infrastructure
- High telecommunication and postal tariffs

The Five Grantee Library Services in South Africa are:

- The Free State Provincial Library and Information Services
- The City of Johannesburg Library and Information Services
- The Mpumalanga Provincial Library and Information Services
- Northern Cape Provincial Library and Information Services
- Nelson Mandela Metropolitan Library Services

Free State Provincial Library and Information Services

The Free State Provincial Library and Information Services was awarded obtaining a grant of approximately R5,2 million (USD650 000) from the Carnegie Corporation of New York. The funding will be made available over a period of three years. The project runs from July 2001 to June 2004.

The Free State Provincial Library and Information Services has developed a theme for the utilisation of its Carnegie funding. The theme is "Libraries for all" and the growth of a culture of reading and life-long learning. Under that banner the funding is being used among other things for the following:

- expansion of existing services,
- development of an electronic infrastructure and improvement of collections for children and adults,
- the project plans to result in improved literacy levels,
- providing holiday programmes for children and students

Mpumalanga Provincial Library and Information Services

Mpumalanga Provincial Library and Information Services launched of their Carnegie funded programme with the theme: "Building Electronic Bridges". Building Electronic Bridges will supply computers to 89 public libraries and 25 library depots in Mpumalanga and 21 computer workstations, printers and modems for a mobile library and 20 electronic book boxes in rural areas of the Western Region of Mpumalanga where there had previously been no libraries.

As well as providing these items, staff will be trained in their use, and the catalogue of all branch libraries within the system will be transferred to a machine-readable form during the next two years

Northern Cape Provincial Library and Information Services

The focus of the Northern Cape Provincial Library and Information Services is similar to that of the two the Free State and Mpumalanga though its emphasis is on the preservation material in indigenous languages.

They hope the grant will help enhance technology, and train staff to be providers of improved services due to training.

They are to embark on reading programmes, which should create awareness of the importance of reading and promote the development of a reading culture. Good educational, recreational and informational materials are being acquired to promote this development.

City of Johannesburg Library and Information Services

The City of Johannesburg Library and Information Services is focusing on reading development with the theme: "Want to Read". The project aims to reach out to children of Johannesburg who due to history were deprived of opportunities of enjoying reading and benefiting from the development of personal reading culture.

Worthwhile mentioning here is that over a four month period, April to July a remarkable number of children visited the libraries within Johannesburg for various activities and they must have been mostly school children.

It is reported that programmes started in four of the libraries from the week of 9 April i.e. the beginning of the second term. Which resulted in a total of **17 246**-child visits. They are made up of the following:
- **6093** children attended Storytelling and introduction to the library for pre-schoolers and Grades 1-3
- **1240** pre-schoolers and Grades 1-3 came for regular sessions once a week over six or seven weeks
- Reading Enrichment was attended by 633 Grades 4 and 5s regularly for seven weeks
- **108** children attended holiday programmes

Nelson Mandela Metropolitan Library Services

Nelson Mandela Metropolitan Library Services have similar project goals to the City of Johannesburg and will focus on increasing services to children and the under-served, and offering continuing professional development for staff in order to enhance the library services.

Northern Cape Provincial Library Service

The Northern Cape is using Mobile Book Boxes to reach out to school going children in need of reading material for the current South African Outcome Based Education. These boxes are targeted to very disadvantaged areas.

Other programmes for the Northern Cape include ICT development
Report to Carnegie indicated that already the forty libraries that would benefit from the installation of Internet facility have already been identified. (INASP website)

Another project there is the Reading Development Programs. This has to be quoted in its entirety to project impact:

The target group established is **toddlers, pre-primary and primary school children.** A string puppet show entitled "Wusile - the child who loves reading" has already been established. It is mobile and has been recorded on CD in English, Afrikaans, Setswana, and Xhosa. Through [in] story form the puppet show educates children on the proper care and handling of books and also the importance of libraries and reading. In order to nurture a reading culture in this province the responsibility attached to reading has to be emphasised due to the fact that in rural areas a reading culture is almost non-existent. The puppet show will go on tour in the Province during April and May 2002. The areas chosen are those where the Mobile Book Boxes have been implemented. In order to reach larger numbers the Puppet show is in the process of being recorded on Video in Afrikaans, Setswana and Xhosa. The English recording is already been done. Copies of this will be distributed to all libraries for internal programs. This is not for sale to libraries.
(Report to Carnegie INASP WEB SITE)

Workshops

All the grantees have mounted or would be mounting workshops to enhance staff skills.
1. Botswana and Kenya had both run Monitoring and Evaluation workshops. They were fully Carnegie sponsored they were facilitated by Book AID through INASP. They also had workshops that addressed Advocacy and Lobbying. In either case an officer from the other country was invited as facilitator.
2. In Botswana the Botswana Library Association (BLA) in conjunction with INASP organised a *Workshop on Continuing Education: Proactive Library Services for Children, Young People, People with Special Needs and for Adult Basic Education.* The participants included school librarians as well as public special and academic librarians.
3. Six librarians were invited to attend the Strategic Communications Workshop 15 — 18 July 2002, Dar-Es-Salaam, Tanzania.
4. Johannesburg libraries had workshops for Collection development. It produced a list of core books on which orders can be based. The Carnegie project staff are said to have been attending regular and frequent talks on matters relating to reading development and book selection.
5. The Nelson Mandela Public library Services indicated that local specialists would conduct workshops for library staff on topics like storytelling. A promotion is being mounted to address children's services. Its target is three fold: the children themselves (particularly younger children), teachers and parents or caregivers. Contacts will be made with pre-schools and primary schools, and programmes for all three-target groups will be held in the library.

6. The Northern Cape Provincial Library service has been training staff and organising day workshops to strengthen staff capacity. The Northern Cape staff identified the need for a database of training professionals is needed to assist with this process. Some of the requested training needs are being highlighted here, as they will contribute to impacting pupils directly.
    • Computer Literacy,
    • Children programs (puppet shows, story hours),
    • Toy Library,
    • Presenting Literacy classes, Library advocacy, Information Retrieval.

Public Libraries / School Libraries Teamwork

Discussing the issue of Sister Schools, a White House Millennium Project, between public and school libraries in the United States and public and school libraries in other parts of the world a spokesman is reported as saying "Public and school libraries are essential to democratic ideas and freedom of expression. Libraries are local gateways to knowledge, fostering conditions for lifelong learning and cultural development for all, thus strengthening our diverse communities." (http://www.nclis.gov/millennium/descript.html) Public Libraries give many people opportunities for advancement. Where there are no school libraries it is imperative that public libraries take over as much of the role that school libraries would play as possible. For the bridging of the divide libraries and resource centres are the best choice because their very nature makes them the most democratic institutions in the world.

Programmes and Their Possible Effect on School Libraries

It was a pleasant surprise to find out that some of the programmes, which grantee libraries are embarking on or hope to embark on actually target school pupils and other programmes are substitutes for school library provision. A few are highlighted here:

The South African libraries in particular are targeting school pupils:
• The Free State Libraries are providing holiday reading programmes for primary school children and students.
• The Nelson Mandela Library Services have indicated that local specialists would conduct workshops for library staff on topics like storytelling. So that they can effectively mount story telling sessions for their users. Mostly school pupils will attend story-telling sessions.
• They are also mounting a programme targeting the promotion of the library to the children, teachers and parents or caregivers. They hope to make contacts with pre-schools and primary schools to expose them to libraries.
• Botswana, Kenya and South Africa all hope to establish Internet access facilities for users. This should definitely impact schools. The Carnegie Revitalisation programme does not target school libraries but in the public libraries
• They open to every one, every day including weekends and disregard season, (winter or summer they remain open: the freezing primary school pupil should not only find material to read in his language at his level but also have the bonus of a warm and welcoming environment in which to read in the library, should also be able to open up a whole new world to the information thirsty and seeking pupil and bring the world to their community (with books about other worlds, maps, Internet access, e-mail facility, etc.)
• The Northern Cape is using Mobile Book Boxes to reach out very disadvantaged areas' school going children in need of reading material for the current South African Outcome Based Education. These boxes are targeted to
• Other programmes for the Northern Cape include ICT development, in the libraries for all users
• The Reading Development Programs also in the Northern Cape would for the most part be school programmes.

What Could Grantee Libraries Do to Extend Carnegie Benefits to Disadvantaged Schools?

Allow me to dream for the grantee public libraries:
- School in a web project should be networked with grantee public libraries to get the benefit of access to all the holdings of the public library
- Programmes should be drawn in rotation order for disadvantaged pupils to be given every opportunity to muster basic information literacy skills
- They should in conjunction with Senior Schools and Universities around them draw up exposure programmes aimed at de-mystifying the idea of libraries as elitists edifices. They should on rotation basis get every school pupil in schools within a reasonable radius to visit and be exposed to how the libraries work. enjoy handling and reading aloud out of beautifully illustrated children's books.

Bulk lending should be available to every school without libraries, a case of if the mountain is not with Mohammed let Mohammed go to the mountain!

Conclusion

In line with the vision of its founder the Carnegie Corporation's award of several millions of dollars to the grantee libraries discussed here should make indelible imprints on the lives within the communities being served by the grantee libraries. The future of any nation is its children. If they could be exposed, informed and educated a little better than their economic and social circumstances currently destine them for, Carnegie 's dream of enabling man to "erect the structure of an enduring civilisation" would have come a little closer to being realised.

Notes

Useful web sites:
http://www.school.za/
http://www.kzn.school.za/
http://www.nclis.gov/millennium/descript.html
http://www.ntia.doc.gov/opadhome/digitalnation/index.html

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