

**THE DEPARTMENT OF INFORMATION STUDIES, UNIVERSITY OF NATAL:
ITS ROLE IN EDUCATION FOR LIBRARIANSHIP
IN SOUTH AFRICA, 1973-1994.**

FIONA RUTH BELL

**Submitted in partial fulfilment of the requirements for the degree of
Master of Information Studies in the Department of Information Studies,
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DECLARATION OF ORIGINALITY

The author hereby declares that the contents of this dissertation, unless specifically indicated to the contrary, are her own and that the thesis has not been submitted simultaneously, or at any other time, for another degree.

A handwritten signature in cursive script that reads "Fiona Bell". The letters are fluid and connected, with a prominent loop at the end of the word "Bell".

FIONA RUTH BELL

*This thesis is dedicated to my husband Richard and to
my daughters, Heather and Caroline.*

ABSTRACT

This thesis investigates the development of the Department of Information Studies, with the aim of assessing the role it has played in education for librarianship in South Africa from 1973 to 1994, a period of change and transformation in the country. Historical sources, both written and oral, have been traced, analysed, and where possible, verified against other sources, thus using historical method.

The study, the first in-depth research into a library and information studies department in a South African university, was seen as necessary in order that the future development of the Department in question be placed upon as sound a socio-historical basis as possible. A literature review provides the context for the study and the thesis contextualizes education for librarianship within national and international library and information services (LIS) and again within the broader context of the South African socio-political and economic situation of this period. The Department's contribution within the University context is also assessed.

The findings indicate that, in spite of its uneven development during the 1970s and 1980s, the Department has played an important role in LIS in KwaZulu-Natal, in South Africa and, to some extent, in the southern African region as a whole. This role revolves around training LIS practitioners from school library diploma to doctoral levels; producing and publishing research; participating in wider LIS initiatives and contributing nationally to leading education for librarianship.

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LIST OF ACRONYMS AND ABBREVIATIONS

AALISS	Association of African Library and Information Studies Schools
ACTAG	Arts and Culture Task Group
ALA	American Library Association
ALASA	African Library Association of South Africa
ALISER	Association of Library and Information Science Education and Research (Interest group of SAILIS)
ANC	African National Congress
APC	Academic and Planning Committee
APPC	Academic Planning and Policy Committee
ARCIS	Africa Regional Centre for Information Science
ASP	Academic Support Programme
AUDIS	Advanced University Diploma in Information Studies
B.Bibl.	Baccalaureus Bibliothecologiae
B.Mus.	Bachelor of Music
BLS	Bachelor of Library Science
CASIS	Consortium of African Schools of Information Science
CATNIP	Cataloguing Network in Pietermaritzburg
CD ROM	Compact Disc Read Only Memory
CE	Continuing Education
CEPD	Centre for Education Policy Development
CITTE	Conference on Information Technology in Tertiary Education
CLE	Continuing Library Education
CODESA	Conference on a Democratic South Africa

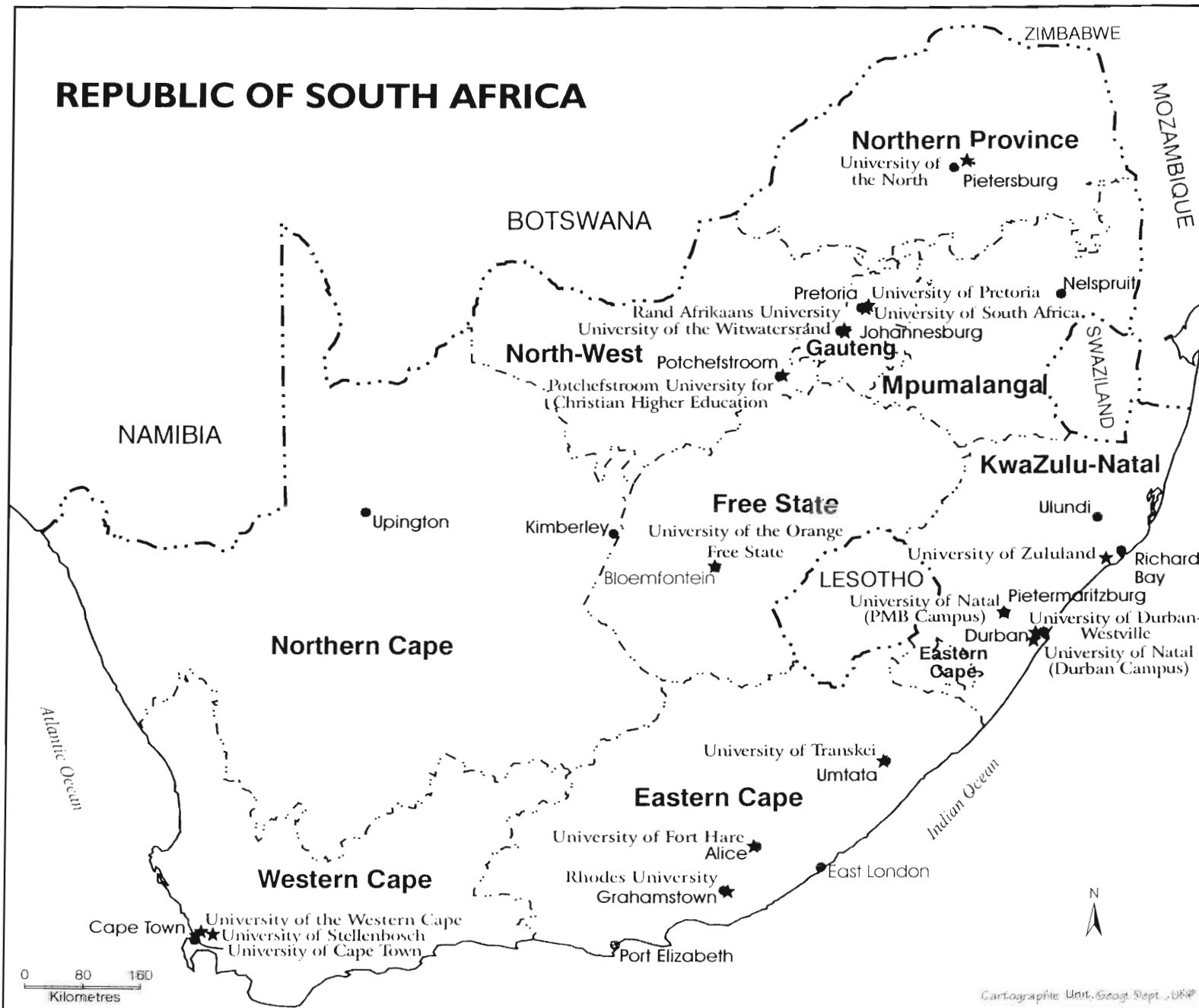
COLIS	Community Library and Information Services
COP	Community Organisations Project
COSAS	Congress of South African Students
CPE	Continuing Professional Education
CRC	Community Resource Centre
CRCTP	Community Resource Centre Training Project
CSD	Centre for Science Development
CUED	Centre for University Education Development
CUP	Committee of University Principals
DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
DET	Department of Education and Training
DNE	Department of National Education
DSE	Deutsche Stiftung für Internationale Entwicklung (German Foundation for International Development)
DSE	Diploma in Specialised Education (School Librarianship)
DSL	Diploma in School Librarianship
EASL	East African School of Librarianship
ECC	End Conscription Campaign
ED	Education Development
EDP	Education Development Programme
ELDS	English Language Development Scheme
ESL	English Second Language
ETQA	Education and Training Quality Assurance

FID	Federation Internationale de Documentation et Information (International Federation for Documentation and Information)
FTE	Full-time Equivalent
GNU	Government of National Unity
GST	General Sales Tax
HBU	Historically Black University
HOD	Head of Department
HOD	House of Delegates
HDI	Historically Disadvantaged Institution
HDLS	Higher Diploma in Library Science
HDU	Historically Disadvantaged University
HSRC	Human Sciences Research Council
HWU	Historically White University
ICA	International Council on Archives
IDRC	International Development Research Centre
IFLA	International Federation of Library Associations and Institutions
IIR	Introduction to Information Retrieval
ISAP	Index to South African Periodicals
IT	Information Technology
LA	Library Association
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services
LISA	Library and Information Science Abstracts
LISDESA	Library and Information Services in Developing South Africa

LIWO	Library and Information Workers' Organisation
M.A.	Master of Arts
M.Bibl.	Magister Bibliothecologiae
MIS	Master of Information Studies
NACLI	National Advisory Council for Libraries and Information
NECC	National Education Co-ordinating Committee
NED	Natal Education Department
NEPI	National Education Policy Investigation
NGO	Non-governmental Organisation
NIWA	Namibian Information Workers' Association
NLAC	National Library Advisory Council
NPA	Natal Provincial Administration
NPLS	Natal Provincial Library Service
NQF	National Qualifications Framework
NUSAS	National Union of South African Students
NVQ	National Vocational Qualification
OBE	Outcomes-based Education
ODA	Overseas Development Agency
PAC	Pan Africanist Congress
Pers. comm.	Personal Communication
PFU	Preparing for University
Ph.D.	Philosophiae Doctor
PRCL	Pietermaritzburg Resource Centre Library
RAU	Rand Afrikaans University

RDP	Reconstruction and Development Programme
READ	Read Educate and Develop
SABINET	South African Bibliographic and Information Network
SACCAWU	South African Commercial, Catering and Allied Workers' Union
SADC	Southern African Development Community
SAILIS	South African Institute for Librarianship and Information Science
SALA	South African Library Association
SAPSE	South African Post-Secondary Education
SAQA	South African Qualifications Authority
SCECSAL	Standing Conference of Eastern, Central and Southern African Librarians
SDI	Selective Dissemination of Information
SERTEC	Certification Council for Technikon Education
SISA	School for Information Studies
SSS	Student Support Services
TESU	Tertiary Education Studies Unit
TRANSLIS	Transforming our Library and Information Services
UCT	University of Cape Town
UDF	United Democratic Front
UDUSA	Union of Democratic University Staff Associations
UDW	University of Durban-Westville
UEDP	University Education Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa

UNITRA	University of Transkei
UNP	University of Natal, Pietermaritzburg
USA	United States of America
UZ	University of Zululand
VCR	Vice-Chancellor's Review
WITS	University of the Witwatersrand
WSSR	Weighted Staff Student Ratio
WWW	World Wide Web



Map showing the distribution of South African universities which offer or have offered education and training for librarianship.

CHAPTER ONE

INTRODUCTION

“The future of library science education is largely a function of its past”.¹

The Department of Information Studies at the University of Natal, Pietermaritzburg, opened its doors to its first students in 1973 as the School of Librarianship. This study examines the first twenty-one years of the Department's existence. The period coincided with a period of transformation in the country and in the universities, which inevitably influenced the Department's development. As Walker has noted, “the socioeconomic and political context of the South African library situation at any given time has often strongly influenced the way in which librarians have perceived the ideal way forward”.²

1.1 Background to the study

The role of the Department of Information Studies, as one of two university departments offering education and training for library and information services (LIS) in KwaZulu-Natal, invites investigation. The closure of the programmes at the University of Durban-Westville in 1988, Rhodes University in 1988 and the University of the Witwatersrand in 1991 means that the Department is one of 13 university departments offering education and training in librarianship in South Africa. Its position on the eastern seaboard, near to the former Transkei, is also significant. For instance, it has worked closely with the Department of Education in the former Transkei in the education and training of librarians for colleges and schools, and still attracts students from this area.

¹ Hurt, C.D. 1992. The future of library science in higher education: a crossroads for library science and librarianship. In: Godden, I.P. ed. *Advances in librarianship*. Vol.16. San Diego: Academic Press: 153.

² Walker, C.M. 1993b. From Carnegie to NEPI: ideals and realities. *Mousaion* II (2): 59.

Since the 1980s the Department has drawn an increasing number of students from outside South Africa. Since 1990 it has attracted many students from the Southern African Development Community (SADC) countries and other African countries. As a result the Department appears to be an appropriately African site for the education and training of African librarians.

In terms of its contribution to the LIS workforce, the Department has a good record. According to Fang, Stueart and Tuamsuk's study,³ the Department compares favourably with other South African LIS departments in terms of student enrolments and the numbers of graduates and diplomates produced annually. During the period 1973 to 1994 the Department trained 546 LIS personnel who were placed in various positions in different types of libraries and information centres. According to an analysis of placements of the Advanced University Diploma in Information Studies (AUDIS) students from 1990 -1993, "30% is employed in the tertiary education sector, 19% in the public library sector, 7% in school libraries, 6% in special libraries and 5% in community resource centres".⁴

Universities have been part of a wider process of transformation in South African education and the Department has played an active role in this process of change. Since 1982 it has admitted black students and has had a reputation for its progressive stance within the University and its support for alternative developments in the LIS sector, as Nalini Dickson's bibliography conveys.⁵

³ Fang, J.R., Stueart, R.D. and Tuamsuk, K. eds. 1995. *World guide to library, archive and information science education*. 2nd rev. and enl. ed. Munchen: Saur: 367-384. [The researcher has found the statistics given in this study to be somewhat unreliable and therefore has not used them extensively in the thesis].

⁴ Stilwell, C. and Vietzen, C. 1995. Improving education for library and information work: the simulated fieldwork *practicum* at the University of Natal. *Education for Information* 13: 25. The reference is to an analysis done by Verbeek in 1994.

⁵ Dickson, N. 1993. An initial bibliography of changing librarianship in a changing South Africa, 1990 - April, 1994. Unpublished B.Bibl. Hons. bibliography. Pietermaritzburg: University of Natal, Department of Information Studies.

Funding for the Department has always come from the University, as the parent institution. In 1973 it received a departmental allocation of R1 210 and in 1994 its budget was R31 000, which included operating, telephone and travel expenses. In spite of severe government subsidy cuts since the 1980s, the University continued funding the Department after the Committee of University Principals' (CUP) Review. The funding of LIS departments remains a problem, as was pointed out by the external Assessor in the 1993 Departmental Review (see section 8.4).

In terms of research productivity the Department has made a considerable contribution to the LIS sector, not only through research generated by staff, but also as a result of the many doctoral and Master's graduates it has produced (see Appendix Two and the website⁶). Some of these theses and dissertations dealt with issues that had been researched within the particular theoretical framework adopted for the study and, as such, can be seen as making a significant contribution to the knowledge-base of the subject area. Examples of theses that have done so are Jacqueline Kalley's Ph.D. thesis, "The effect of apartheid on the provision of public, provincial and community library services in South Africa with particular reference to the Transvaal"⁷ and Christine Stilwell's Ph.D. thesis, "An analysis of staff perceptions of the structure of the provincial library services and their affiliated public libraries in the light of socio-political circumstances, 1990-April 1994".⁸ Other examples include Athol Leach's MIS, "The reading interests of the newly literate urban black adult"⁹

⁶ http://www.unp.ac.za/UNP_Departments/Information_Studies/infs-mai.htm

⁷ Kalley, J.A. 1995. The effect of apartheid on the the provision of public, provincial and community library services in South Africa with particular reference to the Transvaal. Ph.D. Thesis. Pietermaritzburg : University of Natal, Department of Information Studies.

⁸ Stilwell, C. 1995. An analysis of staff perceptions of the structure of the provincial library services and their affiliated public libraries in the light of socio-political circumstances, 1990 - April, 1994. Ph.D. Thesis. Pietermaritzburg: University of Natal, Department of Information Studies.

⁹ Leach, A.B. 1991. The reading interests of the newly literate urban black adult. MIS Thesis. Pietermaritzburg: University of Natal, Department of Information Studies.

and Desiree Lamoral's "South African university libraries: a proactive response to changing circumstances."¹⁰

Many of these theses were also written up as journal articles. The journal articles, conference paper and report literature emanating from the Department include significant papers such as Jennifer Verbeek's "Racially segregated school libraries in KwaZulu/Natal",¹¹ Stilwell's "Community libraries: a viable alternative to the public library in South Africa",¹² Thuli Radebe's "The reading interests of Zulu-speaking Standard Two children in Pietermaritzburg"¹³ and Andrew Kaniki's paper "Virtual digital libraries: whither South African academic libraries?"¹⁴ presented at the Conference on Information Technology in Tertiary Education (CITTE) in Cape Town in 1996.

The planning and policy documents produced by and for the LIS sector during the early 1990s raised challenges for educators and practitioners alike. The National Education Policy Investigation (NEPI) report, in particular, voiced various concerns

¹⁰ Lamoral, D.K. 1994. South African university libraries: a proactive response to changing circumstances. MIS Thesis. Pietermaritzburg: University of Natal, Department of Information Studies.

¹¹ Verbeek, J.A. 1986. Racially segregated school libraries in KwaZulu/Natal. *Journal of Librarianship* 18(1): 23-46.

¹² Stilwell, C. 1991/1992. Community libraries: a viable alternative to the public library in South Africa. *Progressive Librarian* 4: 17-27.

¹³ Radebe, T.E. 1995. The reading interests of Zulu-speaking Standard Two children in Pietermaritzburg. *South African Journal of Library and Information Science* 63(4): 161-172.

¹⁴ Kaniki, A.M. Virtual digital libraries: whither South African academic libraries? Paper presented at the *Conference on Information Technology in Tertiary Education (CITTE) University of Cape Town, 10-12 April*. Cape Town: URL Publication site available from <http://www.uct.za/conference/citte/abstract.htm>

that needed to be addressed by the education and training sector.^{15 16} Added to these are the developments which concern the tertiary education sector generally. For example, the recent formation of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF)¹⁷ currently challenge the Department to repackage itself and its offerings in new ways to meet new needs. The University of Natal is involved in a process of restructuring into cognate disciplines, of forging new alliances and co-operative teaching which offers new opportunities to the Department to participate in a wider process of education and training.¹⁷

It is in the light of these issues, together with the Department's contribution over the years to the LIS workforce within and, more recently, beyond South Africa's borders; its new direction in the 1980s; surviving the rationalisation of the late 1980s; its continued funding and support within the University; its contribution to research and the profession, and the extent to which it has met the challenges of transformation, that this investigation has become necessary. The question to be answered at the end of the thesis is what the Department's role has been in education for librarianship in South Africa. Attempting to establish this role will facilitate efforts to plan for the Department's immediate future as it approaches the late 1990s and the challenges of outcomes-based education (OBE).

¹⁵ National Education Policy Investigation (NEPI). 1992. *Library and information services: report of the NEPI Library and Information Services Research Group, a project of the National Education Co-ordinating Committee*. Cape Town: Oxford University Press/NECC: 79-80.

¹⁶ Dickson, N. 1994. Education and training for library and information services in a changing South Africa. *Innovation* 9: 3-7.

¹⁷ Kaniki, A.M. 1997b. Fitting library and information science education and training into the National Qualifications Framework (NQF) and South African Qualifications Authority (SAQA): issues and prospects. Paper presented at the ALISER session of the SAILIS '97 Conference, University of Durban-Westville, 23 September 1997: 1-17.

¹⁷ Stilwell, C. 1997a. First professional, in-service and continuing education and training: provincial library staff perceptions. *South African Journal of Library and Information Science* 65(4): 207-217.

1.2 Purpose of the study

The purpose of the study is to ascertain the role played by the Department in education for librarianship in South Africa during the period stated. To achieve this purpose, the following objectives were set:

1. to arrive at a contextualised analysis of the historical data relating to the establishment and development of the Department of Information Studies;
2. to establish the role and position of the Department within the University of Natal and the university system in South Africa;
3. to establish the status of the Department within education for librarianship in South Africa and, to some extent, within the African and worldwide contexts;
4. to develop an historical perspective, drawing on issues reflected in the literature, in order to contribute to an understanding of the present situation of the Department and to develop realistic approaches to change¹⁸ in education for librarianship, internationally, in Africa and in South Africa;
5. to identify priorities, strengths and weaknesses of the Department, with a view to recommendations for the future.

To achieve the contextualisation for the study, a literature review relating to education for librarianship was undertaken to assess the South African, African and worldwide situation.

To determine the role of the Department, primary and secondary sources, ranging from university archival records and oral interviews to journal articles, were used to gather historical evidence. With the interpretation of the available data the researcher has attempted to give as accurate an account of the history of the Department as possible. The sources used in the thesis will be discussed in more detail in section 1.7.

¹⁸ Gorman, L. 1997. Historical investigation in information organisations. In: Gorman, G.E. and Clayton, P. *Qualitative research for the information professional: a practical handbook*. London: Library Association: 173.

1.3 Choice of period to be covered by study

The period chosen for the study was 1973 to 1994, for several reasons. The year 1973 saw the establishment of the Department on the Pietermaritzburg campus of the University of Natal. The year 1994 was chosen as the final year of the study as it was the Head of Department (HOD), Weldon Horton's last year as HOD and the year could thus be seen as the end of an era. It was also the year in which the new Government of National Unity (GNU) came to power, in what was regarded as the first truly democratic general election in the country. The year 1994 was seen as a watershed year, a new beginning and the start of 'the new South Africa', which was to bring far-reaching changes in tertiary education, of which education and training for LIS forms a part. Developments which occurred after 1994 are referred to if they are important for indicating the development of an area of endeavour by the Department.

1.4 Justification of the study

In his work, *An introduction to library science*, Pierce Butler wrote that "librarianship, as we know it, can be fully appreciated only through an understanding of its historic origins".¹⁹ Jesse Shera, too, stressed the importance of the study of library history.²⁰ In the same way, it is hoped that this study, by exploring the beginnings and history of a single Department, will contribute to the history of education for librarianship in South Africa.

In the international literature it is common to find histories of libraries and slightly less common to find documented histories of library schools. In the African context there are relatively few histories of library schools. Studies which have been traced are Wendy Simmons' history of the Department of Library and Information Studies

¹⁹ Butler, P. 1961. *An introduction to library science*. Chicago, Illinois: University of Chicago Press: 81.

²⁰ Shera, J.H. 1952. On the value of library history. *Library Quarterly* 22: 240-251.

at the University of Botswana²¹ and Diana Rosenberg's study of the library school at Moi University in Kenya.²² In South Africa there have been very few studies of the history of library schools. One example of the history of a single school is Dorothy Ivey's paper on the history of the University of Cape Town's School of Librarianship, written on the occasion of its fiftieth anniversary in 1989.²³

Comparative studies traced in the literature have been in the form of surveys on library schools undertaken in a particular year, such as Fouche, Roux and Thirion's in 1980,²⁴ Pieter van Brakel's in 1992²⁵ and Fang, Stueart and Tuamsuk's study in 1994.²⁶ Other surveys have investigated specific aspects, such as LIS education and training for information provision to rural communities.²⁷ These were not longitudinal studies, that is, undertaken over a period of time and repeated after an interval. As a result, they did not reflect the progress or development of library schools and there was no contextual assessment of their contribution to education for librarianship. The present study, to the researcher's knowledge, is the first of its kind in South

²¹ Simmons, W. 1991. A history of the University of Botswana Department of Library and Information Studies. *Journal of Education for Library and Information Science* 32: 135-137.

²² Rosenberg, D. 1989. Curriculum content in the information sciences: what does Kenya need? *Information Trends: News Magazine* 2(3): 106-116.

²³ Ivey, D. 1989. School of Librarianship of the University of Cape Town, 1939 to 1988: overview. *South African Journal of Library and Information Science* 57(3): 284-296.

²⁴ Fouche, B., Roux, P.J.A. and Thirion, N. 1980. *Survey of institutions providing professional training in library and information science and of full-time tutors and researchers in library and information science in the Republic of South Africa in 1979*. Potchefstroom: SAILIS.

²⁵ Van Brakel, P.A. 1992. Aspects regarding the educational structure of LIS training at South African universities. *South African Journal of Library and Information Science* 60(3): 188-193.

²⁶ Fang, Stueart and Tuamsuk eds., 1994: 367-384.

²⁷ Kaniki, A.M. 1995. Library and information science education and training for information provision to rural communities in South Africa. *Quarterly Bulletin of the International Association of Agricultural Information Specialists* 40(1): 21-29.

Africa, because it is a contextualised study and one which, while not strictly a longitudinal study, aims to examine and assess the role of a particular LIS department over a period of time.

The position of the researcher within the Department, as a student, a part-time lecturer from 1984 to 1993 and finally as a full-time lecturer from 1994, is significant. It can be seen as an advantage in that the researcher's interest lay in the field of study, as a professional and as a participant in the history of the Department. The disadvantage of the researcher's position with respect to objectivity and bias will be discussed below, in section 1.5.

Historical research should not be undertaken if there is insufficient historical data to support it. The researcher, as a member of staff, was able to ascertain the existence of primary and secondary sources and gain access to them to ensure the feasibility of the study. Therefore, with regard to the availability of data, this study was feasible.

By establishing an historical record of the first twenty-one years of the history of the Department, the thesis lays the foundation to investigate the Department's role in education for librarianship in South Africa.

1.5 Research methodology

The historical research method was used for the study. The purpose of historical research is "to discover new knowledge or to clarify, correct or expand existing knowledge",²⁸ which should lead to an increased understanding of the present and facilitate anticipation of future trends.²⁹ The present study aims to document the history of the Department accurately by recording both known facts and previously unknown information. The factual base is used to interpret the present status and

²⁸ Gay, L.R. 1981. *Educational research: competencies for analysis and application*. 2nd ed. Columbus: Merrill: 147.

²⁹ Gay, 1981: 146.

position of the Department, and allow for recommendations for its future direction to be made.

Although there is much debate as to how scientific the historical method is, the researcher should “apply scientific objectivity in attempting to determine exactly what did happen in the past”.³⁰ Felix Reichmann emphasized the scientific basis of history when he stated that

The work of the historian is a complex intellectual activity. He collects his primary data with scientific care and precision. The vestiges of the past must be examined and authenticated, and classified by systematic methods and scrupulously weighed. All the techniques of modern science as far as applicable are put to the use of the historian.³¹

L.R. Gay stressed that “the historical researcher's task is to objectively evaluate and weigh all evidence in arriving at the most tenable conclusion”.³² With the available data the researcher set out to achieve this objectivity in the study.

According to Lyn Gorman, the process of historical research is conducted in four phases:

1. identifying and locating relevant sources
2. studying these sources
3. interpreting the evidence found in the sources
4. communicating the interpretation in written form.³³

Before a researcher embarks on the first phase of the research process, Gorman maintains that the researcher “needs to be aware of two distinctions concerning

³⁰ Gay, 1981: 146.

³¹ Reichmann, F. 1964. Historical research in library service. *Library Trends*. 13: 33.

³² Gay, 1981: 147.

³³ Gorman, L. 1997. In: Gorman and Clayton: 162.

historical source material".³⁴ The first distinction is the existence of primary and secondary sources (which will be discussed further in section 1.7). The second distinction involves the nature of the evidence obtained from the sources. Evidence can be divided into two types. Consciously transmitted evidence contains information which was intentionally recorded to convey information to others. Examples are diaries, letters, memoirs and taped interviews. The creator of the source has had the opportunity to select, "analyse, interpret, or judge the information".³⁵ The researcher needs to be careful in testing the reliability of this type of information. Using an example from the thesis, a letter written by Alma Kriek³⁶ to the researcher describing the events which led up to the establishment of the Diploma in Specialised Education (DSE) for school librarians which took place prior to 1983, was consciously transmitted evidence. The content of the letter had been "chosen" by the writer for various reasons. Pertinent information might have been left out. Kriek's letter is an hypothetical example of the type of problem which a researcher might experience.

Unconsciously transmitted evidence "is contained in records which were kept primarily for reference or other non-historical purposes".³⁷ This evidence would include items such as artifacts, as well as business, commercial or financial data.³⁸ Personal notes written by the Head of Department to himself, before making a speech to the professional association, are an example from the thesis of unconsciously transmitted evidence. This unpremeditated type of source is often regarded as more valuable to the researcher, who may be able to read between the

³⁴ Gorman, L. 1997. In: Gorman and Clayton: 162.

³⁵ Busha, C.H. and Harter, S.P. 1980. *Research methods in librarianship: techniques and interpretation*. New York: Academic Press: 107.

³⁶ Kriek, A.B. 1995. Letter to Fiona Bell. 22 August.

³⁷ Busha and Harter, 1980: 107.

³⁸ Busha and Harter, 1980: 107.

lines to “gain valuable information on prevailing attitudes or assumptions or on the underlying structures or frameworks within which these events occurred”.³⁹

Although a researcher is never able to collect a complete set of sources, Gorman stresses how important it is to gather as many relevant sources as possible, to avoid the necessity of filling gaps. A large variety of sources “enables cross-checking to establish the reliability of individual sources” and means that the researcher is able to “give due weight to competing viewpoints or multiple perspectives and develop a more finely textured understanding of the complexity of the past”.⁴⁰ From her position within the Department the researcher was able to identify and locate historical sources pertinent to the study.

The second step in the process involves studying the sources. The application of the critical method was used in the evaluation of data. The data were reviewed to determine their external or internal evidence, or whether it could be said that they were subjected to external and internal criticism.

External criticism is concerned with the authenticity of a source. The main question to be asked is, “Is it genuine?”⁴¹ In other words, its validity as a primary source needs to be confirmed. The researcher has to be satisfied with its origins, when it was written, who wrote the document and under what circumstances, for example. External criticism of a document is of crucial importance to the credibility of the research. However, the present researcher did not encounter problems with determining the authenticity of sources as it was a study of recent events where individuals could provide first-hand verification of documents and more than one source was available. Occasionally an undated document caused doubts as to its

³⁹ Gorman, L. 1997. In: Gorman and Clayton: 163.

⁴⁰ Gorman, L. 1997. In: Gorman and Clayton: 164.

⁴¹ Leedy, P.D., ed. 1997. *Practical research: planning and design*. Upper Saddle River, N.J.: Merrill: 174.

exact time of distribution. In such cases an estimated date is given in square brackets.

Internal criticism is a process of judging or interpreting the contents of a document. Authors traced in the literature differed as to what exactly internal criticism was. This varied from the "establishment of accuracy",⁴² "the process used to judge the value of a document's contents"⁴³ to the question of "meaning".⁴⁴ Gay describes four factors which can be used in assessing the accuracy of documents. Firstly, the researcher should be able to determine the competence of the author and whether or not the author was in a position to be knowledgeable about the event. Secondly, the time delay between the event's occurrence and the recording of the facts must be taken into account. Thirdly, the author's bias and motives should be examined, especially in the case of intentionally transmitted information. Lastly, comparison of sources must take place to determine the degree of agreement and establish the consistency of data.⁴⁵ The researcher attempted to be constantly aware of the aforementioned factors in the search for reliable evidence. Using the example of Kriek's letter once more, this source was checked against the oral evidence of a further two staff members,^{46 47} an article on the new DSE course in *Natal University News*⁴⁸ and in the minutes of Faculty Board meetings.⁴⁹

⁴² Gay, 1981: 150.

⁴³ Busha and Harter, 1980: 108.

⁴⁴ Leedy, 1997: 175.

⁴⁵ Gay, 1981: 150.

⁴⁶ Verbeek, J.A. 1995. Pers. comm. University of Natal, Pietermaritzburg. November.

⁴⁷ Stilwell, C. 1997b. Pers. comm. University of Natal, Pietermaritzburg. July.

⁴⁸ Pursuit of excellence for a common purpose. 1984/1985. *Natal University News* 24: 16-18.

⁴⁹ See University of Natal. Board of the Faculty of Arts. 1982, and University of Natal. Board of the Faculty of Education, 1982, 1983.

P.D. Leedy maintains that, when considering documents or statements, the researcher should attempt to ascertain exactly what the author was trying to convey and “what inferences or interpretations could be extracted from the words”.⁵⁰ He believes that the prime concern of internal criticism is the question “What do the words mean?”⁵¹

The historical researcher has to be aware of the dimensions of historical time and historical space which are important in the interpretation of historical data. A chronological listing of historical events should be studied “in terms of its time orientation and relationships”.⁵² If a chronological time-line is used, the series of events take on new meaning as the “dynamics of history” become apparent and “rhythms” may also appear on the time line.⁵³ The present researcher gained increased insight into the relationships between events in the time frame of the thesis period, 1973 to 1994, by superimposing multiple time line scales on each other or arranging them in a slide rule fashion. One set of chronological data related to the Department, another set to the University of Natal, another to LIS in South Africa and another to the social, political and economic events of the country.

In the interpretation of historical data, the spatial dimension or historical space is as important as historical time. The significance of the geographical location of an event or an institution should not be underestimated. The inclusion of a map in the thesis shows the distribution of South African universities which offer or have offered education and training for librarianship and shows the position of the Department on the eastern seaboard of South Africa (see p. xix).

Once the researcher has collected the data, the important process of selection and interpretation must take place. The researcher will try “to understand why events

⁵⁰ Leedy, 1997: 175.

⁵¹ Leedy, 1997: 175.

⁵² Leedy, 1997: 176.

⁵³ Leedy, 1997: 176.

occurred and what their consequences were"⁵⁴ and therefore to establish "causative relationships".⁵⁵ This process will involve an attempt "to bring some order to events, to prioritize some over others, to establish linkages among them, to explain how and why things happened and what their outcomes were".⁵⁶ As with any other type of research method, Leedy maintains that "the heart of the historical method is not the accumulation of the facts, but rather the interpretation of the facts".⁵⁷

For the interpretation of evidence Gorman believes a researcher needs a number of skills. Among these are the ability to show relationships between past events, the powers of abstraction, conceptualization and synthesis. Imagination is required to fill any gaps left by incomplete and fragmentary sources. Empathy enables the researcher to look at events or issues from the perspectives of the people living at the time. A knowledge of human nature and intuition are vital to give insight into human mentality and motivation in history. Self-awareness is critical to understanding how the researcher's own values, perceptions and priorities might affect the judgements he or she makes. Finally, the researcher needs to be able to convey the results logically in a written historical narrative.⁵⁸ The present researcher believes that as a participant in some of the Department's history and a contemporary of many of the role players, she was probably more likely to possess these skills than other researchers might be.

It is, however, important that bias on the part of the researcher is avoided. A number of methods were used to counteract bias. A wide variety of source material was used and the validity of the sources was checked against other sources. Primary sources were preferred to secondary sources so as to provide reliable, first-hand

⁵⁴ Gorman, L. 1997. In: Gorman and Clayton: 169.

⁵⁵ Gorman, L. 1997. In: Gorman and Clayton: 169.

⁵⁶ Gorman, L. 1997. In: Gorman and Clayton: 170.

⁵⁷ Leedy, 1997: 173.

⁵⁸ Gorman, L. 1997. In: Gorman and Clayton: 170.

information. The study also relies, to a large extent, on the oral evidence of participants to verify other sources of information. These counter-checks were important to ensure that the researcher did not present a subjective or biased interpretation of the data.

The writing of the historical narrative constitutes the fourth and final phase of the research process. The historical researcher attempts to combine the narrative, or chronological approach, with analysis, or an approach by topic or theme. The balance achieved between these two approaches will determine the success of the writing. The present study was based on a chronological framework, but a thematic approach was adopted within this framework. This approach allowed for interpretation of the evidence to reflect underlying patterns and trends. A narrative account was appropriate to show the establishment and development of the Department. This account was separated into particular periods of time considered meaningful in the light of the evidence. However, a history has to do more than narrate a series of events. In this study, for example, the underlying motivations for the establishment of the Department are examined, the reasons for certain developments, such as the introduction of higher degrees, are sought; the impact of individual personalities is assessed; the “broader institutional pressures”⁵⁹ of the University are taken into account; the impact of changes in the political and social sphere, such as the struggle against apartheid and the changes in tertiary education, are considered. The identification of turning points and their causes are highlighted. For instance, what caused the change of direction in the Department in the mid-1980s? The study highlights what were seen as the most important influences on it during this particular period of time. It also attempts to explain “gradual transformations”⁶⁰ such as the changing composition of the student body at the University of Natal.

⁵⁹ Gorman, L. 1997. In: Gorman and Clayton: 172.

⁶⁰ Gorman, L. 1997. In: Gorman and Clayton: 172.

Therefore, as Gorman explains, “interwoven with the narrative of events there should be an analysis which reveals the historian's perception of the significance and relationship of events, of the nature of causation in the working of the institution, of the impact or consequences of change”.⁶¹ Gorman goes on to emphasize that the analysis should also locate the subject (in this case the Department) “not only within its own larger institutional context but also within the wider national (or even international) context”.⁶² It is this contextualisation which is seen as one of the important aims of the thesis.

Using Gorman's four phases in the process of historical research, the present researcher attempted to proceed methodically through the requirements of the process, from the identification of potential sources to the writing of the historical narrative.

1.5.1 Method of referring to sources

The method of using footnotes for references, instead of in-text citations, was chosen for the thesis for two reasons. The method would prevent many of the very lengthy references to university archival material from breaking up the text and making it difficult to read. It is also accepted as common practice within historical research.⁶³ However, the method chosen by the researcher is not strictly a conventional method. The relevant references appear in the footnotes at the base of every page, thus giving the reader immediate insight into and details of the source. The first time a source is cited, it appears in full. Thereafter the reference appears in a shortened but recognisable form, including author, date and page number, for referral to the list of references at the end of the thesis. References to University of Natal documents, which are primary sources and difficult to abbreviate, are always given in full in the footnotes.

⁶¹ Gorman, L. 1997. In: Gorman and Clayton: 172.

⁶² Gorman, L. 1997. In: Gorman and Clayton: 172.

⁶³ Edgecombe, R. 1996. Pers. comm. University of Natal. Pietermaritzburg. June.

Published and unpublished documents relating to the University and the Department are recorded in the list of references. Published sources are listed as author/date entries and unpublished sources are arranged alphabetically by the second element of the entry, for example, "University of Natal. Board of the Faculty of Arts. Minutes." files before "University of Natal. Council. Minutes." Author/date entries to these University of Natal sources list before unpublished sources.

At the first mention of an individual's name in the text, it is given in full if it is known or only the initials are given if that is how they were commonly known. Subsequent references to an individual are by surname only.

1.6 Scope and limitations of the study

While the issue of comparison of other LIS departments in South Africa was regarded as relevant, the task of a large-scale comparative analysis lay beyond the scope of this thesis. The focus of the thesis was the role of the Department of Information Studies at the University of Natal and in education for librarianship in South Africa. A recommendation for a large-scale comparative study to compare the role of the Department with those of other library schools in South Africa is made in section 10.3.

Because the focus of the study is a university LIS department, the researcher chose to concentrate her discussion on universities. For this reason the education and training offered by the technikons in South Africa since the 1980s is not discussed. Furthermore, until recently technikons were concerned with the training of para-professional library workers only.

1.7 Sources used for the study

The research for the study was undertaken *in situ*, that is on the campus where the Department's history took place. This facilitated the task of the researcher with regard to the availability of source material, as primary and secondary sources were

easily accessible and many of the people who could provide first-hand information on the Department were still in the vicinity.

Secondary sources were used for the review of the relevant literature on worldwide, African and South African education for librarianship. The University Library has developed the Cataloguing Network in Pietermaritzburg (CATNIP) and its catalogue, which includes many libraries in the Pietermaritzburg region, provided access to adequate source material. Encyclopaedias of library and information science were used for background reading and other reference works helped in providing definitions of terms used in the study.

Key sources for the provision of a valuable contextual framework for the thesis were Gerald Bramley's *World trends in library education*⁶⁴ and the 1994 bibliography by Ann Woodsworth *et al.*, *The future of education for librarianship: looking forward from the past*.⁶⁵ Useful information was found in the published papers presented at the International Conference on Library and Information Science Education held in Taiwan in 1985⁶⁶ and in articles from the Winter 1986 issue of *Library Trends*, which celebrated 100 years of education for librarianship. For the South African context the

⁶⁴ Bramley, G. 1975. *World trends in library education*. London: Bingley.

⁶⁵ Woodsworth, A. *et al.* 1994. *The future of education for librarianship: looking forward from the past*. Washington, D.C.: Council on Library Resources.

⁶⁶ Hu, J.S.C. ed. 1986. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taipei: National Taiwan University, Department and Graduate Institute of Library Science.

researcher relied heavily on Jeanne Kesting,⁶⁷ Loree Taylor⁶⁸ and S. I. Malan⁶⁹ for early developments.

The Subject Librarian for Information Studies at the University Library in Pietermaritzburg assisted the researcher in her computerized literature searches using *Library Literature* on Compact Disc Read Only Memory (CD ROM), databases accessible through South African Bibliographic and Information Network (SABINET) and other databases. She also alerted the researcher to other pertinent references by means of an SDI service. Most of the periodical literature needed was obtainable in the University Library and the researcher found that it was not necessary to use inter-library loan to any great extent. A copy of a chapter from a monograph was received from the University of South Africa (UNISA) library. The literature review confirmed that nothing specifically concerning the Department's history had been published.

The publications and newsletters of institutions, organisations and associations were found to be appropriate as sources. *LIWOLET*, the newsletter of Library and Information Workers' Organisation (LIWO), University publications, such as *NU Digest*, *Natal University News*, *NU Focus*, *Education Development Update* from the Tertiary Education Studies Unit (TESU), *Library Bulletin*, and even the occasional Departmental newsletter issued to its alumni were consulted.

In a study of this nature the researcher was aware that primary sources were essential for the reliable evidence on which the thesis would be based. The Department of Information Studies was the obvious location of important Departmental records, such as the minutes of meetings and review files, to which,

⁶⁷ Kesting, J.G. 1980. South Africa, libraries in the Republic of. In: Kent, A. and Lancour, H. eds. 1968- *Encyclopedia of library and information science*. New York: Dekker. Vol. 28: 129-259.

⁶⁸ Taylor, L.E. 1967. *South African libraries*. London: Bingley.

⁶⁹ Malan, S.I. 1973. Library and information science: educational issues. *Mousaion* II(1): 1-145.

as a member of staff, the researcher had easy access. Other members of staff advised the researcher as to the existence of other documents within the Department. Even the annual Departmental photographs of staff and students were used to verify information. All sources emanating from the Department of Library Science or the Department of Information Studies can be located in the filing system of the Department under the relevant heading for the file.

The Departmental Review files of 1988 and 1993 proved to be excellent sources of information, as they contained data concerning the Department which had been collected, summarised and presented in an organised way. Although this was information which was already processed and written "with intent", it was written by the role players, had to be based on fact and had been under the scrutiny of the Faculty. Departmental Reviews such as these present a unique opportunity for the researcher to assess the Department's role in various spheres at a particular time. So much material and information is gathered together and numerous views and opinions are expressed that at the end of a review process a number of deductions can be accurately made and comparisons drawn. This leads the researcher to a very clear assessment of the Department's role, not only within the University and the local community but also within the wider context of the LIS sector of South Africa. The 1993 Review was particularly relevant as it was the year before the end of the thesis period and documented many of the changes which had taken place in the 1990s.

The Review Report of the Committee of University Principals (CUP)⁷⁰ was another vital source of information. It documented the situation in education for librarianship in South Africa in 1990 and was in many ways the catalyst which determined the growth and development of the Department through the 1990s.

The University of Natal Archives was another important repository of documents which contained the bulk of the primary source material relating to the Department,

⁷⁰ Committee of University Principals (CUP). 1990. Review of librarianship: final report. [Unpublished document]. [S. L.]: CUP.

minutes of the Faculty Boards, the Council and Senate of the University. This is reported on mainly in Chapters Three and Four. Permission was granted by the University authorities for the researcher to have access to all archival material housed in the archives. Verbeek, now a retired staff member of 21 years standing and with an MA in history, advised the researcher as to which categories of archival documents were likely to contain relevant information. The archivist and her assistant were able to give useful advice in the search for particular documents. Faculty of Arts Board minutes from 1968-1972 were not housed in the University Archives and the researcher examined these records in the Faculty of Arts offices on the Durban campus.

The minutes of meetings would often refer to other committees or documents which led the researcher on to other sources. The annual reports of the Vice-Chancellor were good indicators of the status and progress of the University as a whole. During the early period, covered by Chapter Three, while the Department was still in the planning stages, the University librarian was very involved in the process. This led the researcher to information contained in the Joint Library Committee minutes, the Pietermaritzburg Library Committee minutes and the *Library Bulletins*.

Published and unpublished sources relating to the University of Natal can be located in the University Archives on the Pietermaritzburg campus and traced in the catalogue of the University Library or the filing system of the Archives.

Another important source of primary material was the personal document collection of Stilwell. Her records of particular projects such as the Community Resource Centre Training Project (CRCTP) and the progress of the NEPI research project, which included the minutes of meetings, provided first-hand accounts which were particularly useful. Other primary source material was a number of personal files in the Department which belonged to Mornet, especially useful for the 1970s, for which other Departmental records are no longer in existence.

The researcher referred to several theses for information. Stilwell's Ph.D. thesis was relied upon for background information on the South African LIS situation and the planning and policy documents of the 1990s.⁷¹ This was particularly useful for Chapter Two. Lamoral's thesis provided important information on transformation in South African universities against the background of changes in education in general.⁷² The theses of Shah and Mackie were referred to for additional information on the history of the University of Natal.^{73 74}

Papers emanating from conferences and workshops proved particularly useful. The Info Africa Nova Conferences held in 1992 and 1993 were a new development of the 1990s. These conferences reflected a trend towards Africanisation, with the emphasis on information for development. These and other conference papers used were important because they represented the collective thought and priorities of the LIS sector at that time.

Source material was often found in unexpected places. The Subject Librarian for Information Studies has collected all material relating to LIWO. This collection has become known as the LIWO archive and was used for research. Stored display material used at the 1996 LIWO conference was also particularly helpful because of its chronological treatment of LIS events.

The official Website of the Department was used for checking information and alerting the researcher to the latest information concerning Departmental publications. This Website was set up in 1998.

⁷¹ Stilwell, 1995.

⁷² Lamoral, 1994.

⁷³ Shah, T.D. 1995. An investigation into the *raison d'être* of the autonomous libraries on the Howard College campus of the University of Natal, Durban. MIS Thesis. University of Natal, Department of Information Studies.

⁷⁴ Mackie, R.D.A. 1995. An analysis of policy development within the Centre for Adult Education at the University of Natal (1971-1991) M.Ed. Thesis. Cape Town: University of Cape Town, Faculty of Education.

Oral history is one form of historical research which is often relevant to research on libraries and information services. Because this study was one of recent past events, it was particularly relevant as “the testimony of participants with first-hand experience”⁷⁵ could be used. Past and present staff members and students, as well as other appropriate people in the field, were interviewed. The researcher used taped interviews as the means of obtaining oral testimony.

Oral testimony drew attention to aspects “whose importance was not apparent in written sources”.⁷⁶ It was also able to “convey a feeling for the mood or atmosphere of the time,” by filling out “written accounts of institutional processes with subjective assessments relating to motivation, relationships, the implementation of written policies, etc.”.⁷⁷ The fact that the researcher had access to many of the original role players was an added advantage, as it gave verification of the record, corrected perspectives and, in many cases, the role player's accounts of events provided additional, previously undocumented, information, or supplemented written records. The role players interviewed were willing co-operators and were generous in giving of their time. Certain interviewees also gave the researcher leads to further documentation. An added advantage was the frankness of the interviews because the researcher was an “insider” and was known to most of the individuals interviewed.

The selection of individuals for interview was not done on a random sample basis but rather on the significance of their role in the Department's history. All present staff members were interviewed and as many past staff members as were in the local vicinity. The founding Head of Department was interviewed in Pretoria. Other key figures were chosen for their known participation in, or knowledge of, the Department. These included University Librarians, the Vice-Principal of the University of Natal at the time of the establishment of the Department, and the Head

⁷⁵ Gorman, L. 1997. In: Gorman and Clayton: 167.

⁷⁶ Gorman, L. 1997. In: Gorman and Clayton: 168.

⁷⁷ Gorman, L. 1997. In: Gorman and Clayton: 168.

of the University's Education Department at the time of the launch of the DSE. Certain former students, such as Dickson and Sally Howes, were interviewed because of their availability to the researcher.

There are problems relating to oral history, including authenticity, reliability and interpretation.⁷⁸ Although memory plays an essential role in oral history and enables the individual to give a first-hand account of events, the researcher must be aware that "memory is never pure".⁷⁹ Memories are often affected by experience, influenced by information from other sources or altered to protect reputations. Memories may also have been distorted or oversimplified because of a change in attitude or values.⁸⁰ Even though this study was concerned with recent events, the present researcher found that the recollections of certain individuals were not as reliable as those of others and required double-checking with other sources. It was also important that the personal experiences of individuals should be situated within a larger context.

Problems relating to the interview situation and interviewing techniques could not be ignored. The approach used by the researcher aimed to put people at ease. Letters were written to interviewees to request an interview, explain the reason for doing so and request permission to use a tape recorder. An outline of the questions to be asked was given to alert the interviewee to what was expected of them. Interviews usually took place in the office or home of the interviewee because this was thought to be less stressful for them. The original questions sent to them were used for the basis of the interview but other information was also forthcoming. Notes were transcribed from the taped interviews and this information was included where pertinent. The recorded tapes are in the possession of the researcher in the Department.

⁷⁸ Gorman, L. 1997. In: Gorman and Clayton: 168.

⁷⁹ Gorman, L. 1997. In: Gorman and Clayton: 168.

⁸⁰ Gorman, L. 1997. In: Gorman and Clayton: 168.

There was a clear imbalance in the depth and availability of sources for the various types of records for the different time periods, resulting in some sections of the thesis being better documented than others. The researcher was hampered in the collection of data relating to Departmental records. Records such as the minutes of Departmental staff meetings or annual reports prior to 1989 were not obtainable. This was as a result of the Department's former practice of not keeping records beyond five years. Since 1989 the Department's own documentation has been better controlled and since 1996 there has been an efficient retrieval system with set retention periods in place.

When dealing with the literature originating from Africa on the subject of education for librarianship, and on the history of African librarianship, there are a number of inconsistencies which can lead to a misrepresentation of the facts. The present researcher found these disconcerting inconsistencies necessitated a greater degree of awareness of the claims or generalizations made. Many writers claim to be dealing with African librarianship as a whole but have used undisclosed parameters. Some are referring to sub-Saharan Africa, some to anglophone Africa and most exclude any discussion of South Africa, without necessarily stating reasons. It is understandable that the academic boycott during the apartheid years, and some of its subsequent effects, caused many writers to exclude South Africa for ideological reasons. Paul Sturges and Richard Neill refer to "the iniquitous system of apartheid"⁸¹ in South Africa. Others such as Lenrie Aina justify its omission by stating that it "does not represent a typical African setting".⁸² The absence of South Africa in the literature has also been attributed to the lack of material obtainable from South Africa during the apartheid years⁸³ and may also have resulted from library acquisition policies in African countries.

⁸¹ Sturges, P. and Neill, J.R. 1990. *The quiet struggle: libraries and information for Africa*. London: Mansell: 2.

⁸² Aina, L.O. 1993. The challenges of the emerging market and the education of information professionals in Africa. *Journal of Librarianship and Information Science* 25(4): 198.

⁸³ Kaniki, A.M. 1998. Pers. comm. University of Natal, Pietermaritzburg. March.

However, the extent to which these factors can be regarded as the cause of this phenomenon is debatable. South Africans were publishing in international journals during the 1980s, South African material was available in the larger library schools overseas, it was available on inter-library loan and it was indexed in *Library Literature* and *Library and Information Science Abstracts* (LISA).

With the changing policies in South Africa after 1990, greater freedom of movement and greater accessibility to the literature, it was expected that this trend in African literature would diminish in order to include valuable research completed in the southern African region. Some writers, such as Anaba Alemna,⁸⁴ in 1994, have quoted from papers written by South Africans but have not, for example, indicated the existence of South African library and information schools in their lists of schools on the continent. These types of omission cause unnecessary imbalances in the history of the subject and may be regarded as a hindrance in the collection of reliable data.

1.8 Definition of terms used in the literature

The purpose of the definitions of terms used in the thesis is to convey the researcher's intended meaning of these terms to the reader of the text. It is important to note that the following definitions are not necessarily comprehensive or exhaustive.

Education for librarianship is the phrase which has been used in the thesis to refer to a wide range of formal education and training for library and information science at the tertiary level. Although the phrase implies traditional librarianship it is intended to encompass the full range of information studies (see definition: p.28). In the context of the study, only education for librarianship undertaken by universities will be referred to.

⁸⁴ Alemna, A.A. 1994. Persistent issues in library and information science education in Africa. *Education for Information* 12: 429-436.

Library education is a commonly used phrase in the literature which sometimes has the same meaning as education for librarianship but may also refer to the orientation and education of library users rather than library and information workers.

Library science - "A generic term for the study of libraries and information units, the role they play in society, their various component routines and processes, and their history and future development".⁸⁵

Information science - "the study of the use of information, its sources and development; usually taken to refer to the role of scientific, industrial and specialized libraries and information units in the handling and dissemination of information".⁸⁶

Information studies - This phrase is used

to denote a broad interdisciplinary paradigm that incorporates any field and its corresponding bodies of theoretical knowledge that pertain to the management of information. The paradigm relates specifically to education, where research and instruction in these information fields come together under one academic unit. The information fields form a coalition to create a new academic scheme, the new school of information studies.⁸⁷

Walters observed this trend as schools of library science, in the late 1980s and 1990s, evolved into schools of library and information science, and some matured further into schools of information studies.⁸⁸ For some schools it was a change in title only and for others the name change signified a completely revised curriculum.

⁸⁵ Prytherch, R. *comp.* 1986. *Harrod's librarian's glossary*. 8th ed. Aldershot: Gower: 387.

⁸⁶ Prytherch, 1986: 321.

⁸⁷ Walters, T.O. 1995. Rediscovering the theoretical base of records management and its implications for graduate education: searching for the new school of information studies. *Journal of Education for Library and Information Science* 36(2): 148.

⁸⁸ Walters, 1995: 148.

Some schools retained the word 'library' in their titles, such as the Department of Library and Information Studies at Loughborough University of Technology. Others dropped the word 'library' altogether, as was the case with the Department of Information Studies at the University of Natal when it changed its name in 1989. Since then the curriculum of the Department has been adapted to incorporate Records and Document Management at the first professional level, an information literacy course for undergraduates and a post-graduate diploma in museology. The Department aims to develop programmes and degrees to meet the educational needs of a variety of information professionals. This approach will foster the development of the interdisciplinary linkages between fields which will coincide with the University's aims in its restructuring process.

Library school - "An expression used loosely to designate schools or departments of information studies and/or librarianship, offering an organised course, or courses, attended by full-time and/or part-time students. It may be a separately managed institution in its own building but is usually a department of an institution for higher education, or a faculty within a university".⁸⁹ For the purpose of this thesis, the term "library school" will generally be used throughout for "schools" or "departments". The term "department" is more commonly used in South Africa and is used when referring to these in the thesis. The Department of Information Studies will be referred to as the "Department".

Programme - "a programme describes a type of qualification, structured for a particular purpose...[it] must lead to a qualification which has an academic or vocational purpose (i.e. it is 'career oriented') or meets 'employment needs' and pays regard to educational outcomes in accordance with the goals for Higher Education".⁹⁰

⁸⁹ Prytherch, 1986: 387.

⁹⁰ South Africa. Department of Education. 1997. A programme for higher education transformation. Education White Paper 3. July, quoted by Kaniki, 1997: 9.

Quality assurance or quality assessment - "the systems and structures used to achieve a quality service; they must be dynamic, so that development is not frozen, and they should take account of the purpose of the organization to avoid simple mechanical checklists".⁹¹ The quality assurance system which has been implemented in South Africa will provide "a framework within which all education and training organisations have the opportunity to develop quality management and also to implement relevant quality assurance and improvement processes suited to the size and nature of their operations".⁹² They will be able "to assess the quality of their performance against relevant standards and gain recognition of their achievements in meeting these standards".⁹³

National Qualifications Framework (NQF) - "...a human resource development system in which there is an integrated approach to education and training which meets the economic and social needs of the country and the development needs of the individual".⁹⁴

The NQF will make it possible "to achieve national qualifications through both formal and informal learning situations".⁹⁵ This will include "different forms of learning such as full-time, part-time, distance learning, work-based learning and life experience" for which credits will be given and registered on the NQF".⁹⁶

⁹¹ Prytherch, 1986: 530.

⁹² Babb, S. 1998. Quality assurance for education and training providers. *People Dynamics* 16(2): 44.

⁹³ Babb, 1998: 44.

⁹⁴ *A National Training Strategy Initiative*. 1994. Quoted by Isaacman, J. 1996. *Understanding the National Qualifications Framework: a guide to lifelong learning*. Johannesburg: IEB and IEC with Heinemann: 6.

⁹⁵ Isaacman, J. 1996. *Understanding the National Qualifications Framework: a guide to lifelong learning*. Johannesburg: IEB and IEC with Heinemann: 6.

⁹⁶ Isaacman, 1996: 6.

South African Qualifications Authority (SAQA) - The SAQA Act (Act 58/1995) was passed on 4 October 1995. This act gives SAQA the power to set up and maintain the NQF. This will be done with the advice of the 29 member SAQA Board. In order for training programmes and their related qualifications to be recognised in future, they will have to meet the requirements of the NQF and be registered with SAQA.⁹⁷

Outcomes-based education (OBE) - "OBE is education which is not planned around certain prescribed subject matter that students 'ought to learn', it is geared instead towards the student being able to show clear signs of having learnt valued skills, knowledge, or attitudes (these are the educational outcomes)".⁹⁸

Continuing education (CE) - Also referred to as continuing professional education (CPE) and continuing library education (CLE). The following definition was developed by six library/information leaders who founded the National Council on Quality Continuing Education for Library/Information/Media Personnel:

Continuing education is a learning process which builds on and updates previously acquired knowledge, skills, and attitudes of the individual. Continuing education comes after the preparatory education necessary for involvement in or with information, library media services. It is usually self-initiated learning in which individuals assume responsibility for their own development and for fulfilling the need to learn. It is broader than staff development which is usually initiated by the organization for the growth of its own human resources.⁹⁹

⁹⁷ Isaacman, 1996: 7.

⁹⁸ Lubisi, C., Parker, B. and Wedekind, V. 1998. *Understanding outcomes-based education: teaching and assessment in South Africa: learning guide*. Cape Town: South African Institute for Distance Education and Oxford University Press: 3.

⁹⁹ Stone, E. 1986. The growth of continuing education. *Library Trends* 34(3): 490.

The following quotation gives an indication of some means whereby CE can be achieved.

Continuing education can be provided by means of formal library school education, seminars, conferences, independent studies, and publications, to supplement the individual practitioner who has limited experience.¹⁰⁰

Resource centre - The following definition of a resource centre, put forward by the Natal Resource Centre Forum in 1992, has become commonly accepted:

A space or building in which human and other resources in a variety of media (e.g. books, journals, newspapers, film, slides, video and audio cassettes, three-dimensional objects, etc.) and equipment (e.g. recorders, cameras, computers, photocopiers, printers, fax machines, etc.) are arranged or made accessible in an appropriate manner for the purpose of empowering people through information dissemination, production, skills and resource sharing. A resource centre incorporates community involvement and participation at all levels. Learning and interaction occur directly with the resources.¹⁰¹

It was later revised to include only non-governmental information services.

1.9 Summary and thesis plan

Chapter One provides an introduction which includes the background, purpose and justification for the study. It also describes the historical method used, the sources used and the definitions of terms found in the thesis. Chapter Two will provide the

¹⁰⁰ Huang, S. 1986. Continuing education and staff development for librarians in the Republic of China. In: Hu, J.S.C. ed. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taipei: National Taiwan University, Department and Graduate Institute of Library Science: 206.

¹⁰¹ Karlsson, J. and Booij, N. 1993. Resource centres in South Africa. *Innovation* 6: 27.

context for the thesis by giving a concise overview of education for librarianship worldwide, in Africa and, more particularly, in South Africa. Chapter Three will describe the need for education and training for librarianship in KwaZulu-Natal, the reasons for choosing the Pietermaritzburg campus as the site and the planning process prior to the opening of the Department and the consolidation which took place in the first years of the Department's existence will be outlined in Chapter Four. Chapter Five will describe the changes of the 1980s in the University's situation which were to have an effect on the Department. During the same time period, the beginnings of the Department's new direction will be explained in Chapter Six. Chapter Seven will provide the background for the early 1990s in the national, University and LIS contexts, and Chapter Eight will examine the details of developments within the Department under a new Head during the same period. The further growth and consolidation which took place will be shown in the evaluation of the 1993 Departmental Review. The role of the Department in education for librarianship in South Africa will be assessed in Chapter Nine and conclusions will be drawn and recommendations proposed in Chapter Ten.

CHAPTER TWO

EDUCATION FOR LIBRARIANSHIP WITH SPECIAL EMPHASIS ON AFRICA AND SOUTH AFRICA - A REVIEW OF THE LITERATURE

2.1 Background to worldwide education for librarianship

Academic education for librarianship was initiated at the University of Gottingen in 1886. A year later, formal education for librarianship was established in the United States of America (USA), when Melvil Dewey opened the doors of his School of Library Economy at Columbia College in New York City, in January 1887.^{1 2} These early beginnings marked the emergence of libraries as important social institutions that needed expert, knowledgeable librarians to run them,³ followed by the rise of librarianship as a profession in its own right. Education for librarianship has grown from training in technique and methods to graduate education being accepted as the accepted requirement for the practice of the profession.⁴ Bramley recognises that "one of the most significant aspects of the evolution of librarianship in the twentieth century has been the emergence of the library schools as a potent factor in shaping new philosophies and new attitudes in the library profession".⁵ The contentious issue of whether or not librarianship possesses the same principles which underlie the practising of other professions⁶ appears to have been laid to rest with the appearance of graduate schools of librarianship throughout the world. The research

¹ Buckland, M.K. 1986. Education for librarianship in the next century. *Library Trends* 34(3): 777.

² Miksa, F.L. 1986. Melvil Dewey: the professional educator and his heirs. *Library Trends* 34(3): 359.

³ Davis, Jr., D.G. 1986. Introduction. *Library Trends* 34(3): 357.

⁴ Woodsworth *et al.* 1994: vii.

⁵ Bramley, 1975: 6.

⁶ Bramley, 1975: 9

activity spurred on by the introduction of doctoral programmes in universities has helped to give librarianship the attributes of a profession. The British and American systems of education for librarianship have exerted great influence on the worldwide situation. Commonwealth countries, such as Australia, South Africa and New Zealand, as well as many other developing countries, have been shaped by this Anglo-American pattern.⁷

The professional library associations in the USA and Britain maintained control of library education in their respective countries, but did so in different ways. The British Library Association (LA) strictly regulated its professional library education “by holding examinations and issuing certificates of competence to the successful candidates”.⁸ With an increase in the number of university-based schools after the Second World War, and with crucial changes in the system of education for librarianship in 1964, “the LA changed from being an examining body in its own right to an agency that recognizes existing qualifications for admission to its Register”.⁹ The American Library Association (ALA) has never been involved with professional examinations, nor has it started any system of certification of librarians, but instituted, instead, a system of inspection or accreditation.¹⁰ It was the landmark Williamson Report, published in 1923, which recommended a number of proposals, most importantly ensuring that education for librarianship was the responsibility of universities and that these schools should be accredited.¹¹ This led to the publication of standards at regular intervals to carry out the accreditation process.

⁷ Bramley, 1975: 7.

⁸ Bramley, 1975: 7.

⁹ Horrocks, N. 1993. Library education: history. In: Wedgeworth, R. ed. *World encyclopedia of library and information services*. 3rd ed. Chicago: American Library Association: 506.

¹⁰ Bramley, 1975: 7-8.

¹¹ Horrocks, 1993. In: Wedgeworth: 504.

Donald Davis noted that “the 1950s through [to] the 1970s was generally a period of great expansion in and exportation of library education¹² as organised programmes and schools were launched in various parts of the world. For instance, “library educators from the United States assisted in launching library schools in Japan, Colombia and Turkey and provided support for many other new programs, as did their European colleagues in other places”.¹³

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has sponsored international seminars and fellowships which have given librarians from developing countries the opportunity to study overseas. It has also given support to the establishment of regional schools in Africa and elsewhere. A new trend is noticeable in the 1990s, where foreign funding agencies are sponsoring students to study in South Africa instead of travelling overseas. The German organisation, Deutscher Akademischer Austauschdienst (DAAD), has provided funding for several East African doctoral students to study in the Department. The International Federation of Library Associations and Institutions (IFLA), too, has intensified its activities in the field of professional education since 1977, initiating a number of challenging projects and “organizing a number of international seminars and workshops on various aspects of education and training”.¹⁴ IFLA has worked closely with the International Federation for Documentation (FID) and the International Council on Archives (ICA) in an attempt to harmonise the education and training of librarians, information scientists and archivists.¹⁵

¹² Davis, Jr., D.G. 1994. Education for librarianship. In: Wiegand, W.A. and Davis Jr., D.G. eds. *Encyclopedia of library history*. New York: Garland: 186.

¹³ Davis, 1994. In: Wiegand and Davis: 186.

¹⁴ Fang, J.R. and Nauta, P. 1991. IFLA's contributions to education for library and information science. *IFLA Journal* 17(3): 229.

¹⁵ Fang and Nauta, 1991: 230.

In the 1960s and 1970s there was a dramatic increase in the number of library schools in the USA as student enrolments grew steadily.¹⁶ *The Conant Report*¹⁷ was a “major study of the role and effectiveness of graduate library education”¹⁸ in the USA in the 1970s. It was “a controversial document which satisfied neither the original sponsors (ALA) nor the subjects of the study (library educators)”.¹⁹ Only published in 1980, it “provided some valuable insights into the practices of schools” and “made some recommendations for the reform of education”.²⁰ During this period, library schools in the USA found themselves in a state of crisis, as twelve accredited Master of Library Science (MLS) programmes were disbanded between 1978 and 1988.²¹ Various reasons have been put forward to explain the situation. Marion Paris referred to an article by Dyer and O'Connor, who declared that this was “brought about by the dual threat of institutional retrenchment, when library schools can be targets for elimination, and by the sharply declining number of students who were seeking the MLS, a 40% drop in the previous eight years”.²² They alleged that the library schools involved were “characterized by poor morale, inability to secure outside funding, and declining university support”.²³ Whatever the exact reasons for

¹⁶ White, H.S. ed. 1986. *Education for professional librarians*. White Plains, N.Y.: Knowledge Industry: 179.

¹⁷ Conant, R.W. 1980. *The Conant report: a study of the education of librarians*. Cambridge, Mass.: MIT Press.

¹⁸ Goldstein, H. 1986. The first professional step: the MLS in library and information science in the United States. In: Hu, J.S.C. ed. 1986. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taipei: National Taiwan University, Department and Graduate Institute of Library Science: 109.

¹⁹ Goldstein, 1986. In: Hu: 109.

²⁰ Goldstein, 1986. In: Hu: 109.

²¹ Paris, M. 1988. *Library school closings: four case studies*. Metuchen, N.J.: Scarecrow Press: 21.

²² Paris, 1988: 25.

²³ Dyer and O'Connor quoted by Paris, 1988: 25.

this phenomenon were, it gave education for librarianship worldwide the opportunity to reassess its aims, priorities and status within the university setting. South Africa experienced a similar situation with the rationalisation recommended by the CUP Review in 1990. As a result of the latter and the lack of support from its university, one library school closed in 1991. The Department emerged from the CUP Review in a stronger position, largely because it had the University's support, a new Head of Department (HOD) and a positive and determined staff.

Education for librarianship has continually struggled to keep up with the dramatic changes which have taken place in the field of librarianship. In fact, many of the changes which were seen as necessary by authors writing early in the twentieth century are still being expressed as necessary today.²⁴

Since the 1970s, libraries throughout the world have adopted various measures to adapt to rapid technological developments that have affected library and information work. These adaptations have resulted in necessary adjustments in library education. The prime responsibility of library educators since 1970 has been "how to modernize the curriculum to meet the need of the information society and to equip students with adequate competencies in order to cope with new advances in technology".²⁵ Of necessity, the curricula of library schools have always responded to the needs of society, "however, no societal impact has been as significant as the information revolution and the machines that have changed every aspect of our world of recorded information and communication".²⁶ Library educators of the 1980s could not ignore the fact that information science, an entirely separate field of study,

²⁴ Woodsworth *et al.* 1994: vii.

²⁵ Hu, J.S.C. 1986. Editor's introduction. In: Hu, J.S.C. *ed. Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985.* Taipei: National Taiwan University, Department and Graduate Institute of Library Science: 1.

²⁶ Grotzinger, L.A. 1986. Curriculum and teaching styles: evolution of teaching patterns. *Library Trends* 34(3): 461.

was developing at a rapid rate. Library schools adapted by modifying their curricula to include information science courses or developed separate degree programmes. As noted in section 1.8 (Information Studies) many schools changed their names and course titles from 'Librarianship' to 'Librarianship and information studies' and during the 1990s "the trend has been to shift the emphasis further to 'Information and Library Studies,' or to remove any mention of librarianship".²⁷

Throughout the twentieth century, library educators have debated the provision and content of a core curriculum. Peter Havard-Williams believed that a core curriculum was the way to achieve a balanced curriculum.²⁸ This debate has inevitably led to the further consideration of general compared with specialized preparation of students. The "frequent and persistent calls for curricula change"²⁹ have been an on-going characteristic of education for librarianship. Woodsworth *et al.* noted that

the often strident nature of the requests for curricular change might be attributed in part to some schools lagging behind the times, but probably is equally due to the unrealistic desires of practitioners to have new graduates meet *their* particular demands at a given point in time.³⁰

The necessity for practical experience to be included as part of the educational experience has remained.

²⁷ Johnson, I. 1997. Peering into the mist and struggling through it - the education and training of the future information professional. *Journal of Librarianship and Information Science* 29(1): 3.

²⁸ Havard-Williams, P. 1986. Library and information education today: from the British point of view. In: Hu, J.S.C. ed. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taipei: National Taiwan University, Department and Graduate Institute of Library Science: 91.

²⁹ Woodsworth *et al.* 1994: vii.

³⁰ Woodsworth *et al.* 1994: vii.

The role of the library school in continuing education has been widely discussed and “it has become accepted as part of the mission of many schools, something which was articulated as a need before the 1980s”.³¹ Perhaps it was an obligation heeded by library schools to retrain members of the profession to cope with the fast-changing demands of the information world.

There have been many persistent issues in education for librarianship which recur over the decades. These include the idea of recruitment of the best students to LIS programmes, “the fear about the isolation of schools of library and information studies on campus and the need for linkages with other disciplines”, the problems of accreditation and standards and “the balance of theoretical versus practical content of programs”.³²

Ian Johnson claims that library educators of the 1990s have been trying “not only to reflect the changes taking place in the profession's knowledge base, but also to keep in step with changes in the job market”.³³ As an example, the growing demand for ‘information managers’ has meant that library schools have been expected to produce

more people with leadership qualities, professionals who cannot only convince corporate managements that information services are essential activities, and that their efforts make a significant contribution to the achievements of the corporate objectives, but also raise their sights and persuade governments that information provision should be a major policy area.³⁴

The challenges facing education for librarianship in the 1990s are demanding ones. Havard-Williams stressed that “we need to teach principles not practice” and drew

³¹ Woodsworth *et al.* 1994: vii.

³² Woodsworth *et al.* 1994: viii.

³³ Johnson, 1997: 4.

³⁴ Johnson, 1997: 5.

attention to the fact that we should be training students to be problem solvers and thinkers and that “within limits it is not so important as to what they study, but how well they study”.³⁵ The great emphasis is for education for librarianship to be relevant and appropriate for today. The need is to “produce a generation of professional leaders who are not only technologically competent, but who can also manage in a fast moving environment”.³⁶ In South Africa it is hoped that the outcomes-based learning and the integrated approach to education and training advocated by the NQF will assist educators in reaching their goals.

2.2 Education for librarianship in anglophone Africa (excluding South Africa)

The reason for excluding South Africa in this section arises from the literature on education for librarianship in anglophone Africa which invariably excludes South Africa. Although criticized by the researcher in section 1.7 it was found necessary to follow the trend in the literature.

It is accepted that “the library and information profession is one of the legacies to Africa from the long historical and cultural links with Great Britain and the West...”.³⁷ It was of significance that the profession was introduced to Africa as part of a “culture of a literate society with a long established book and reading tradition that had been nurtured over centuries....”³⁸ The profession was transplanted into African

³⁵ Havard-Williams, 1986: 92.

³⁶ Johnson, 1997: 7.

³⁷ Kisiedu, C.O. 1994. Improving the market value of the profession: educational requirements. In: Bowden, R. and Wijasuriya, D. eds. *The status, reputation and image of the library and information profession: proceedings of the IFLA pre-session seminar, Delhi, 24-28 August 1992*. Munchen: Saur: 70.

³⁸ Kisiedu, 1994: 70.

societies, which were largely illiterate and which had and still have an oral culture.³⁹

⁴⁰ The consequences of this are still very much part of African librarianship today.

It is difficult to ascertain precisely where and when education for librarianship first started in Africa. Many librarians were first trained through the correspondence courses of Britain's LA. The first university training course in Africa was established in South Africa at the University of Pretoria in 1938, followed the next year by the introduction of a library school at the University of Cape Town.⁴¹ Alemna maintained that "the first academic study in library science was established in 1951 at Cairo University"⁴² and Dorothy Obi described how the first professional training in tropical Africa began with a Carnegie grant which led to a course at Achimota College in Ghana in 1944.⁴³

However, it is UNESCO's Ibadan Seminar, held in 1953, which is regarded as a turning point in the history of African librarianship. Sturges and Neill maintained that the Seminar "provided the framework that would define the structure and character of the library profession as a whole"⁴⁴ and that it provided the impetus for public library development in Africa. More importantly, it "laid the foundations for the education and training of Africa's library personnel".⁴⁵

The Seminar recommended that professional training for leadership positions should be provided. However, some participants believed that more emphasis should be

³⁹ Kisiedu, 1994: 70.

⁴⁰ Bengé, R. 1996. Library provision in Africa 20 years on: a review article. *Journal of Librarianship and Information Science* 28(3): 171.

⁴¹ Ivey, 1989: 285.

⁴² Alemna, 1994: 429.

⁴³ Obi, D. 1991. African librarianship. In: Qureshi, N. ed. *Trends in international librarianship: a festschrift honouring Anis Khurshid*. Karachi: Royal Book: 155.

⁴⁴ Sturges and Neill, 1990: 84.

⁴⁵ Sturges and Neill, 1990: 84.

given to the training of workers for the everyday tasks of librarianship. This conflict of interests was also discussed by Bramley⁴⁶ and considerable debate concerning the levels of training has continued up to the present time. According to Sturges and Neill, a negative effect of the Ibadan Seminar was the categorization of Africa's library personnel into rigid divisions of 'professional' and 'para-professional'. This categorization was inherited from the colonial tradition.⁴⁷ Although para-professionals acquired considerable skills and knowledge in their training, staffing structures frequently restricted them to routine clerical tasks only and their educational background did "not qualify them for the graduate study which is now the accepted norm for entry into the professional ranks".⁴⁸ This inability of para-professionals to transfer their qualifications and to further their educational progress has continued to be an on-going problem in LIS education.

The 1960s and 1970s saw a move towards the establishment of university-based library schools in Africa. Harold Lancour was asked by the Carnegie Corporation to examine the possibilities for library development in West Africa. His wide-ranging report acknowledged the problem of insufficient trained "manpower" and included a number of proposals for the future of library education in the region.⁴⁹ His 1957 survey and report recognised that librarianship in Africa was "developing its own characteristics" and emphasized that "the training, therefore, should be related to the problems and practice which prevail in West Africa, not that in England or elsewhere".⁵⁰ Unfortunately, Lancour's advice was not heeded and it was twenty years later that librarianship in Africa began to move in the direction proposed by Lancour, when his report prompted the Carnegie Corporation to help found the first

⁴⁶ Bramley, 1975: 137.

⁴⁷ Sturges and Neill, 1990: 84.

⁴⁸ Sturges and Neill, 1990: 85.

⁴⁹ Bramley, 1975: 139.

⁵⁰ Lancour, H. 1958. *Libraries in British West Africa*. Urbana, Illinois: University of Illinois Library School: 29.

library school in tropical Africa in 1960 at the University of Ibadan in Nigeria.⁵¹ ⁵² The establishment of other schools followed shortly after this. The East African School of Librarianship (EASL) was established at Makerere University in Kampala in 1963 to meet the training needs of the East African states.⁵³ UNESCO not only helped to set up the EASL but also helped to establish a library school for students from francophone Africa in Dakar, Senegal. Within the first ten years of the founding of the first library school in anglophone Africa (excluding South Africa), the number of schools had risen to six.⁵⁴

It is clear that foreign aid from national and international organisations has been a feature of the development of library and information services in Africa. This contribution has been particularly evident in the education and training of librarians. UNESCO has been instrumental in setting up a number of library schools. British aid has come through the British Council and the Overseas Development Administration (ODA). Other assistance has come from Germany and the Scandinavian countries, as well as from the European Union and the World Bank.⁵⁵ However, writers have warned against a reliance on foreign aid. In speaking of problems facing African librarianship, Kingo Mchombu maintained that “foreign aid by itself may not be the ultimate solution if African willpower is missing”.⁵⁶

In spite of the fact that library schools were being established in Africa from the 1960s, the popular trend for students to study at overseas institutions continued.

⁵¹ Kisiedu, 1994: 71.

⁵² Bramley, 1975: 140.

⁵³ Alemna, 1994: 429-430.

⁵⁴ Aina, L.O. 1994. The characteristics of anglophone library and information science educators in Africa. *Journal of Education for Library and Information Science* 35(2): 99.

⁵⁵ Olden, A. 1995. *Libraries in Africa: pioneers, policies, problems*. Lanham, Md. Scarecrow Press: 21.

⁵⁶ Mchombu, K.J. 1991. Which way African librarianship? *IFLA Journal* 17(1): 28.

The extent to which these overseas programmes were or are able to meet the needs of African professional librarians has been a matter of debate for many years.⁵⁷ There have been numerous criticisms of these programmes because students were “often compelled to take courses which were designed for a totally different information environment”.⁵⁸ Various problems associated with the re-entry of international students to their home library environments have been highlighted by Kaniki.⁵⁹

Although E.E. Kaungamno states that “librarianship would appear to be more highly esteemed in Africa than in some advanced countries,”⁶⁰ others, such as Alemna⁶¹ and Christine Kisiedu,⁶² have found that this is not so, and that there is a particularly low recognition of the profession. Alemna suggested that it was “perhaps the relative recency of professional education in library and information science in Africa”⁶³ which accounted for the low esteem in which it has been held. Coupled with this is the “lack of legal recognition for national library associations in many African countries”.⁶⁴ According to Kisiedu, more serious accusations have led to the poor

⁵⁷ Bearman, T.C. *et al.* 1992. Education of librarians from developing countries. In: Bonta, B.D. and Neal, J.G. eds. *The role of the American academic library in international programs*. Greenwich, Conn.: JAI Press: 117-146.

⁵⁸ Mchombu, 1991: 34.

⁵⁹ Kaniki, A.M. 1992. Re-entry of international students to home library environments. In: Bonta, B.D. and Neal, J.G. eds. *The role of the American academic library in international programs*. Greenwich, Conn: JAI Press: 175-195.

⁶⁰ Kaungamno, E.E. 1985. Patterns of library and information services in some anglophone African countries south of the Sahara. In: Wise, M. *comp. & ed. Aspects of African librarianship: a collection of writings*. London: Mansell: 307.

⁶¹ Alemna, 1994: 430.

⁶² Kisiedu, 1994: 71.

⁶³ Alemna, 1994: 430.

⁶⁴ Suttie, M-L. 1997. Libraries and librarianship in anglophone Africa in the 1990s. In: Line, M. ed. *Librarianship and information work worldwide 1996/7*. London: Bowker-Saur: 291.

image of library and information workers, who “have been described as lacking vision, ineffective, elitist in their service orientation and, worst of all, as a marginalised workforce”.⁶⁵ The status and image of the profession should therefore be recognised as a major problem in education for librarianship in Africa. Certain strategies for enhancing the negative status of academic librarians in Zambia have been postulated by Charles Lungu.⁶⁶

After many countries had gained their independence, libraries in Africa were held in high regard. In Africa's thirst for education, governments funded libraries as institutions able to contribute significantly to reaching the sought-after goal of education. Over the years, however, “governments became disenchanted with libraries' lack of tangible achievement and librarians failed to plead an effective case for the help that might have enabled them to produce better results”.⁶⁷ There was a tendency in the profession to avoid the real issues and the situation deteriorated further. These issues are referred to in a quote by Neill on the following page (footnote 72).

By the 1980s new voices, which called for a re-evaluation of library services on the continent, were heard. It was Ronald Bengé who

recognized that Africa has its own social and cultural values, and took the view that librarianship in Africa should draw inspiration from those values. Bengé's clear perceptions and anti-establishment attitudes provided the impetus for what we will refer to as ‘African librarianship’.⁶⁸

⁶⁵ Kisiedu, 1994: 71.

⁶⁶ Lungu, C.B.M. 1995. Strategy for enhancing the status and image of academic librarians in Africa. *African Journal of Library, Archives and Information Science* 5(2): 173-186.

⁶⁷ Sturges and Neill, 1990: 96.

⁶⁸ Sturges and Neill, 1990: 111.

Benge's views were echoed by Mchombu in his important article 'On the librarianship of poverty'⁶⁹ where he argued that

since the foundations of library work in Africa should be determined by the prevailing social and economic characteristics, then poverty, which was one of the overriding characteristics of the African environment, required the most positive response from Africa's librarians and information workers.⁷⁰

In Africa, with 70% of its population in rural areas, the call seemed imperative for information professionals to go back to grassroots to serve that majority.⁷¹ Neill and others strongly supported this view and argued that there should be a shift in focus to systems which were "less formal, less book-oriented, more locally rooted and more precisely targeted at Africa's real and potential information users".⁷² Education for librarianship has taken a number of years to respond to this new paradigm of library service and it is only in the 1990s that there is real evidence of changes (see Chapter Seven).

The long-standing problem of a shortage of high-level personnel was acknowledged as the cause of "the crisis of access to information"⁷³ in Africa. The 1988 Addis Ababa seminar on Information and Information Policies for Africa outlined the weaknesses of existing training facilities:

Africa-based training opportunities are limited; Those available are oriented towards the traditional information services and institutions; There are no retraining facilities for both professional and paraprofessional personnel.⁷⁴

⁶⁹ Mchombu, K.J. 1982. On the librarianship of poverty. *Libri* 32(3): 241-250.

⁷⁰ Sturges and Neill, 1990: 111-112

⁷¹ Kisiedu, 1994: 72.

⁷² Neill, J.R. 1991. The marginalised workforce: Africa's library and information profession. *African Journal of Library, Archives and Information Science* 1(1): 17.

⁷³ Kisiedu, 1994: 72.

⁷⁴ Kisiedu, 1994: 72.

Mchombu in his 1991 paper entitled 'Which way African librarianship?'⁷⁵ stressed the importance of high-quality personnel. He lamented "the weaknesses of library school programmes and on-the-job training programmes by libraries and Africa's weak library associations".⁷⁶ He outlined two essential elements for relevant training. These were a need to suffuse "the entire programme with a consciousness of the African information environment as the foundation on which present libraries are created" and the need to "develop an in-depth programme of specialization to include re-packaging of information, indigenous knowledge resources, and development librarianship".⁷⁷ Mchombu acknowledged that appropriate education was starting to emerge in a few African schools and singled out the examples of Moi University and the University of Botswana. However, he believed that generally, "education and training of future librarians for Africa... is failing to produce the type of personnel who can spearhead the required reformation of African librarianship".⁷⁸

Curriculum revision is another persistent issue in education for librarianship in Africa. Mary Nassimbeni⁷⁹ and Havard-Williams,⁸⁰ amongst others, have expressed the need for curriculum changes. Perhaps unbeknown to Mchombu, certain library schools in South Africa, such as that at the University of Natal, had in the late 1980s already begun to reformulate their course offerings to make them more relevant to the realities of African librarianship.

Not only was there a need for education for librarianship in Africa to rearticulate to make its courses more appropriate, but rearticulation was also necessary to include

⁷⁵ Mchombu, 1991: 26-38.

⁷⁶ Mchombu, 1991: 34.

⁷⁷ Mchombu, 1991: 34.

⁷⁸ Mchombu, 1991: 34.

⁷⁹ Nassimbeni, M. 1988. The imperative for change: curriculum revision in South Africa. *Education for Information* 6(2): 153-185.

⁸⁰ Havard-Williams, P. 1994. Appropriate education for library and information science. *Libri* 44(1): 14-27.

basic skills in information technology. Kisiedu noted that although “African countries have embraced the computer and high-technology culture” the “applications are nowhere near the levels they are in developed countries”.⁸¹ In spite of this, the impact of the new technologies has to be assessed and reflected in the curricula of library schools, where relevant. Mchombu realised that information technology “could both enhance efficiency and alter the poor image the public has about librarians”.⁸²

In spite of the supposed recognition of the importance of information in national development, most African governments have allocated very limited resources to library education. In the earlier years of its development this was not a problem, as external aid was easily obtained. Sporadic funding since the 1980s has reduced the purchasing of audio-visual materials, books and journals which has “adversely affected teaching and research in library schools in Africa”.⁸³ In general, the situation in many African universities today is cause for concern. Student numbers have increased considerably “without a concomitant increase in funding or facilities”.⁸⁴ This has negatively affected all aspects of university life, from the provision of books and journals to the ability to undertake advanced research.

If South Africa is excluded, the number of research degrees emanating from library and information science in sub-Saharan Africa is relatively low. This is due largely to the unavailability of research programmes because of the adoption of the British model of education, where the MA was recognised as the highest educational attainment. The University of Ibadan from 1969 offered a doctoral programme and

⁸¹ Kisiedu, 1994: 74.

⁸² Mchombu, 1991: 34.

⁸³ Alemna, 1994: 432.

⁸⁴ Suttie, 1997. In: Line: 286.

by 1992 twenty doctoral graduates had been produced.⁸⁵ The majority of Africa's doctorate holders, however, is trained overseas.⁸⁶

The continued influence of the United Kingdom and the United States is highlighted in a survey by Aina of 123 library and information science educators in Africa, in which he found that 69% had studied in the USA and UK.⁸⁷ Alemna maintains that the low number of doctoral graduates has adversely affected library education in Africa. Many doctorate holders have preferred the attractions of advancement in library work to teaching. It has also meant that consultants required to investigate the continent's LIS problems have had to be brought in from elsewhere. Aina's survey shows that 28% of the respondents have obtained doctoral degrees and this should have a positive impact on training.⁸⁸ Library schools should not lose sight of their "essential role in promoting research and scholarship".⁸⁹

It is a commonly held view that the "retraining and education for information practitioners and educators is crucial for sustained professional and academic excellence".⁹⁰ Much debate has taken place as to whose responsibility it is to provide this continuing education. Although library associations and the information services themselves should be involved, library educators "are better placed to provide continuing education for their colleagues in the libraries as they are more exposed to new technology and research".⁹¹ Continuing education should be provided in a variety of formats, which include short courses, conferences and seminars. Outside agencies such as the Deutsche Stiftung fur Internationale Entwicklung (DSE) have

⁸⁵ Aina, 1994: 100.

⁸⁶ Alemna, 1994: 432.

⁸⁷ Aina, 1994: 105.

⁸⁸ Aina, 1994: 105.

⁸⁹ Alemna, 1994: 432.

⁹⁰ Kisiedu, 1994: 73.

⁹¹ Alemna, 1994: 432.

been of great assistance in organising such meetings and in providing the funding for staff to attend.⁹²

According to Aina, in 1993 there were nineteen library and information science schools in anglophone Africa.⁹³ If South Africa is included in this count then a further thirteen university-based library schools and five technikon departments should be added. The schools offer a variety of programmes, ranging from the one-year certificate in librarianship to doctoral programmes. In 1990 the International Development Research Centre (IDRC), together with UNESCO, supported the establishment of the School for Information Studies (SISA) at the University of Addis Ababa in Ethiopia and the Africa Regional Centre for Information Science (ARCIS) at the University of Ibadan. These new developments are significant in that they “pioneered a collective approach to information education”.⁹⁴ The Consortium of African Schools of Information Science (CASIS), at present consisting of SISA, and the schools at the University of Botswana and the University of Cape Town, is a similar project “aimed at linking the resources of library and information schools”.⁹⁵

The Department of Library and Information Studies at the University of Botswana has become one of the more successful library schools of the last decade, in that it has “harnessed the resources and expertise of the IDRC and UNESCO to develop a viable training programme for information workers in southern Africa”.⁹⁶ With an advanced telecommunications system, the Department has made a point of being indispensable to the University and has rethought its curricula on all levels to adapt to the changing information scene. Furthermore, its involvement with the *African*

⁹² Kisiedu, 1994: 73.

⁹³ Aina, 1994: 99.

⁹⁴ Suttie, 1997. In: Line: 292.

⁹⁵ Suttie, 1997. In: Line: 292.

⁹⁶ Suttie, 1997. In: Line: 292.

Journal of Library, Archives and Information Science has, according to Mary-Lynn Suttie, assisted in its leadership position in information studies in southern Africa.⁹⁷

Although "librarianship has been relatively strong in southern Africa,"⁹⁸ it is only since the democratic elections of 1994 that South Africa has begun to be re-integrated into the African information scene and will obviously have a greater role to play in the future.

Suttie has adequately summed up the great variety of challenges which African libraries and librarianship have experienced over the past two decades. She states that they

have had to rethink the nature of Western information services, adapting them to non-literate, rural environments, sometimes torn by civil strife. They have also had to tune them to changing user needs related to economic development in agriculture and production, run them with shrinking budgets from straitened national exchequers or fickle foreign aid, and gear them for the quantum leap into information technology.⁹⁹

Education for librarianship has struggled to adapt and keep pace with the changes which have taken place in African librarianship. Dennis Ocholla believes that "any ideal LIS education will be market or demand oriented to survive and be effective. LIS education has to be innovative, responsive to change, competitive and avoid 'straight jacket' [sic] syndrome programmes and curricula".¹⁰⁰

⁹⁷ Suttie, 1997. In: Line: 292.

⁹⁸ Suttie, 1997. In: Line: 292.

⁹⁹ Suttie, 1997. In: Line: 293.

¹⁰⁰ Ocholla, D. 1997. Professional development and manpower training in library and information science (LIS) in eastern and southern Africa: a comparative study. Paper presented at the SAILIS Annual Conference, Durban, 22-26 September 1997: 20.

2.3 Education for librarianship in South Africa

Since the beginning of the twentieth century

Library Science has developed from a pure technique to a mature academic discipline. Where education is concerned the emphasis is more and more brought to bear on the latter aspect. The question remains what librarianship in terms of an academic discipline is supposed to be.¹⁰¹

S.I. Malan distinguished four phases in the development of education for librarianship and attempted to link them to the South African situation. In the first phase of education for librarianship in South Africa, which lasted until 1930, there was a combination of the apprenticeship training system and the educational methods of a foreign association. Malan maintained that the second phase, the practical-technical period of the South African Library Association (SALA), extended from 1930 to 1962 and merged with the third phase of transition to the academic-professional university education (1938-1970). Writing in the early 1970s, Malan believed that education for librarianship in South Africa was still in the third phase, "since despite considerable modifications the present university courses continue to bear a markedly technical stamp".¹⁰² He also believed that the system of continued education of librarians lacked continuity and co-ordination and it was this which was retarding education for librarianship from moving more rapidly into the final phase of "increased academic-theoretic education".¹⁰³

2.3.1 Early beginnings: 1906-1937

After 1900, public library services in South Africa, especially in the urban centres, developed extensively. Malan maintained that the demand which this expansion

¹⁰¹ Malan, S.I. *et al. eds.* 1974. *Renewal in the education of librarians and information workers. Mousaion* II(2): ix.

¹⁰² Malan, 1973: 11.

¹⁰³ Malan, 1973: 11.

created for librarians was filled by the importation of a number of British librarians into the country.¹⁰⁴ This importation inevitably gave South African librarianship of that time “a manifestly British character”.¹⁰⁵ The need for training for South African librarians was voiced by E.H. Miller, a public librarian from Bulawayo in Rhodesia, at the first conference of librarians in South Africa, in 1906. He stressed the need for locally qualified librarians in his address entitled *A plea for a South African school of librarianship*.¹⁰⁶ Until the 1930s many South African librarians took the British Library Association's correspondence courses, which were started in 1906,¹⁰⁷ and others studied overseas for their qualifications in librarianship, often in Britain and the USA.

A turning point in the history of South African librarianship came about as a result of the 1928 conference convened by the visiting overseas librarians Milton J. Ferguson and S.A. Pitt. Their visit and thorough survey of the library situation in South Africa was sponsored by the Carnegie Corporation of the United States. The conference, held in Bloemfontein, resulted in a number of far-reaching recommendations for the development of library services in South Africa. One of these recommendations was that steps should be taken “to provide for the professional training of librarians”¹⁰⁸ and that ways should be found to accomplish this training. Another significant recommendation was for the formation of a library association with its objects being “the development of library facilities in the Union and the promotion of professional training for library service”.¹⁰⁹ The latter led to the establishment of the South African Library Association (SALA) in 1930, which played a formative role in the training of the country's librarians.

¹⁰⁴ Malan, 1973: 6.

¹⁰⁵ Malan, 1973: 6.

¹⁰⁶ Malan, 1973: 6.

¹⁰⁷ Malan, 1973: 7.

¹⁰⁸ Ferguson, M.J. 1929. *Memorandum: libraries in the Union of South Africa, Rhodesia and Kenya Colony*. New York: Carnegie Corporation of New York: 19.

¹⁰⁹ Ferguson, 1929: 19.

Soon after 1930, and under the auspices of its Education Committee (later known as the Committee of Education and Research), SALA introduced training courses which were modelled on those of the Library Association (LA) in Britain, with SALA as the examining body. This allowed South Africans to write examinations and gain certificates in the three grades of elementary, intermediate and final. In fact, during the period 1931 to 1938 SALA was solely responsible for training for librarianship in the country.

The Interdepartmental Committee on the Libraries of the Union of South Africa, appointed by the central government in 1937, was another important development emerging from the 1928 conference. Although the Committee's report noted that South Africa "offers but slight facilities for the formal training of librarians" and that SALA had "made a beginning by organising correspondence and vacation courses"¹¹⁰ which had set a high standard, it did not believe that the demand for trained librarians was sufficient to warrant the institution of a complete university course in librarianship. However, one of its recommendations was for the universities to consider the practicability of providing short courses in the subject for teachers in training, in collaboration with the provincial education authorities.¹¹¹

Ivey commented that "the production of trained librarians was slow-moving and by 1938 there were only four qualified librarians in the Cape Province".¹¹² Although the 1937 Report did not recognise a need for the formal training of librarians, in other ways it "formed a blueprint for library development in the years to come" with important recommendations, such as "the need to convert subscription libraries into tax-supported, free public library services,"¹¹³ particularly in the rural areas.

¹¹⁰ South Africa. Interdepartmental Committee on the Libraries of the Union of South Africa. 1937. *Report of the Interdepartmental Committee on the Libraries of the Union of South Africa* Cape Town: Cape Times: 22.

¹¹¹ South Africa. Interdepartmental Committee ... 1937: 25.

¹¹² Ivey, 1989: 285.

¹¹³ Kesting, 1980. In: Kent and Lancour: 172.

2.3.2 The establishment of university-based library schools: 1938-1961

It was, in fact, "to increase the numbers of professionally qualified personnel that the first university-based schools were established".¹¹⁴ In 1938, only a year after the Committee's report, a training course for a post-graduate diploma in librarianship was introduced at the University of Pretoria,¹¹⁵ largely as a result of the campaigning of the University Librarian, P.C. Coetzee.¹¹⁶ The following year, South Africa's first school of librarianship was founded at the University of Cape Town (UCT). R.F.M. Immelman, the University of Cape Town's first professional librarian and co-founder of the school,¹¹⁷ had recently trained at Columbia University in New York. Ivey,¹¹⁸ interestingly, maintains that the University of Pretoria initiated its training programme to meet its own staffing needs, whereas UCT had a broader vision, that of improving the status of libraries and of the library profession "by the better professional and academic preparation of librarians".¹¹⁹ The introduction of university level training was an important event for the profession in South Africa for reasons which will be identified below.

Malan¹²⁰ and H.C. Van Rooy¹²¹ both referred to three systems which were present in library education in South Africa at that time. There were the SALA correspondence

¹¹⁴ Ivey, 1989: 285.

¹¹⁵ Taylor, 1967: 77.

¹¹⁶ Van Rooy, H.C. 1974. Opening address. In: Malan, S.I. *et al. eds.* *Renewal in the education of librarians and education workers. Mousaion* II(2): 10.

¹¹⁷ Kesting, 1980. In: Kent and Lancour: 230.

¹¹⁸ Ivey, 1989: 285.

¹¹⁹ Immelman, R.F.M. 1941. The University of Cape Town scheme of education for librarianship. *South African Libraries* 8: 152.

¹²⁰ Malan, 1973: 8.

¹²¹ Van Rooy, 1974. In: Malan, *et al.*: 10.

courses “with a practical-technical bias”.¹²² Secondly, there was “the socio-historical and theoretic education of the University of Pretoria, inspired by the Continental conception of academic tuition” and thirdly “the academic-professional system of the University of Cape Town following the American model of education”.¹²³ These differences in the approach of the Universities to training were evident as a result of the background and training of the founders of the schools, differences which grew less marked with the passage of time. It is important to note that the first university training courses were often started at the instigation of the university librarian and run under the auspices of the university library. The influences which founding individuals had on the schools will be discussed later in this section.

There were, however, doubts about the suitability of a university training in librarianship, as the universities “were suspected of being too theoretical in their approach”.¹²⁴ SALA, too, “voiced firm disapproval (in 1939) of all library education not subjected to its entire authority”.¹²⁵ However, soon afterwards, SALA had to concede that the universities' academic courses “were equal to the requirements of the Association's final examinations”.¹²⁶ At the Third Triennial Conference of the South African Library Association, held in Cape Town in 1940, where a symposium on training for librarianship was held, reservations were also expressed regarding the number of librarians being trained. There were fears that they would not all find jobs (this concern has been raised repeatedly in education for librarianship in South Africa, but often without justification). Librarians from the Universities of Cape Town and Pretoria defended the need for training, particularly in the Cape Province, where there was a serious lack of professionally trained librarians. They believed that

¹²² Malan, 1973: 8.

¹²³ Malan, 1973: 8.

¹²⁴ Taylor, 1967: 77.

¹²⁵ Malan, 1973: 9.

¹²⁶ Malan, 1973: 9.

imminent library developments would increase the demand for trained staff and their assessment of the situation proved to be correct.¹²⁷

In 1945 the first full-time lecturer in librarianship was appointed at the University of Cape Town. The University of Pretoria established a three-year course in Library Science in 1948,¹²⁸ which could be followed by a Master of Arts (M.A.) degree and finally a doctorate, under the leadership of Coetzee. The universities “drew up their own courses of study, conducted their own examinations and issued their own certificates and diplomas”.¹²⁹ In spite of this autonomy, many universities offering a professional qualification in librarianship applied “for the recognition of such courses as worthy of equation to the Final Diploma of SALA”, and so in this respect the Education Committee of SALA “played an important role in safeguarding minimum standards for professional education”.¹³⁰

By 1952 both SALA and the universities required students to have a degree as an entrance qualification for a post-graduate diploma course, “or as a prerequisite before a final diploma could be awarded”.¹³¹ There was at this stage recognition for a wide basic general education which was seen to be “as important as technical or professional training”.¹³² There was a growing acceptance, too, of the necessity of university training for a professional qualification in librarianship. R.F. Kennedy's years of experience with the SALA Education Committee, and as an external examiner for the Cape Town school, convinced him that “if we wish to regard librarianship as a profession, professional librarians must be trained in universities

¹²⁷ Taylor, 1967: 78.

¹²⁸ Malan, 1973: 10.

¹²⁹ Taylor, 1967: 78.

¹³⁰ Kesting, 1980. In: Kent and Lancour: 226.

¹³¹ Taylor, 1967: 78.

¹³² Kennedy, R.F. 1954. Reflections on the history of education for librarianship in South Africa. *South African Libraries* 22(2): 56.

where there are the librarians, the books and the other necessary facilities".¹³³ He believed that the training given at the University of Cape Town Library School was not only superior to that of the Association's but that it had "provided a steadier flow of trained staff".¹³⁴

Libraries developed rapidly during the period 1935 to 1955, referred to at the time by Immelman as "the period of library foundation and expansion in South Africa".¹³⁵ Kennedy¹³⁶ and Taylor¹³⁷ drew attention to the resulting problem of recruiting staff as there were not enough trained librarians to meet the demand. Speaking at a SALA conference in 1955, Immelman welcomed the fact that within a year or two there would be five or six library schools in the country.¹³⁸ The University of South Africa (UNISA) introduced courses in Library Science by correspondence in 1955. In 1956 a new library training course was started at Potchefstroom University and in 1958 the Universities of Stellenbosch and the Witwatersrand started training librarians.¹³⁹ This sudden increase in the establishment of university courses made it clear that "education for librarianship in South Africa was destined to become the exclusive responsibility of the universities".¹⁴⁰ By deciding to abandon all its own teaching and examining and, in 1962, to cede its courses to the University of South Africa, SALA also "finally conceded that education for librarianship belonged by right to the university body".¹⁴¹

¹³³ Kennedy, 1954: 56.

¹³⁴ Kennedy, 1954: 57.

¹³⁵ Immelman, R.F.M. 1956. Some problems concerning the education of librarians. *South African Libraries* 23(3): 80.

¹³⁶ Kennedy, 1954: 57.

¹³⁷ Taylor, 1967: 79.

¹³⁸ Immelman, 1956: 78.

¹³⁹ Taylor, 1967: 79.

¹⁴⁰ Kesting, 1980. In: Kent and Lancour: 226.

¹⁴¹ Malan, 1973: 11.

It has been widely accepted that South African librarianship has been moulded to a greater or lesser extent by its overseas origins.^{142 143} It is difficult to ascertain which particular influence predominated in the country. Kesting maintained that South African librarianship was “influenced equally strongly by American and British approaches to the profession, and to a lesser, but by no means insignificant, extent by European (in particular, German and Dutch) scholarly traditions”.¹⁴⁴ He pointed out the obvious predominance of British influence for more than a century after Britain occupied the Cape in 1806. The importation of British-educated librarians soon after the turn of the century and the education of many South Africans through LA courses has already been referred to in section 2.3.1 of this chapter. Kesting, interestingly, outlined the overseas training received by influential librarians and library educators which was responsible for the differences in their approach.¹⁴⁵

Both G.V. Marais, the first qualified librarian at the University of Stellenbosch and later lecturer in their Department of Library Science from 1958 to 1960, and Immelman, director of the University of Cape Town's school from 1939 to 1970, received their Bachelor of Library Science (BLS) degrees at the University of Columbia in the USA. Later in the 1940s, van Rooy graduated from the same university and F.G. van der Riet from the University of Michigan. Van Rooy and van der Riet were appointed university librarians of Potchefstroom and Rhodes respectively, and were subsequently responsible for inaugurating departments of library science at those universities.¹⁴⁶

¹⁴² Kesting, 1980. In: Kent and Lancour: 229-231.

¹⁴³ Malan, S.I. [1970]. Die opleiding van professionele bibliotekaris in Suid-Afrika. In: Kesting, J.G. *et al. Libraries and people: essays offered to R.F.M. Immelman*. Cape Town: Struik: 28-58.

¹⁴⁴ Kesting, 1980. In: Kent and Lancour: 229-230.

¹⁴⁵ Kesting, 1980. In: Kent and Lancour: 230-231.

¹⁴⁶ Kesting, 1980. In: Kent and Lancour: 230.

Kesting maintained that a European influence was discernible in the professional philosophies of Coetzee and H.J. de Vleeschauwer. Coetzee, as the first librarian of the University of Pretoria, was inaugurator of the first training course there in 1938 and founder of that Department of Library Science in 1948. De Vleeschauwer, educated at the University of Gottingen, started the Department of Library Science¹⁴⁷ at the University of South Africa in 1956. In elaborating on the training of LIS educators in this way Kesting aimed to provide “a measure of explanation of the manner in which the blend of American, British and European professional thought spread through their students to mold the collective identity of South African librarianship”.¹⁴⁸ The significance of elaborating on the influences and trends in education for librarianship in South Africa will become evident in Chapter Four, in discussion of the establishment of the Department at the University of Natal.

2.3.3 Education and training: 1962-1969

The need for qualified librarians in South Africa continued into the 1960s, which saw the further establishment of library training courses at universities. The University of the Orange Free State introduced a new course in 1964 and in 1966 Rhodes University in Grahamstown also introduced a course.

It was during the 1960s that plans for the establishment of a school of librarianship at the University of Natal were first mooted, as it was said to be the only region in the country without such training facilities (see section 3.2). This was in spite of the fact that the University of Durban-Westville opened a Department of Library Science in 1967, followed by the University of Zululand in 1968. At that time the University of Durban-Westville was intended for Indians and that of Zululand for blacks. However, the necessity for training for librarianship in every province seemed to be a feature of this period.

¹⁴⁷ Kesting, 1980. In: Kent and Lancour: 230.

¹⁴⁸ Kesting, 1980. In: Kent and Lancour: 231.

In November 1962 a National Conference of Library Authorities was held in Pretoria which "laid greater emphasis on national co-operation".¹⁴⁹ The 40-page document, *Programme for future library development*¹⁵⁰ published after the conference, contained the conference resolutions which "were expressed as a manifesto to all South African library authorities".¹⁵¹ One of the direct results of the conference was the institution of the National Library Advisory Council (NLAC). The NLAC was a semi-statutory body which operated under the Department of National Education (DNE) and was "charged with the duty of implementing the recommendations of the 1962 national conference".¹⁵² The NLAC appointed various committees to investigate different aspects of South Africa's library services, the final one being appointed "to attend to the broad issues relating to education for library and information service in South Africa, including the recognition of standards for education in both the South African and international contexts".¹⁵³

When SALA discontinued its training courses, the Final Diploma against which courses could be evaluated no longer existed. SALA's Education Committee then decided to "formulate standards for the evaluation of programs of education".¹⁵⁴ All heads of departments of library science were invited to be part of the sub-committee for standards of education. There were practical difficulties to resolve between universities and their courses. For instance, the Universities of Pretoria and the Orange Free State offered three-year degree courses, whilst the other departments

¹⁴⁹ Kesting, 1980. In: Kent and Lancour: 173.

¹⁵⁰ Programme for future library development in the Republic of South Africa, as adopted by the National Conference of Library Authorities, Pretoria, 5 & 6 November, 1962. 1963. *South African Libraries* 30(3): 78-117.

¹⁵¹ Walker, C.M. 1994a. Dreams, policies, problems and practitioners: learning to provide information for all. *South African Journal of Library and Information Science* 62(4): 118.

¹⁵² Kesting, 1980. In: Kent and Lancour: 173.

¹⁵³ Kesting, 1980. In: Kent and Lancour: 175.

¹⁵⁴ Kesting, 1980. In: Kent and Lancour: 231.

required a four-year postmatriculation qualification.¹⁵⁵ Kesting suggested that it was perhaps because of these difficulties that the 1964 standards “have never had much impact”¹⁵⁶ and were not taken seriously by heads of departments.

2.3.4 Education and training: 1970s

In August 1973 a symposium on Renewal in the Education of Librarians and Information Workers was held in Pretoria under the auspices of UNISA's Department of Library Science and SALA's Education Committee. The symposium was important because there was recognition of “the need to solve the problems of the profession with regard to those of professional education”,¹⁵⁷ which was seen to be the joint responsibility of educational institutions and the profession. Sixty-three delegates from around the country were invited in their personal capacity to participate in the symposium, where group discussions were held after the presentation of four papers. The important findings and opinions were then presented back to the meeting and discussed. A paper by E.D. Gerrits dealt with the aims of professional education and, in another paper, A.J. Viljoen dealt with the forms and levels of education “in which reconciliation between the needs of education and practice”¹⁵⁸ was sought. Malan concentrated on the organisation of an educational unit in the university setting and B. Fouche looked at “the obligations and responsibilities of the education unit on the one hand and the profession on the other”.¹⁵⁹

The fact that the symposium coincided with the first year of training in the new Department of Library Science at the University of Natal was timely because it

¹⁵⁵ Kesting, 1980. In: Kent and Lancour: 231.

¹⁵⁶ Kesting, 1980. In: Kent and Lancour: 231.

¹⁵⁷ Malan, *et al. eds.* 1974: ix.

¹⁵⁸ Malan, *et al. eds.* 1974: ix.

¹⁵⁹ Malan, *et al. eds.* 1974: ix.

highlighted the particular problems and issues present in South African education for librarianship at the time. These were an indication of what confronted a newly formed Department in the 1970s.

One of these problems was the unresolved issue of standards, which was raised at the symposium where it was “resolved to request the Education Committee to investigate the entire issue of standards for education and the evaluation of teaching programs”.¹⁶⁰ The SALA Education Committee appointed an *ad hoc* committee of nine librarians which, between 1974 and 1977, considered proposals concerning the adoption of revised standards. Departments of library science were asked to comment on a first draft and the final document was completed and published in 1979. It was planned that the standards should remain in continuous revision thereafter.¹⁶¹

Kesting noted that there had not only been a proliferation of departments of library science at South African universities but there had also been a marked increase in enrolments at the Afrikaans-language universities. This created an imbalance in education for librarianship, where the influence of these departments with larger staff complements became stronger. This was clearly reflected in the 1973 symposium, where all the speakers were from the universities in the Transvaal. A second imbalance was found in the ratio between white students and those of other races qualifying every year. Only the Universities of Zululand and the Western Cape showed signs of increasing growth in the numbers of black and coloured graduates. UNISA was able to compensate for these training inadequacies to a certain extent, as they catered for students of all population groups, although the medium of instruction was one of the two official languages of Afrikaans and English.¹⁶²

¹⁶⁰ Kesting, 1980. In: Kent and Lancour: 233.

¹⁶¹ Kesting, 1980. In: Kent and Lancour: 234.

¹⁶² Kesting, 1980. In: Kent and Lancour: 234-235.

Kesting questioned whether it was right for so many of the leading librarians in the country to be involved in teaching and research rather than practice (80 out of 2 500 qualified librarians).¹⁶³ He also doubted the viability of many library science departments and was sceptical of their limited growth potential. Would they be able to undertake or guide research and would they be able to cope with increasing specialization in the field?¹⁶⁴ Kesting could very possibly have been referring to the department at the University of Natal, amongst others. With a staff complement of one senior lecturer, a junior lecturer and one part-time member it certainly did not, at that time, have the capacity for research and higher degrees were only introduced from 1978. However, its student enrolment was increasing at a steady rate. The doubts expressed by Kesting about the viability of library science departments were the same concerns which came to be raised just over a decade later in the CUP Review.

In the 1970s the Lower Diploma in Library Science, a two-year qualification which had catered for paraprofessionals or library technicians, was no longer widely recognised and it seemed preferable that it should be taken over by some of the technical colleges,¹⁶⁵ as technikons were called at that time. The basic professional qualification at the university level was “either the 4-year degree (known as *Baccalaureus Bibliothecologiae*, or B.Bibl.) or the post-graduate Higher Diploma in Library Science”¹⁶⁶ (HDLS). Until the mid-1950s the only universities which offered advanced degrees in library science were the University of Pretoria and UNISA. The first advanced or higher degree, B.Bibl.Honours, was a one-year, full-time course which came between the first professional qualification and the M.Bibl., a research

¹⁶³ Kesting, 1980. In: Kent and Lancour: 235.

¹⁶⁴ Kesting, 1980. In: Kent and Lancour: 235.

¹⁶⁵ Kesting, 1980. In: Kent and Lancour: 235.

¹⁶⁶ Kesting, 1980. In: Kent and Lancour: 234.

degree which demanded a full-length dissertation. In the same way, the doctoral degree required a research qualification, but of a more advanced nature.¹⁶⁷

Because of the growing influence of the Afrikaans universities during the 1960s and 1970s, most of the literature on education for librarianship was produced by individuals such as Malan, Fouche, Gerrits and Viljoen at these universities. By 1979 there were 14 library schools established at universities in South Africa.¹⁶⁸ The university had definitely become the domain of education for librarianship.

2.3.5 Education and training: 1980s

As South African librarianship entered the 1980s it was still immersed in the traditional approach to library and information work. Peter Underwood suggested that this was also a “first world” approach and “its derivation of syllabi, professional agenda, techniques and issues from Europe and America...has prevailed...”¹⁶⁹ in South Africa. Emphasis was on “information” and information technology and the importance of computerisation of libraries in a “first world” situation was stressed. As a result this tendency was also known as the technician approach. Underwood rightly points out that the traditional approach to library and information work “...assumes that libraries are neutral agencies, outside the struggle for democracy and redress”.¹⁷⁰ This assumption seemed to fit comfortably with the general approach to librarianship, in a South Africa which was still under apartheid rule, at the start of the decade. The country at that time experienced political unrest, violence, bannings and censorship. This situation worsened into the States of Emergency in the mid-1980s.

¹⁶⁷ Kesting, 1980. In: Kent and Lancour: 234.

¹⁶⁸ Fouche, Roux and Thirion, 1980.

¹⁶⁹ Underwood, P.G. 1996. The advance from neutrality. *Library Association Record* 98(3): 147.

¹⁷⁰ Underwood, 1996: 147.

Government policies had produced an alarming inequity, not only in education but in the provision of library services to the different race groups. Both public and school library provision for blacks was totally inadequate.^{171 172 173} This meant that the provision of library services was “elitist” because it had failed “to reach the grassroots of the population, not merely in economic terms but also in the wider cultural context”.¹⁷⁴

Another major feature of the apartheid government's rule was the increasing restrictions on the free flow of information effected by censorship legislation. These restrictions included the censorship of ideas “evidenced through the banning of persons and publications and the raiding of organizations”.¹⁷⁵ The network of censorship laws had a direct impact on libraries. It severely limited access to information, it restricted library acquisitions policies and in universities even infringed academic freedom by seriously curtailing research activity. Christopher Merrett believed that after years of censorship, librarians had grown accustomed to it and its

¹⁷¹ Horn, A.S. 1986. Gebruikerspatrone in biblioteke vir swartes. *Book Parade* 12: 2-3.

¹⁷² Karelse, C-M. and Radloff, J. 1995. Information for change: a South African perspective. In: Moseley, E.S. ed. *Women, information and the future: collecting and sharing resources worldwide*. Fort Atkinson, Wis.: Highsmith: 61.

¹⁷³ Aitchison, J.M.H. et al. 1991. Report of the working group into public library provision in the Pietermaritzburg metropolitan region. *Innovation* 3: 30.

¹⁷⁴ Manaka, S. 1993. The future of libraries in South Africa. In: Sherman, J. ed. *A world too wide: essays on libraries and other themes in honour of Reuben Musiker*. Johannesburg: University of the Witwatersrand Library: 52.

¹⁷⁵ Karelse and Radloff, 1995. In: Moseley: 62.

inhibiting effects on libraries.¹⁷⁶ Donna Switzer, also writing in 1988, believed that it was time

that South Africa's professional association and its members seriously considered the essential conflict between the system of legal censorship in the country and the ethics which should be integral to the profession.¹⁷⁷

This lack of initiative to take concerted action against such injustices would have been, according to Merrett, illustrative of the entrenchment of “the authoritarian thought patterns of white nationalism”¹⁷⁸ in the country.

The position adopted by the South African Institute for Librarianship and Information Science (SAILIS), the largest of the professional associations, was indicative of the predominant philosophy of librarianship of that era. SAILIS, aware of the negative image it had in the 1960s and 1970s as SALA, attempted to metamorphose itself into a non-racial, professional body in 1980. However, Merrett criticised the new organisation, SAILIS, for its general “apathy and a lack of critical standards”.¹⁷⁹ He added that it “concentrated its energies upon apolitical and relatively non-controversial issues such as the status of librarians, management and computerisation”... and it “failed to condemn... the wider aspects of censorship on documentation”.¹⁸⁰

¹⁷⁶ Merrett, C.E. 1988a. The dark hours: South African libraries in a State of Emergency, 1986-1987. *Wits Journal of Librarianship and Information Science* 5: 124.

¹⁷⁷ Switzer, D. 1988. Censorship, academic freedom and South African librarians. *Wits Journal of Librarianship and Information Science* 5: 118.

¹⁷⁸ Merrett, C.E. 1988b. South African librarianship in crisis: alternative viewpoints. *Wits Journal of Librarianship and Information Science* 5: 2.

¹⁷⁹ Merrett, C.E. 1994a. *A culture of censorship: secrecy and intellectual repression in South Africa*. Cape Town: David Philip: 212.

¹⁸⁰ Merrett, 1994a: 212.

Nassimbeni pointed to an “increased awareness of the economic and strategic importance of information”¹⁸¹ during this period. The Minister of National Education was quoted as saying that “information is today being recognised as just as important a national resource as manpower, money and machinery”.¹⁸² There was a shift in emphasis from ‘libraries and librarianship’ to ‘information’. Harter, quoted by Nassimbeni, referred to this shift of emphasis, also applicable to the South African situation, which he said was reflected in a terminological trend where “the word ‘information’ was replacing the word ‘library’ and its derivative forms in library schools, journals and professional organisations”.¹⁸³ For example, in 1980 SALA changed its name to the South African Institute of Library and Information Science (SAILIS) to include ‘information science’, to make it more representative of the current trends in South Africa and worldwide.

In an attempt to formulate and implement a national information policy, the National Advisory Council on Libraries and Information (NACLI), comprising experts in the field, was formed in 1982. Under the auspices of the Minister of National Education, its aim was “to mobilize for optimal use the information capabilities of the public and the private sectors”.¹⁸⁴ At an Information Management Symposium, held at the University of the Western Cape in 1985, R.B. Zaiman presented a paper in which he assessed “the progress that South Africa has made towards having an information society”.¹⁸⁵ He maintained that in South Africa “the information technologies, both old and new, are well-established, intensively used and are being vigorously developed”.¹⁸⁶ However, Zaiman believed that “the development of all peoples towards solving problems in an informed manner is the key to the

¹⁸¹ Nassimbeni, 1988: 156.

¹⁸² *SAILIS Newsletter*. 1983 (3) quoted by Nassimbeni, 1988: 156.

¹⁸³ Nassimbeni, 1988: 155.

¹⁸⁴ Zaiman, R.B. 1985. The information society in South Africa - an exploratory study. *South African Journal of Library and Information Science* 53(3): 136.

¹⁸⁵ Zaiman, 1985: 136.

¹⁸⁶ Zaiman, 1985: 134.

production of a consistent information society in South Africa".¹⁸⁷ He noted that librarians were making a transition to the provision of information as a result of changes in university courses which had taken place over the past ten years. This was illustrated by the fact that the first chair of Information Science had been established by UNISA in 1976.¹⁸⁸

On a technological level, LIS in South Africa moved into an era evincing a greater usage of computers and telecommunication networks, the use of both of which increased dramatically, especially with the introduction of SABINET in 1983. Reuben Musiker confirmed this usage in 1985 in surveys he had undertaken of South African libraries to assess the effects of new technology. He found that progress in library computerization had been "remarkable" and that thirty-one libraries were "operating computerised systems".¹⁸⁹ Although the need for this "high tech" information technology "significantly influenced the curricula of library and information studies in South Africa",¹⁹⁰ it also served to further highlight the divide between the information rich and the information poor in South African LIS, because the services provided only benefited certain sectors of South African society.

By 1985 librarians were being educated at all South African universities except one and the standard of education for librarianship was regarded as high.¹⁹¹ SAILIS continued to issue and maintain standards for the education of library personnel through the accreditation of programmes. Although there were 1 820 qualified librarians working at that time, there was a 10% staff shortage at all levels in

¹⁸⁷ Zaaiman, 1985: 137.

¹⁸⁸ Zaaiman, 1985: 136.

¹⁸⁹ Musiker, R. 1985. The new technology in South African libraries an update to 1984. *South African Journal of Library and Information Science* 53(2): 68.

¹⁹⁰ Walker, C.M. 1988. Out of Africa: pointers to possible developments in South African library education. *Wits Journal of Librarianship and Information Science* 5 July: 135.

¹⁹¹ Zaaiman, 1985: 136.

libraries, possibly as a result of an unexplained general decrease in recruits for library schools during the first few years of the 1980s.¹⁹² However, a significant number of librarians seemed to be taking higher degrees and appeared to be “increasingly aware of the need to apply theoretical knowledge in a scientific manner in their own work”.¹⁹³ Both the decrease in recruits and later a renewed interest in higher degrees were to be trends evident in the Department of Library Science at the University of Natal (see Appendix Three Table 1).

In spite of Zaaiman's observation of high standards in education for librarianship, others such as Clare Walker¹⁹⁴ and Nassimbeni¹⁹⁵ had begun to raise doubts about its appropriateness and concern about standards was raised by the CUP Review Committee in 1989.¹⁹⁶ In fact Zaaiman, himself, was one of the first to voice doubts as to whether

the education of librarians and information officers is well enough adapted to the conditions pertaining to South Africa. Education is dominated by First World ideas emanating from the United States and Britain. For this reason the cultural characteristics and grass roots needs of the largest part of the population mostly go unheeded and unsatisfied. Librarians are taught information systems, but these systems are not adapted to the needs of different cultures.¹⁹⁷

This concern regarding the relevance and appropriateness of the education for librarians was to become a major issue of debate amongst academics and practitioners from then until the mid-1990s.

¹⁹² Zaaiman, 1985: 136.

¹⁹³ Zaaiman, 1985: 136.

¹⁹⁴ Walker, 1988: 133-170.

¹⁹⁵ Nassimbeni, 1988: 153-185.

¹⁹⁶ CUP, 1990.

¹⁹⁷ Zaaiman, 1985: 136.

The accelerated change in the social, political and economic contexts in South Africa gave rise to a growing awareness that change was inevitable and that a new and different political system would emerge to replace the prevailing one.¹⁹⁸ One of the first hints of a changing attitude occurred when SAILIS, which, as SALA, had implemented a segregation policy in 1962 that led to the establishment of a library association for each race group, took a decision in 1980 to open its membership to all races. However, this was not followed by any further significant developments. Although many municipal libraries already allowed access to all race groups, by 1986 the practice of racial integration of services had not been “universally adopted by all local authorities”¹⁹⁹ and so segregation in LIS continued into the 1980s.²⁰⁰

Tony Hooper remarked that “the tide of events in South Africa in the 1980s was forcing even the most blinkered librarians to become politically aware and active”.²⁰¹ An indication of the changing attitude appeared in a 1985 *SAILIS Newsletter* article, entitled “Libraries must adapt to societal changes”. The title of the 1986 SAILIS Conference, “Libraries in a time of crisis”, did point to the acknowledgement, even in technicist circles, of a crisis within the profession.²⁰² Following on from this, the 1987 Conference was entitled “Planning for change: the challenge to the Library and Information Profession” which was “reflective of the pervasive sense of awareness of imminent political and social change and the need for information, ideas and planning to meet the challenges facing the country”.²⁰³

¹⁹⁸ Nassimbeni, 1988: 157.

¹⁹⁹ Nassimbeni, M. 1986. Libraries and poverty. *South African Journal of Library and Information Science* 54(2): 56-60.

²⁰⁰ Stabbins, P. 1990. Comprehensive investigation undertaken. *SAILIS newsletter* 10(3): 14-15.

²⁰¹ Hooper, A.S.C. 1993. Academic library management in South Africa in the 1980s: a selective analysis of the literature. In: Sherman, J. ed. *A world too wide: essays on libraries and other themes in honour of Reuben Musiker*. Johannesburg: University of the Witwatersrand Library: 22.

²⁰² Merrett, 1988b: 1.

²⁰³ Nassimbeni, 1988: 163.

Although there was a growing voice of “dissenting” librarians, both on the political and LIS level, activist librarians were always a very small minority. This trend was evident when only a small band of LIS workers joined the Library and Information Workers’ Organisation (LIWO) when it was launched in 1990.

Furthermore, the obvious need for, and the growing success of, the work of Read Educate and Develop (READ) must surely have alerted many librarians to the vast gaps in the country’s provision of school libraries. READ became a national organisation in 1983 and continued to expand its support role in the training of teachers, the provision of school teaching and library resources and in the whole reading, writing and learning process of black children.

Another indicator of the need for change was the sudden growth of the resource centre movement which spread across the country, challenging librarians and changing attitudes. It appears that the first community resource centre to be established was at the Ecumenical Centre in Durban in September 1983.²⁰⁴ Cathy-Mae Karelse pointed out that resource centres emerged “as ‘alternatives’ to established information services like public libraries; alternative in the sense of providing resources both to support mass struggles and to counter the propagation of information by the dominant classes for the maintenance of exploitative relations”.²⁰⁵ Different categories of resource centres emerged but most of them were “characterised by their non-governmental nature and their concern with building democracy both in their internal work practices and in society at large”.²⁰⁶ They aimed to “empower local communities and mass organisations through the provision of skills and knowledge which can be used to transform oppressive social

²⁰⁴ Berghammer, C. and Karlsson, J. 1988. A resource centre for a changing South Africa. *Wits Journal of Librarianship and Information Science* 5: 8-20.

²⁰⁵ Karelse, C-M. 1991. The role of resource centres in building a democratic, non-racial and united South Africa. *Innovation* 3: 4.

²⁰⁶ Karelse, 1991: 3.

conditions".²⁰⁷ This determined "attempt to address community information needs",²⁰⁸ which public library services had frequently failed to do, led to them also being referred to as community resource centres (CRCs). The term 'resource' centre stemmed from the fact that the centre had a wide variety of media in various forms would be available to the community. It was essentially the interactive information work "based on exchanges and interchanges between information workers and user communities" which often involved "other development initiatives that incorporate an information function, such as job creation schemes and health, legal aid, and education services"²⁰⁹ that characterised the alternative services offered informally by resource centres, as opposed to formal public library provision.

By 1992 the number of resource centres in this alternative library movement had grown to 103²¹⁰ and popular information networks known as resource centre fora had also developed.²¹¹ These regional resource centre fora were established "to encourage discussion and debate around common issues and problems, and to promote training of resource workers and sharing of skills".²¹²

Usually staffed by staff without formal qualifications, the training of resource centre workers was regarded as a problem, even by the workers themselves. However, in 1988 the Department responded to the need for training and, together with the Natal Resource Centre Forum, established "a successful co-operative training venture".²¹³

²⁰⁷ NEPI. 1992. *Library and information services...*:31.

²⁰⁸ Karelse and Radloff, 1995. In: Moseley: 61.

²⁰⁹ Karelse and Radloff, 1995. In: Moseley: 63.

²¹⁰ Karlsson and Booij, 1993: 27.

²¹¹ Stilwell, C. 1994. Towards transformation? An update on the resource centre fora of South Africa. *International Information and Library Review* 26: 303.

²¹² Natal Resource Centre Forum, 1992 quoted in NEPI, 1992. *Library and information services...*: 32-33.

²¹³ Walker, C.M. 1993a. Closing the gap in South African libraries. In: Woolls, B. ed. *Continuing professional education and IFLA: past, present and a vision for the future*. Munich: Saur: 154.

The Community Resource Centre Training Project (CRCTP) was the first sustained initiative by a tertiary institution to offer a relevant level of training to meet the demands of this new type of information worker (see section 6.3.3).

South African librarians were able to learn invaluable lessons from the significant features of the resource centre movement. NEPI referred to their “creative approach to information provision” which involved “an active policy of community participation” to ensure “vitality and continued relevance”.²¹⁴ There was a great demand for information linked to the real needs of the people and the value of outreach programmes was demonstrated. Perhaps of greatest significance was the obvious link between information provision and education. With the success of the resource centre movement came the challenge of the alternative or structuralist approach to librarianship in South Africa.²¹⁵

In spite of the recognition being given to the importance of ‘information’ in the late 1980s, the somewhat outdated and irrelevant NACLI report, published in 1988,²¹⁶ soon after the dissolution of the Council, was disturbing, in that it abrogated the state from its responsibility for the co-ordination of LIS activities. J.A. Boon lamented the fact that NACLI was disbanded in spite of the fact that it had alerted the government “to its responsibility in administering financial resources for facets of the current LI system, its legislative responsibility, and the co-ordinating role it could play”.²¹⁷ The NACLI report quite rightly outlined the difficulties of co-ordinating information policy in the South African LIS system. However, “its promotion of reliance on market forces to determine information flow”²¹⁸ negated the question of redress. The

²¹⁴ NEPI, 1992. *Library and information services...*: 34.

²¹⁵ NEPI, 1992. *Library and information services...*: 4, 34.

²¹⁶ NEPI, 1992. *Library and information services...*: 49.

²¹⁷ Boon, J.A. 1992. Information policy in a new South Africa. In: Coetzer, A.G. ed. *Proceedings of the Conference on Library and Information Services for Future Development. Pretoria, 6-8 May 1992*. Pretoria: Info Africa Nova: 88-98.

²¹⁸ NEPI, 1992. *Library and information services...*: 50.

dissolution of NACLI indicated that the state was not prepared to accept the field of LIS as its responsibility, a trend which has continued to a greater or lesser extent to the present. This seemed to be in direct contrast to what many library and information workers saw as necessary and desirable in LIS. Perhaps it was for this reason that most of the planning initiatives and policy-making in the next decade was introduced by independent organisations and groupings.

The beginnings of transformation in education in South Africa began in the 1980s. Universities, too, as part of this process, began to reassess their offerings in their attempts to democratise and Africanise their institutions. Because education and training for librarianship was largely situated in universities, it inevitably became part of this process of transformation.

The transformation of the South African university has been well documented by Lamoral in her thesis, "South African University libraries: a proactive response to changing circumstances".²¹⁹ She highlighted the fact that the *Perceptions of Wits: report* was an indication of the initiatives which had started in other universities as well. In this survey "community perceptions regarding the university were collected from a section of the disadvantaged community" and its results "made it clear that the university decision-making bodies should be more representative of society".²²⁰

The findings revealed a

unanimous feeling that Wits should move its research priorities from narrowly technical considerations towards a greater responsiveness to community concerns... above all, community based or 'progressive' research can play a vital role in convincing people in South Africa as a whole of the need for change.²²¹

²¹⁹ Lamoral, 1994.

²²⁰ Tomorrow begins at Wits today? The role of the university in a changing South Africa: *Perceptions of Wits*. 1986. Johannesburg: University of the Witwatersrand.

²²¹ Tomorrow begins at Wits today? 1986: 24.

This important observation had far-reaching implications for universities. Walker commented that “there is no reason to suppose that education for librarianship is exempt from these perceptions: information is a necessity for community survival and advancement”.²²²

It is commonly accepted that the publications of a certain sector or profession can be indicative of important trends in that field within a particular time period. This can definitely be seen in the literature of library and information work in the 1980s. In speaking about publications in South Africa in the 1980s, Hooper observed that “there was a blossoming of publications on academic librarianship, by academic librarians” and more generally, commented on the growing number of publications which indicated “an increasing awareness of the need to publish in order to maintain appropriate levels of professional performance”.²²³ Merrett has referred to the “paucity of intellectual rigour, analysis and academic content”²²⁴ in the publications of the 1980s. He also points to the profession's obsession with its “structures, titles and qualifications”.²²⁵

Although the literature of South African librarianship in the early 1980s reveals little evidence of a change of attitude, towards the end of the decade more voices emerged in the LIS sector to articulate the changes taking place and to indicate that transformation was urgently needed in education for librarianship. These changes became important influences on education for librarianship in South Africa, as various authors, whose contributions are described below, articulated the need for change from the mid-1980s.

In 1980 the *Jagger Journal* appeared, followed in 1982 by the *Wits Journal of Librarianship and Information Science*. Although Hooper maintained that these

²²² Walker, 1988: 136.

²²³ Hooper, 1993. In: Sherman: 24.

²²⁴ Merrett, 1988b: 1.

²²⁵ Merrett, 1988b: 2.

journals "publicised the professional concerns of their parent institutions",²²⁶ the *Wits Journal* had a much broader scope. The content of the articles in the 1988 issue of the *Wits Journal* reflected the emergence of alternative and even radical ideas during the country's State of Emergency. It was significant that Verbeek and Stilwell's article, "Speculations on the nature of an alternative school library system for post-apartheid South Africa", appeared in this issue.

The influential Zaaiman report, *The use of libraries for the development of South Africa*,²²⁷ was published in 1988. The fact that a comprehensive research project was commissioned by SAILIS to investigate the role of libraries in development acknowledged that there were "serious areas of neglect in the provision of library and information services".²²⁸ As Peter Lor commented, "For the first time the multi-cultural nature of South African society was fully acknowledged in a major report intended to stimulate discussion making on a future course for South Africa's libraries".²²⁹ Nassimbeni believed that the report was

remarkable for its recognition that library and information services should be established and maintained on a more participatory and democratic style than is currently the practice which tends towards the top-down management style.²³⁰

²²⁶ Hooper, 1993. In: Sherman: 13.

²²⁷ Zaaiman, R.B., Roux, P.J.A. and Rykheer, J.H. 1988. *The use of libraries for the development of South Africa: final report on an investigation for the South African Institute for Librarianship and Information Science*. Pretoria: Centre for Library and Information Service, University of South Africa.

²²⁸ Nassimbeni, 1988: 164.

²²⁹ Lor, P. 1993a. Africanisation of South African libraries: a response to some recent literature. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 2: 64.

²³⁰ Nassimbeni, 1988: 164.

Lor regarded the report as a much more progressive document than anything which had gone before. It created “both an awareness of the need for change and a certain dissatisfaction that is very necessary for a paradigm shift”.²³¹

In spite of exposing the limitations of the research methods used, Ehlers maintained that the report was a “valiant effort to make libraries more relevant”²³² to the South African situation of the time.

Writing in 1993, Lor questioned whether the Africanisation paradigm shift was discernible in South African literature of library and information work. He suggested that “between the late eighties and the present time our agenda has progressed from proposals concerned with adapting and extending services to proposals concerned with far more radical changes”.²³³ The progress he was referring to related to the difference between the Zaaiman report and the NEPI report. (The latter will be discussed in section 2.3.6.)

Nassimbeni's article entitled “The imperative for change: curriculum revision in South Africa”²³⁴ can be regarded as a ground-breaking work on education for librarianship. The author recognised the “various technological and socio-political determinants” which were to lead to a “reformulation of strategic objectives” for LIS in South Africa and this, in turn, implied “a redefinition or refinement of educational goals and objectives”.²³⁵ It was important that certain sectors of society were identified as not having access to information and libraries and that an assessment of their needs

²³¹ Lor, 1993a: 14.

²³² Ehlers, D.L. 1989. Review of Zaaiman, R.B., Roux, P.J.A. and Rykheer, J.H. 1988. The use of libraries for the development of South Africa: final report on an investigation for the South African Institute for Librarianship and Information Science. *South African Journal of Library and Information Science* 57(1): 100.

²³³ Lor, 1993a: 14.

²³⁴ Nassimbeni, 1988.

²³⁵ Nassimbeni, 1988: 181-182.

was required. It was “this greater awareness and acknowledgement of inequities”²³⁶ which Nassimbeni believed should help to shape the curriculum.

Following closely on Nassimbeni's article, also in 1988, was one written by Walker, “Out of Africa: pointers to possible developments in South African library education”. She believed that in the future planning of education for librarians and information workers, perceptions from other parts of Africa should be drawn upon so that courses would include “certain approaches and skills appropriate to providing information for developing as well as First World populations”.²³⁷

Lor's paper on “The future of education for library and information science in South Africa” concentrated on trends and issues which he believed would shape librarianship and information work in the next decade. One of the pertinent factors which he stressed was “that the concept of the ‘neutral’ librarian and information worker dispensing information to all who have ‘information needs’ is due for revision”.²³⁸ He noted that the increase of community libraries was “a symptom of the inadequacy of the concept of ‘neutral’ librarianship in South Africa” and advocated that LIS schools should produce students “with a higher level of political and social awareness”, with a “better understanding of how society functions, the role of information in society, and such aspects as group and community dynamics”.²³⁹ By the end of the 1980s the issue of the neutrality of South African librarianship was

²³⁶ Nassimbeni, 1988: 182.

²³⁷ Walker, 1988: 21.

²³⁸ Lor, P. 1989. The future of education for library and information science in South Africa. In: Nassimbeni, M. and de Jager, K. eds. 1990. *The future of library and information science: social, technological and educational challenges: proceedings of the 50th Anniversary Symposium of the School of Librarianship, University of Cape Town, 20-21 November 1989*. [Cape Town]: University of Cape Town, School of Librarianship: 78.

²³⁹ Lor, 1989: 78.

under review by other writers. It was brought to the fore by Nassimbeni²⁴⁰ and further highlighted in the 1990s by the NEPI research papers and subsequent report. The details of this issue will be discussed in Chapter Seven.

As South Africa began to shake off its apartheid mantle, new voices in LIS from beyond the borders of the country began to be heard and became influential, particularly those from the rest of Africa. For example, Mchombu's article "On the librarianship of poverty"²⁴¹ was cited by Nassimbeni²⁴² and Zaaïman.²⁴³ South Africa gradually began to emerge from its period of isolation and to see itself as part of the continent of Africa. A process of Africanisation had begun, discernible in a number of spheres, particularly in universities.²⁴⁴

In 1989 a national review of library schools was undertaken by the Committee of University Principals (CUP).²⁴⁵ This was part of a larger rationalisation process of the university system in an attempt to make it as cost-effective as possible. Horton, the head of the Department at the time, believed that the review was necessary as "far too many programmes were trying to do too much with too few resources".²⁴⁶ In the final report, which appeared in 1990, the Committee recommended "a multitiered

²⁴⁰ Nassimbeni, 1991. Closing the North/South gap: education and training of librarians for another South Africa. Paper presented at the 57th annual IFLA Conference, Moscow, August 1991: 10-14.

²⁴¹ Mchombu, 1982: 241-250.

²⁴² Nassimbeni, 1988:

²⁴³ Zaaïman, 1985.

²⁴⁴ Lamoral, 1995.

²⁴⁵ CUP, 1990.

²⁴⁶ Horton, W.J. 1991. South African librarianship: entering an era of change. *Library Association Record* Jan/Feb 93 (1/2): 62.

educational structure”, which would cater for specifically defined needs described as

a major need for staff for community and school libraries; a stable (but levelled off) demand for professional librarians of the type likely to work in the public sector and university libraries and a major need for professional information scientists.²⁴⁷

Recommendations were made “that some departments curtail their programmes while others were charged with retaining and developing postgraduate programmes”.²⁴⁸ This rationalisation process resulted in the closure of one library school. It was observed that the closure of the library school at the University of the Witwatersrand (Wits) “reduced access to LIS education for those members of the population who learn in the medium of English and live in the Transvaal”.²⁴⁹ For these students, the only centres for a full-time professional education were in Cape Town, Sovenga (Pietersburg) and Pietermaritzburg.

Nassimbeni considered the recommendations of the CUP Review to be one of three specific indicators which were “likely to be powerful determinants of the direction that curriculum changes might take”,²⁵⁰ and Horton maintained that “education for librarianship will never be the same”.²⁵¹ However, in the researcher’s view, it would appear that many of the recommendations were not implemented nationally and therefore the impact of this review was not as great as first anticipated.

Librarians in the 1980s had to face a host of problems. Although referring specifically to academic librarianship, Colleen Vietzen named the problems involved,

²⁴⁷ Bunting, 1990 referred to in Nassimbeni, 1991: 12.

²⁴⁸ NEPI, 1992. *Library and information services...*: 37.

²⁴⁹ International Federation of Library Associations and Institutions (IFLA). 1993. IFLA mission to South Africa: report. The Hague: IFLA.

²⁵⁰ Nassimbeni, 1991: 11.

²⁵¹ Horton, 1991: 64.

which can be applied to many other types of libraries. The first was that censorship legislation restricted free access to information;

alienation of the outside world has led to an increasing number of academic boycotts, both of resources and of persons; the weakness of the rand on foreign exchange markets doubled the price of imports and hence books and periodicals within months; taxation on books in the form of GST, and import duty on audio-visual and computer information packages has led to the steady shrinking of national information resources and an increasing inability of individual libraries to provide for the needs of their own users.²⁵²

Suttie summed up the situation at the close of the decade very well by saying that "librarianship in South Africa has to find a new direction - a trajectory away from traditional procedures, concepts and objectives".²⁵³

With the imminent changes in the country, education for librarianship faced a number of important challenges in the next decade. The urgent need to make training more appropriate necessitated curriculum revision. This revision was also required for keeping up with the rapid changes in technology. The need to deal with the imperative of a newly emerging clientele and the emergence of resource centres and community libraries demanded training for resource centre workers. The challenges of the beginning of the 1990s are summed up in the following quotation:

Library education cannot be discussed without a clear understanding about the library situation of the society(ies), as it is closely related to the manpower requirements of the libraries. It also requires an understanding of the society to which the library belongs, because libraries exist as a social agency to perform the roles which are expected by society.²⁵⁴

²⁵² Vietzen, C. 1988. University library management and finance at a time of educational change. *Wits Journal of Librarianship and Information Science* 5: 58-59.

²⁵³ Suttie, M-L. 1990. Libraries and academic support strategies in South African universities. *South African Journal of Library and Information Science* 58(1): 105.

²⁵⁴ Atan, H.B. and Havard-Williams, P. 1987. Library education in the ASEAN countries. *International Library Review* 19(2): 145.

2.3.6 Education and training: 1990-1994: an era of co-operation and negotiation

If the 1980s was the decade in which the need for change was recognised and change was advocated, then it was in the 1990s that change gradually began to occur. The social and political changes initiated by the release of Nelson Mandela and the unbanning of political parties such as the African National Congress (ANC), the Pan Africanist Congress (PAC) and the South African Communist Party (SACP) in 1990 ushered in a period of transformation which affected all spheres of the South African way of life, including LIS. It was a period characterised by planning and policy-making in LIS and it was recognised that "information and information providers like libraries and resource centres have a crucial role to play".²⁵⁵ The change required was more than one of practice, but rather one of philosophy, definitions, concepts and objectives. Chantelle Wyley maintained said that "this period of social change demands that we revise the traditional definition of librarianship and of information".²⁵⁶ Dickson's bibliography "An initial bibliography of changing librarianship in a changing South Africa, 1990 - April 1994",²⁵⁷ completed as a B.Bibl. Hons. project in the Department, reflected the changing content of LIS literature of this transitional period.

Official statistics in 1991 show that 9 304 individuals staffed LIS service points in the country's formal sector. Of this number 2 308 were professionally qualified.²⁵⁸ These figures did not include the 'non-formal' sector, which consisted of resource centres, and nor did they include those who staffed school libraries. It is interesting to note that in 1991 "a total of 1 877 students enrolled at South African universities for a

²⁵⁵ Wyley, C. 1993. Philosophies informing and defining library work. *Innovation* 6: 20.

²⁵⁶ Wyley, 1993: 21.

²⁵⁷ Dickson, 1993.

²⁵⁸ Underwood, P.G. and Nassimbeni, M. 1996. First steps: reconstructing library and information science education in South Africa. *Education for Information* 14: 217.

first professional qualification in LIS and a total of 329 enrolled for advanced degrees".²⁵⁹ Also of interest is the percentage of students in the various groups registered for LIS in 1990. White students made up 56,9% of the total, black students made up 26,9 %, Coloureds 8,8% and Indian students 7.4%.²⁶⁰

In the 1990s criticisms of the current model of education for librarianship, specifically that it was Eurocentric and based on Anglo-American origins, continued.

Nassimbeni, taking up Lor's concern with the neutrality issue, was one of the first to highlight the technician/structuralist divide inherent in the country's education for librarianship, already mentioned in section 2.3.5. In her paper at the 1991 IFLA Conference she stated that "most librarians have been trained in programmes which emphasise the technical and practical dimensions of LIS and tend to neglect the social and political context in which information is generated, distributed and consumed".²⁶¹ These ideas were expanded upon in the National Education Policy Investigation (NEPI) LIS report which recognised the traditional approach as the dominant mode in library and information work where it was assumed that libraries were neutral, and that "librarianship is value-free, and research activities and approaches are framed in terms of a quest for the 'physics of librarianship'".²⁶² This objective and apolitical stance did not acknowledge that "the struggles in the workplace, schools, universities, and country-side of South Africa involve a contest over ideas and aspirations; and therefore that libraries are also sites of struggle".²⁶³

²⁵⁹ Nassimbeni, M., Stilwell, C. and Walker, C.M. 1993. Education and training for library and information work: an analysis of the current South African situation with a view to the way forward. *Innovation* 6: 36.

²⁶⁰ Nassimbeni, Stilwell and Walker, 1993: 35.

²⁶¹ Nassimbeni, 1991: 10.

²⁶² NEPI, 1992. *Library and information services...*: 4.

²⁶³ NEPI, 1992: *Library and information services...*: 5.

It was from these origins that the structuralist approach to library and information work, described by Nassimbeni,²⁶⁴ has emerged. This alternative approach recognised strong links between libraries and the struggle for democracy and rejected the idea of librarianship as a neutral activity. It “challenges traditionalists to be more analytical and critical of the ideological assumptions underlying their practices”.²⁶⁵ The consequences of the alternative approach which have manifested themselves in education and training in a number of different ways have been clearly set out by Nassimbeni, Stilwell and Walker in their comprehensive paper which formed the basis of their research for the NEPI LIS Group.²⁶⁶

An interesting feature of the early 1990s was the coming together of various LIS groupings other than under the SAILIS aegis. The policy documents and reports which emanated from these initiatives significantly influenced the direction of LIS and, in turn, had the potential to influence LIS education for librarianship. More than in any other period before, an attitude of critical analysis was prevalent in matters relating to LIS education and training. This healthy situation led to a recognition of the need for transformation, but by the end of the period of the study Dickson stated that “the formal LIS education sector has not yet begun to address the transformation process in a meaningful way”.²⁶⁷

Another trend, discernible since the beginning of the 1990s, had been the greater degree of contact and communication between LIS individuals from various institutions and organisations at various levels, not only within provinces but also across the country. This stems from observations made firstly with LIWO from 1990, where library and information workers of all levels, formally qualified and others, came together. This development seemed to expand with the NEPI process and intensified during the Transforming our Library and Information Services

²⁶⁴ Nassimbeni, 1991: 10.

²⁶⁵ NEPI, 1992. *Library and information services...*: 5.

²⁶⁶ Nassimbeni, Stilwell, and Walker, 1993: 37-38.

²⁶⁷ Dickson, 1994: 3.

(TRANSLIS) process which developed from NEPI. An increased number of conferences helped to forge links across the LIS spectrum. Examples of such conferences were the First National Resource Centre Conference held in Durban in 1991, the School Libraries Conference held in Durban in 1992 and the series of Info Africa Nova conferences which started in the same year. The latter successfully brought LIS individuals within South Africa, and indeed from the rest of Africa, into contact with one another. This was a new experience for many.

The NEPI project can probably be hailed as the single most influential event in LIS of this decade. It was an “example of the potential for collaboration by the various professional organisations to achieve a common purpose”²⁶⁸ which, as mentioned above, was a new feature detectable in LIS. The NEPI project was instigated by the National Education Co-ordinating Committee (NECC) established in the 1980s. LIWO recognised the advantages of linking LIS to this essentially educational project and took the initiative in helping to form the NEPI LIS research group.^{269 270} The aims of the project were to

- attempt to articulate links between library and information services (LIS) policy options and educational policy options.
- explore policy options which would enable the development of a coherent and co-ordinated national library and information service for South Africa.
- provide a background for discussion and debate by interested participants around issues that have been highlighted by the research.²⁷¹

In spite of various shortcomings, the publication of the Report which followed was acknowledged by Lor as “a milestone in the literature of South African librarianship

²⁶⁸ IFLA, 1993: 17.

²⁶⁹ IFLA, 1993: 17.

²⁷⁰ Walker, 1993b: 75.

²⁷¹ IFLA, 1993: 17.

and information work”.²⁷² Its significance should also be measured by “its role in stimulating debate and action”.²⁷³ It was remarkable for the collaboration and collective research, all of which took place in a progressive paradigm, and which was subjected to scrutiny and broadly consultative at the same time. The formation of the TRANSLIS coalition was a significant consequence of the NEPI LIS initiative, which had provided the incentive for members of LIS organisations to continue to work together.

With regard to education for librarianship the NEPI LIS Report noted that in 1992 there were eleven universities which offered “formal programmes leading to certification in library and information science”.²⁷⁴ It concluded that the structure of this formal provision was characterized by

lack of articulation of programmes between institutions, which results in limited mobility and problems of accreditation;
high cost;
curricula that have been criticised for neglecting current realities of the local and African context;
a student profile that suggests limited success in attracting black students;
fragmentation and lack of co-ordination (for example, between the training colleges and colleges of education).²⁷⁵

These criticisms were discussed more fully by the researchers Nassimbeni, Stilwell and Walker in a journal article based on their NEPI research.²⁷⁶

²⁷² Lor, P. 1993b. Library and information services: report of the NEPI Library and Information Services Research Group. *Innovation* 6: 52.

²⁷³ Lor, 1993b: 52.

²⁷⁴ NEPI, 1992. *Library and information services...*: 38.

²⁷⁵ NEPI, 1992. *Library and information services...*: 38.

²⁷⁶ Nassimbeni, Stilwell and Walker, 1993: 30-44.

Apart from the university departments already mentioned, a three-year national diploma in librarianship was offered by five technikons which qualified students for the 'para-professional' positions in LIS. Some of the 76 teacher training colleges and colleges of education offered various programmes dealing with school librarianship, library orientation and book education.²⁷⁷ Many of the students at black colleges of education had little or no experience of school libraries in their Department of Education and Training (DET) and Department of Education and Culture (DEC) (KwaZulu) schools. Once employed in those same schools they invariably struggled to set up school libraries in a system lacking in funding and support and with a curriculum which was definitely not resource-based. In addition, most pupils had had no access to other libraries. Even those students who completed one of the school library diplomas offered at a few of the universities still found themselves facing the same problems once they were back in the school situation: pupils with little experience of school or public libraries and no funding to utilise their training and establish school libraries.

TRANSLIS, which comprised ten LIS groupings, was formed in March 1993 "to develop a LIS policy and programme which directed the process of participatory change of South Africa's libraries and information services".²⁷⁸ It chose to continue using the NEPI principles of democracy, redress, non-sexism, non-racism and a unitary system. Its importance in the context of education for librarianship was that "the TRANSLIS Coalition policy discussion document"²⁷⁹ can be seen to have influenced the LIS section in the ANC Education Department's *A policy framework*

²⁷⁷ NEPI, 1992. *Library and information services*....:38.

²⁷⁸ Stilwell, 1995: 39.

²⁷⁹ Transforming our Library and Information Services (TRANSLIS). 1993. National library and information services policy: a discussion paper of the Translis Coalition. Second draft. [Durban]: TRANSLIS Coalition, Working Group 1.

*for education and training*²⁸⁰ which was published in 1994²⁸¹ (see further discussion below).

Another research report that drew attention to the deficiencies in LIS education was the IFLA Report. IFLA sent a fact-finding mission to South Africa in June 1993. Its charge was to ascertain

to what extent library services in the institutions visited are open to all population groups in the community, employ representatives from all these groups and offer relevant materials to all sectors of the population.²⁸²

It aimed to review professional education for library and information work from the same perspective. One of its recommendations was that “library schools and professional associations should increase the quantity and scope of continuing education programmes to cope with current and future needs”.²⁸³ Apart from this recommendation (which will be discussed later in the chapter), there were no further substantial suggestions regarding education and training.

The year 1994 saw the publication of a number of policy documents related to LIS policy. Some of which were to have an impact on LIS education and training.

A new group charged with developing LIS policy was formed in January 1994. This was based at the Centre for Education Policy Development (CEPD), a research centre commissioned by the ANC to draw up an implementation plan. Although its

²⁸⁰ African National Congress (ANC). Education Department. 1994. *A policy framework for education and training*. Johannesburg: ANC, Education Department.

²⁸¹ Stilwell, 1995: 39.

²⁸² IFLA, 1993: 7.

²⁸³ IFLA, 1993: 21.

final report, the *Implementation Plan for Education and Training (IPET)*,²⁸⁴ became available later in 1994 and proposed the centralisation of all LIS legislation and its national governance structures, its credibility and accountability were called into question for a number of reasons.²⁸⁵ Although the IPET document “did not make any specific references to LIS education”,²⁸⁶ it was a valuable resource for later documents.²⁸⁷

At the same time as the IPET document was being formulated, the International Development Research Centre (IDRC) was compiling its report, which was made available in May 1994. The IDRC aimed to assist in the establishment of a national information policy and strategy for South Africa to support the implementation of the Reconstruction and Development Programme (RDP).²⁸⁸

The COLIS (Community Library Information Services) document emerged from an initiative of the Transvaal Public Library Strategy Group's Policy Task Group, which reflected the local concerns of a particular region but which were relevant country-wide. This document, also published in 1994, “illustrated the lack of differentiation in training programmes and the inappropriateness of their curricula by making specific recommendations for the training of workers for community information libraries”.²⁸⁹

²⁸⁴ Centre for Education Policy Development (CEPD). Library and Information Services Task Team. 1994. *Implementation Plan for Education and Training*. Braamfontein: CEPD.

²⁸⁵ Stilwell, 1995: 40.

²⁸⁶ Aitchison, J.M.H. 1996. *Assess the effects of the latest policy documents on proposal for LIS education and training in South Africa*. Unpublished paper for MIS 2 Core Course. University of Natal, Department of Information Studies.

²⁸⁷ Stilwell, 1995: 40.

²⁸⁸ Stilwell, 1995: 41.

²⁸⁹ Aitchison, 1996: 4.

These recommendations proposed that

basic training and professional education should equip, motivate and activate COLIS workers to broaden their knowledge, increase their productivity, and improve their communication skills and understanding in order to provide the type of service that would meet the needs of the complex South African society.²⁹⁰

In spite of the recommendations for such training programmes there appears to have been no further progress in their actual establishment. Nassimbeni, Stilwell and Walker had highlighted the problems experienced by such alternative training programmes, which included funding problems, difficulty in providing back-up to information workers in widely dispersed centres, the need for differentiated training programmes and the lack of an accrediting body.²⁹¹

Dickson's journal article entitled "Education and training for library and information services in a changing South Africa"²⁹² is of particular significance because it appeared in December 1994, at the end of the period covered by the thesis, and it provided an assessment of the education and training issues of the time. In fact, this particular issue of *Innovation* in which it appeared provided a wider context for the study in its coverage of education and training for LIS in southern Africa.

Dickson's article was based on her survey, completed in mid-1994, of five technikons and 13 universities. Her article attempted to establish whether any of the criticisms of LIS education raised by the NEPI report and others had been addressed. Dickson concluded that "three years into the transition period, the formal LIS education sector has not yet begun to address the transformation process in a

²⁹⁰ Transvaal Public Library Strategy Group. Policy Task Group. 1994. *Guidelines for a proposed policy for Community Library Information Services (COLIS)*. [Pretoria]: [Transvaal Public Library Strategy Group. Policy Task Group].

²⁹¹ Nassimbeni, Stilwell and Walker. 1993: 38.

²⁹² Dickson, 1994: 3-7.

meaningful way".²⁹³ The conclusions she reached focused on those problem areas in LIS education which were little changed in spite of plans, policy-making and a recognition of the need for change. It was clear that fragmentation and lack of co-ordination persisted.²⁹⁴

Dickson found that there was "still very little differentiation and specialization among the institutions in terms of the courses offered".²⁹⁵ Many departments identified similar areas of interest in specialization which would lead to unnecessary duplication between institutions. This duplication indicated a need for co-operative joint decision-making amongst library schools as to what should be offered according to various factors such as location and strengths and weaknesses. Kaniki, in his article in the same issue of *Innovation*,²⁹⁶ concentrated on the availability of, and need for, courses aimed at equipping LIS workers to serve the special information needs of rural communities in South Africa. He concluded that the failure to cater for these needs had more to do with lack of resources in the LIS departments than any lack of interest.²⁹⁷

A lack of articulation of programmes between education and training institutions was noted as an on-going problem with which universities and technikons continued to struggle. Although individual institutions had taken the initiative there were "no formal structures underpinning the process"²⁹⁸ and a national initiative was called for to address this and other issues.

²⁹³ Dickson, 1994: 3.

²⁹⁴ Dickson, 1994: 6.

²⁹⁵ Dickson, 1994: 4.

²⁹⁶ Kaniki, A.M. 1994b. Specialist training for information provision to rural communities in South Africa. *Innovation* 9: 35-42.

²⁹⁷ Kaniki, 1994b: 40.

²⁹⁸ Dickson, 1994: 4.

Dickson found that all institutions recognised the need to cater for different levels of training. The technikons, in particular, expressed an interest "in training functional librarians at a grassroots level".²⁹⁹ Dickson noted the number of LIS training programmes which had been successfully used by the Resource Centre sector, where "workers are trained in the production of information, as well as its acquisition, storage and dissemination".³⁰⁰ Regrettably, a number of these programmes had been forced to close due to lack of funding.

The NEPI report had drawn attention to the high cost of LIS education and training which was linked to the duration of the training course and the very few after-hours programmes which were available. Dickson found that this situation had not changed very much. One university and one technikon offered distance education courses and another university and technikon offered part-time, after-hours classes.

Concerning the criticism that curricula neglected the current local and African context, many institutions indicated an interest in offering appropriate courses such as community librarianship and information and development foci. However, the detail of the content of each proposed course would need to be known before any assessment could be made.

Most institutions claimed that they had satisfactorily attracted students of all race groups because there were no longer any segregation policies. However, Dickson pointed out that an increase in the numbers of black students at historically white institutions "only resolves the issue of racial imbalance in terms of numbers at these institutions and does not guarantee that there will be more Black librarians to work in rural areas or on literacy projects".³⁰¹ Another potential problem was raised by

²⁹⁹ Dickson, 1994: 5.

³⁰⁰ Dickson, 1994: 5.

³⁰¹ Dickson, 1994: 6.

Dickson, namely “how many, mainly urban, university-educated Black students would be prepared to go out and work in rural areas?”³⁰²

The problems experienced by students at black colleges of education and historically black universities (HBUs) remained and the responses to Dickson's questionnaire showed that the LIS departments of the Universities of Zululand, Fort Hare and Western Cape regarded finance and staff shortages as serious limitations. Lulu Makhubela maintained that HBUs were disadvantaged as a result of apartheid's funding policies.³⁰³ The SAPSE formula scheme used by the government for funding universities was “based on student enrolments and student pass rates”.³⁰⁴ Their ability to attract a wider range of students was reduced because these universities were regarded as ethnic institutions. It was suggested that the LIS task team she proposed should look at issues such as co-operative programmes, staff exchanges or lobbying for a more balanced funding formula.³⁰⁵

The fact that continuing education was not readily available was reiterated by Dickson, having been raised as an issue by the NEPI and IFLA reports. Walker,³⁰⁶ Rosemary Kuhn,³⁰⁷ Kaniki³⁰⁸ and, more recently, Stilwell³⁰⁹ have contributed to the

³⁰² Dickson, 1994: 6.

³⁰³ Makhubela, P.L. 1993. Training library and information professionals in the historically black universities: challenges and prospects. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 2: 51-68.

³⁰⁴ Dickson, 1994: 6-7.

³⁰⁵ Dickson, 1994: 7.

³⁰⁶ Walker, 1993a. In: Woolls: 151-164.

³⁰⁷ Kuhn, R. 1994. Some notes on continuing library education (CLE) for library and information workers. *Innovation* 9: 48-53.

³⁰⁸ Kaniki, A.M. 1997a. Continuing education and training programmes for library and information personnel in South African educational institutions. *Education for Information* 15(1): 1-15.

³⁰⁹ Stilwell, 1997a: 214.

debate surrounding the need for continuing education in South Africa and what form this should take. Kuhn, in her article, "Some notes on continuing library education (CLE) for library and information workers",³¹⁰ emphasized that many library and information workers in South Africa were "going to need CLE to help them reorient their thinking about libraries, their clientele and their practical approach to information work"³¹¹ in order to "prepare themselves for the demands of a previously shackled population that now looks towards a transformation of society".³¹²

Dickson claimed that there was a lack of "pertinent papers in library literature" in South Africa and this reflected a "need for rigorous and extensive research into the local library and information situation".³¹³

Dickson quite rightly concluded, as others writing before her in the 1990s had done, that there was a definite "need for a co-ordinated effort to restructure LIS education and training at a national level...".³¹⁴ Her main recommendation was for the formation of an LIS task group with representatives from the formal and non-formal sectors and practitioners, which would "begin the process of strategic planning and a step by step implementation programme for LIS education and training".³¹⁵ She went on to suggest a meeting of representatives from the LIS education sector to set up this task group that might be linked to TRANSLIS, and other LIS bodies in the wider African context such as ARCIS (African Regional Centre for Information Science) and the proposed organisation known as AALISS (Association of African Library and Information Studies Schools).

³¹⁰ Kuhn, 1994: 48-53.

³¹¹ Kuhn, 1994: 52.

³¹² Kuhn, 1994: 52.

³¹³ Dickson, 1994: 7.

³¹⁴ Dickson, 1994: 7.

³¹⁵ Dickson, 1994: 3.

The ANC's Education Department produced *A policy framework for education and training*³¹⁶ which made a proposal regarding the qualification structure for LIS which would have important implications for the future. It stated that

LIS workers will have access to a defined career path with accredited training programmes linked to a nationally recognised qualifications structure. This will enable articulation between professional and para-professional qualifications.³¹⁷

What has emerged from the proposal for a nationally recognised qualifications structure is the National Qualifications Framework (NQF), a system in which LIS workers will be able to gain work-based qualifications.³¹⁸ Although a detailed discussion of the NQF falls outside the period covered by the thesis, it is necessary to recognise this development as an important result of the working groups and policy documents of this transitional period of the early 1990s. The NQF recognises the principle of life-long learning and it aims to bring about transformation by attempting 'to move the measurement of achievement in education and training away from the inputs and towards the outcomes'.³¹⁹ The process followed in South Africa is part of a worldwide trend in education and can be likened to that used in Britain to arrive at the National Vocational Qualifications (NVQs).³²⁰ The NQF operates under the South African Qualifications Authority (SAQA), whose Act "provides for the establishment of bodies responsible for monitoring the achievements of education providers in offering programmes that meet standards

³¹⁶ ANC, 1994: 86.

³¹⁷ ANC, 1994: 86.

³¹⁸ Aitchison, 1996: 7.

³¹⁹ SAQA *Bulletin*. 1997. 1(1): 10.

³²⁰ Stilwell, 1997a: 214.

and qualifications approved by relevant National Standards Bodies".³²¹ Stilwell quite rightly maintains that

the challenge for educators and trainers and practitioners will be to reach agreement on appropriate national standards for the accrediting bodies so that programmes can be recognised in terms of agreed-upon standards....³²²

It is still too early to tell what effects the NQF will have on the range of LIS qualifications. However, it is suggested that it will give greater impetus to formal education and training, will probably lead to an increased demand for continuing education³²³ and has the potential for resolving the articulation problem.

2.4 Summary of the main issues

Several issues of relevance to the establishment and developing role of the Department have emerged from the three contexts outlined in this review of the literature of education for librarianship worldwide, in Africa and in South Africa.

During the twentieth century, the recognition of librarianship as a profession and its acceptance as an academic discipline has led to the establishment of library schools within universities and an improvement in the status and image of librarians.

The Anglo-American origins of education and training for librarianship have had a profound effect on the world-wide situation, particularly on countries in anglophone Africa, where the influences are still evident. The awareness of the gradual emergence of African librarianship to meet the information needs of local communities has led to new training schemes. Foreign aid has been instrumental in

³²¹ Stilwell, 1997a: 214.

³²² Stilwell, 1997a: 214.

³²³ Stilwell, 1997a: 215.

the establishment and sustaining of many training initiatives and, although sometimes criticized, its continuing contribution should be acknowledged.

Curriculum revision in general is necessary to ensure that education and training is relevant and appropriate to that society and that it can accommodate new skills for market-related jobs such as information managers. For this reason library schools need to identify the essential components of a core curriculum and determine the need for particular areas of specialization. The great advances in technology, the shift in emphasis from libraries to information and the development of information science have also required important revision of curricula.

Quality, an important factor in education and training for librarianship, should be maintained by standards, accreditation and on-going evaluation through quality assurance systems.

The demands placed on library schools today are many and varied. Not only should library schools display excellence in teaching but this should be matched by on-going research output of a high standard. There should be an awareness of the requirements of professional compared with para-professional training and articulation between the different levels of training should be facilitated. In the development of their programmes it is essential that library schools maintain a balance between the theoretical and the practical aspects of training. The rapidly changing demands of the information sector have led to an increasing need for continuing education. Library schools should share in the responsibility of providing continuing education to the profession on both a formal and informal basis.

The important role of the library school in education and training for librarianship is a constantly changing one as it adapts to changes in the field and the requirements of the profession.

CHAPTER THREE

THE FORMATIVE YEARS: THE FORMATION OF A DEPARTMENT OF LIBRARY SCIENCE AT THE UNIVERSITY OF NATAL, 1960-1972

In this chapter, a background to the University of Natal is given. The reasons for the recommendation for the establishment of a Department of Librarianship at the University of Natal are put forward and the planning and preparation for the establishment of the Department are discussed.

The University of Natal was founded in Pietermaritzburg as the Natal University College in 1910.¹ In 1922 the University formed two campuses "when it took over courses ... from the Natal Technical College"² in Durban. By 1961 the total number of students registered at the University of Natal was 3 837, with 1 258 in Pietermaritzburg and 2 656 in Durban. The University then had three distinct campuses, the Pietermaritzburg campus, the main Howard College campus in Durban and the Medical School campus, also in Durban. In the 1960s the University of Natal was administered as a single institution under one Council, one Senate, one Principal and one Registrar. All academic departments had one departmental head, even if the departments were split between the campuses.

In the same way, the University Library, in spite of the many sections, operated as a unitary organisation under one responsible head known as the Director of Library Services. This post was created for the first time in 1961.³ Each centre had its own

¹ Brookes, E.H. and Webb, C. de B. 1965. *A history of Natal*. Pietermaritzburg: University of Natal Press: 247.

² Brookes and Webb, 1965: 262.

³ University of Natal Libraries. (Durban and Pietermaritzburg). 1961. Annual Report. Durban/Pietermaritzburg: University of Natal: 2.

library committee and members of the two committees also served on the Joint Library Committee. The University Library at this stage was struggling with critical staffing problems. Not only was there insufficient staff but many members of staff lacked the necessary professional qualifications. The shortage of trained librarians was a countrywide phenomenon which continued throughout the 1960s. As Natal and the Orange Free State lacked training facilities, this shortage was felt more acutely in these two provinces.⁴

3.1 The early years

The University of Natal first considered the idea of a School of Librarianship in 1961, when the post of Director of Library Services was advertised.⁵ According to Ronald A. Brown, a former University Librarian (Pietermaritzburg), the University wanted the appointee to plan new library buildings for both the Durban and Pietermaritzburg campuses and to start a School of Librarianship.⁶ S.I. Malan was appointed from 1962 as the most suitable candidate. He had had experience as University Librarian of the University of the Orange Free State and had been Head of the Department of Library Science at the Potchefstroom University for Christian Higher Education.⁷ In the same year, Brown, "with less experience, was appointed to Pietermaritzburg with the specific object of [overseeing] a new library building, of which he had had experience at Rhodes [University]".⁸ A new library building was completed and opened on the Pietermaritzburg campus in 1965.

⁴ University of Natal Libraries. (Durban and Pietermaritzburg). 1961. Annual Report. Durban/Pietermaritzburg: University of Natal: 2.

⁵ Brown, R.A. 1995. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. August.

⁶ Brown, 1995.

⁷ Brown, R.A. 1993. Letter to J.A. Verbeek. 18 January.

⁸ Brown, 1993.

After Malan's departure in 1967, the University decided not to fill the post of Director of Library Services.⁹ This post was not filled again. Felix Scholtz was appointed librarian on the Durban campus in 1968, in the place of Lester Milburn, who had retired.^{10 11} At this point the University Library operated as a "dual centred library".¹² Each campus had separate library committees, "which were equally represented on the Joint Library Committee which was chaired by the Principal".¹³ The Joint Library Committee dealt with matters that were common to both centres. "At this juncture both librarians and libraries were of equal rank".¹⁴ The Senate appointed both librarians as members of Senate on 27 November 1968.¹⁵ The University Library's Annual Report of that year stated that "these arrangements work very satisfactorily"¹⁶ and Brown maintained more cautiously that "a certain amount of co-operation ensued".¹⁷

3.2 The need for training in librarianship

Although Professor G.D.L. Schreiner, Chairman of the Pietermaritzburg Library Committee from 1966 to 1975 and Vice-Principal from 1975 to 1987, maintained that pressure to start a library school came from "multiple sources within the

⁹ University of Natal Library. Joint Library Committee. Minutes. 24 April, 1968: 1.

¹⁰ *Natal University News*. 1968. December: 3.

¹¹ University of Natal Library. (Pietermaritzburg) 1968. Annual Report. Pietermaritzburg: University of Natal: 1.

¹² University of Natal Library. (Pietermaritzburg) 1968. Annual Report. Pietermaritzburg: University of Natal: 1.

¹³ Schreiner, G.D.L. 1995a. Letter to Fiona Bell. 14 June: 2.

¹⁴ Brown, 1993.

¹⁵ University of Natal Library. (Pietermaritzburg) 1968. Annual Report. Pietermaritzburg: University of Natal: 1.

¹⁶ University of Natal Library. (Pietermaritzburg) 1968. Annual Report. Pietermaritzburg: University of Natal: 1.

¹⁷ Brown, 1993.

University”,¹⁸ it appears that it was partly due to pressure from Brown that the idea of a library school at the University of Natal emerged again in the late 1960s. In a Pietermaritzburg Library Committee meeting in 1965 Brown “reported that all three of last year’s student assistants were training as librarians this year - one in London and two in Cape Town”.¹⁹ In his Annual Report of 1967, Brown commented on a lack of response from qualified librarians to vacancies which he had recently advertised: “Public libraries and provincial libraries have a similar difficulty in attracting qualified staff from other provinces, all of whom [sic] have Library schools. Natal is the only province without facilities for library training”.²⁰ Brown and Scholtz stated the position more emphatically in a memorandum that was submitted to the Joint Library Committee in 1969, when they said that “every South African university, with the exception of Port Elizabeth and Natal, possesses a library school. This means, in effect, that Natal is the only province without facilities for education in library science”.²¹ They added to this by quoting from a report in the *Daily News* of 16 Sept. 1969, in which the mayor of Durban, Trevor Warman, “today called upon those in authority to give urgent attention to the establishment of a school of library studies in Natal”.²² He pointed out that Natal did not have a library school, although the Transvaal and Cape had three each and the Orange Free State one. He attributed the chronic shortage of library staff in Natal to the lack of such a school.²³

¹⁸ Schreiner, 1995a: 3.

¹⁹ University of Natal Library. (Pietermaritzburg) Library Committee. Minutes. 10 March, 1965: 2.

²⁰ University of Natal Library. (Pietermaritzburg) 1967. Annual Report. Pietermaritzburg: University of Natal: 1.

²¹ Brown, R.A. revised by Scholtz, F. 1969. Memorandum on the establishment of a School of Librarianship at the University of Natal. (Originally compiled by R.A. Brown and presented at the Joint Library Committee meeting of 16 April 1969. Subsequently revised and expanded by F. Scholtz for presentation to the Joint Library Committee meeting of 22nd October 1969): 1.

²² Brown revised by Scholtz, 1969: 1.

²³ Brown revised by Scholtz, 1969: 1.

In his Annual Report for 1968/69, the City Librarian for Durban said that apart from the increased staff turnover, "Another matter which causes concern is the inability to fill certain senior positions on the establishment. Some of these positions have been vacant for well over a year. The position should improve once a library school is established in Natal..."²⁴

According to M.B. Gertz this shortage of qualified staff was felt as acutely in the Natal Provincial Library Service (NPLS) during this period: "The chronic shortage of qualified staff was to be a continual problem and in Annual reports the current vacancies and frequent staff changes are reported from 1955 to 1973, when the first students from the new Department of Library Science of the University of Natal in Pietermaritzburg completed their courses, and six were appointed to the staff"²⁵

Schreiner believed that C.J.Fourie, Head of the Natal Provincial Library Services, also "gave some stimulus to the need for local training of Librarians because he wished to expand library services very significantly, particularly in rural areas and he was unable to attract sufficient staff for this"²⁶

So it was in the late 1960s that the University recognised this need for librarianship training in Natal and the fact "that the University of Natal was one of the few longer-standing universities that did not train librarians"²⁷

²⁴ Brown revised by Scholtz, 1969: 2.

²⁵ Gertz, M.B.1981. A study of the interaction in book selection between provincial library systems and their affiliated public libraries in South Africa. M.A. Thesis. Cape Town: University of Cape Town, School of Librarianship: 104.

²⁶ Schreiner, 1995a: 3.

²⁷ Schreiner, 1995a: 2-3.

3.3 The University's first proposals

At a Joint Library Committee meeting in April 1968, the Committee sought to draw the attention of the Senate to the fact that "although posts for librarians were widely advertised no worthwhile applications were received from the other provinces and so libraries in Natal had to recruit staff from people already working in the province. As a result of the shortage of librarians the need existed for an investigation into the possibility of the establishment of a library school in Natal".²⁸

The Joint Library Committee first discussed such a proposal to establish a library school in October 1968. The Committee agreed "That as Natal is the only province without facilities for library training the Librarians investigate and report on the establishment of such a school".²⁹ This proposal was discussed under item 3.4 Staff, on the agenda, which suggests that, at that time, the two University Libraries considered the lack of training to be directly linked to their staffing problems and therefore, perhaps, the establishment of a library school to be part of their role.

Brown acted on this request from the Joint Library Committee and compiled a memorandum, which was submitted to the Committee in April 1969, in which he proposed the establishment of a school of librarianship. After discussion, the Committee decided that the two university librarians should work together to broaden the memorandum and to concentrate especially on the motivation. This new memorandum would then be submitted to the appropriate University Committee "as a request from this Committee for the establishment of a department of Librarianship".³⁰ Brown's original memorandum was therefore revised and expanded

²⁸ University of Natal Library. Joint Library Committee. Minutes. 24 April, 1968: 2.

²⁹ University of Natal Library. Joint Library Committee. Minutes. 23 October, 1968: 1.

³⁰ University of Natal Library. Joint Library Committee. Minutes. 16 April, 1969: 1.

by Scholtz and presented to the Joint Library Committee meeting of 22 October 1969.³¹

The proposal to establish a school of librarianship was “strongly supported by the Committee”, who saw it as “a matter of vital importance”.³² The memorandum was to be submitted to the Registrar for forwarding to the relevant University authorities. The Librarian from the Durban campus was asked to submit the memorandum with a covering letter to the Registrar, and to stress “that the financing of a School of Library Science be independent and totally divorced from the financing of the University Libraries as such”.³³

Even at this very early stage the University Libraries voiced their concern about the financial implications of such a venture. It suggests that they were carefully guarding the funding for the libraries and did not want this proposal for a School of Librarianship to be part of the library allocation. Their concern was to be raised repeatedly in the process of setting up the Department.

The memorandum, initiated by Brown, proved to be influential in the move to establish a school of librarianship at the University of Natal and can be regarded as the catalyst which started the official process of establishing the new department at the University. The memorandum was most comprehensive in giving the background, the needs, the financial implications, the scope and the detail of possible courses and it is likely that the University used it as a basis for the planning of a new department.

³¹ Brown revised by Scholtz, 1969: cover.

³² University of Natal Library. Joint Library Committee. Minutes. 22 October, 1969: 1.

³³ University of Natal Library. Joint Library Committee. Minutes. 22 October, 1969: 1.

The memorandum gave reasons to show that “The lack of a library school places the University and the Province at a disadvantage”.³⁴ The above-mentioned difficulty which libraries in Natal have in filling professional posts with qualified persons was noted. As librarianship was a “recognised field of academic study”,³⁵ Brown argued that potential students of librarianship should not be forced to train at universities outside of Natal. It was stated that library development in Natal lagged behind the rest of the country, and a library school, by producing more qualified persons, could “give a new impetus to the growth and development of libraries”³⁶ in the province. The memorandum stressed that there was considerable potential for the employment of librarians in Natal. The SALA’s standards were quoted as stating that there should be one library staff member for every 2 500 members of the population, which would mean about 15 to 20 towns in Natal requiring a full-time qualified librarian. In addition, the staffing needs of the larger Natal libraries were “fairly extensive within the South African framework”.³⁷ It was thought that future economic and other developments in the province would create a demand for qualified librarians, particularly in special libraries. Ideally, every primary school with over 300 pupils and every high school should have a trained and full-time librarian. The need for school librarians would increase due to the rapid population growth in Natal.³⁸

The outcome of this activity was the preparation of the final general recommendations, which were as follows:

1. That a school of library science be approved as soon as possible, and that a lecturer/senior lecturer be appointed as soon as practicable to organise the course and to work out the details of the proposed curriculum, both under the supervision of the librarian.

³⁴ Brown revised by Scholtz, 1969: 1.

³⁵ Brown revised by Scholtz, 1969: 1.

³⁶ Brown revised by Scholtz, 1969: 2.

³⁷ Brown revised by Scholtz, 1969: 2.

³⁸ Brown revised by Scholtz, 1969: 2.

2. That the Natal Provincial Administration be approached for support and financial assistance...
3. That the South African Library Association be approached for accreditation of the course ... and also that the collaboration and approval of the Natal Education Department be... obtained as far as the curriculum is concerned.
4. That it be decided whether the proposed school should be in Durban or Pietermaritzburg, or whether facilities should be provided at both centres.³⁹

The Joint Library Committee also submitted a proposal to establish a School of Librarianship to the Commission of Inquiry into Universities in 1969.⁴⁰ This proposal may have been a duplicate of the memorandum submitted to the University. It has not been traced and there seem to have been no further references to it in any of the University's minutes.

The establishment of the proposed School of Librarianship became more of a reality when the Senate Executive discussed it at a meeting in March 1970, at which "The Committee agreed in principle the establishment of a School of Librarianship in the University of Natal, and referred the matter to the Board of the Faculty of Arts and the Academic Planning and Policy Committee for consideration and recommendation. It was noted that the creation of posts would be for the Staffing Committee's consideration in the first instance".⁴¹

3.4 The location debate

As stated, the University at the time was located on three campuses in Durban and Pietermaritzburg. Durban was an important port city and Pietermaritzburg, 85 km further inland, was the capital of the province. Not only was there rivalry between the cities, but also between the campuses.

³⁹ Brown revised by Scholtz, 1969: 5.

⁴⁰ University of Natal Library. (Pietermaritzburg) 1969. Annual Report. Pietermaritzburg: University of Natal: 1.

⁴¹ University of Natal. Senex. Minutes. 31 March, 1970: 16.

The question of the location of the library school "occasioned considerable argument within the University".⁴² Schreiner pointed to the fact that at the University of Natal considerable conflict between the two campuses existed regarding the allocation of the very limited amounts of money to the Libraries, and in particular there was mutual criticism about the ratio of expenditure on staff to that on library stock.⁴³

On 10 September 1970 a special meeting of the Joint Library Committee was called to table a motion passed by the Durban Library Committee the previous day. The Durban Library Committee stated its support for the establishment of the Library School in Durban, and based this "decision on the merits of the case".⁴⁴ The Joint Library Committee then concluded that it could reach no decision on the siting of the library school and therefore was not able to make a recommendation. The chairman was asked to report this to Senate.

At this stage the debate regarding the siting of the library school had continued for almost one year, from the time that the Joint Library Committee issued its memorandum in October 1969 proposing the establishment of the school, to September 1970. At the Senate meeting on 16 September 1970, at which the decision regarding the location of the school was to be made, Brown and Scholtz were present, but had agreed not to speak at this discussion, and would let others talk about it. The outcome was that "The arguments for PMB [sic] won the day (the case had been well prepared and organised)."^{45 46}

⁴² Schreiner, 1995a: 3.

⁴³ Schreiner, 1995a: 2.

⁴⁴ University of Natal Library. Joint Library Committee. Minutes. 10 September, 1970: 1.

⁴⁵ Brown, 1993.

⁴⁶ Brown, 1995.

There were a number of factors which contributed to the Pietermaritzburg campus being chosen as the site for the new library school:

1. Pietermaritzburg, as capital of Natal, had a variety of libraries. Access to these various types of libraries would be of great benefit to a new library school and they would provide local job opportunities to graduates. Schreiner believed that it was the headquarters of the Natal Provincial Library Services, the Natal Society Library [a legal deposit] and the [Natal Government] Archives which finally determined the choice.⁴⁷ Added to this was the existence of Government departments [with libraries], the Natal Education Department [library] and various legal libraries,⁴⁸
2. The Faculty of Arts in Pietermaritzburg “was prepared to act as the academic house of the new venture”.⁴⁹ At this stage the Arts Faculty in Pietermaritzburg was extremely short of accommodation and was looking to expand elsewhere on campus and build a new Arts block;⁵⁰
3. The new Library on the Pietermaritzburg campus offered facilities and accommodation in the basement of the library;
4. Brown maintained that the University was always looking for new departments to start in Pietermaritzburg “so they didn't all go to Durban, - a new faculty [department] which could be set up without any problems”.⁵¹

⁴⁷ Schreiner, 1995a: 3.

⁴⁸ Brown, 1995.

⁴⁹ Schreiner, 1995a: 2.

⁵⁰ University of Natal Library. Board of the Faculty of Arts. Minutes. 3 March, 1970: 426.

⁵¹ Brown, 1995.

The general consensus is that it was the first of the above reasons, namely that the capital had a great number and variety of libraries, that finally swung the decision in favour of Pietermaritzburg.⁵²

Even after the location of the library school had been decided upon, the Durban Library Committee pursued the matter further. Scholtz was asked by the Committee to “prepare an argument for the establishment of a library school”⁵³ on the Durban campus. This was initially submitted to the Durban Library Committee in September 1971 and subsequently to the Joint Library Committee the following month. Scholtz maintained that “The explicit justification for a library school on this campus rests, in the final instance, on the estimated need for such training in Durban and its immediate environs”.⁵⁴ Scholtz argued that Durban and its surrounding area had the biggest population concentration in Natal. This, together with the fact that Durban had the largest libraries, and “a comparable grouping of different kinds of libraries”⁵⁵ was seen as an important indicator of student number potential. Estimates of potential student numbers had been taken from K.O.Magni, Education Planner for the Natal Education Department, P.M.E.van Zyl, the Durban City Librarian, and individual libraries in the area. It was recommended that full-time and part-time facilities be provided to alleviate the shortage of professional staff. Scholtz also noted that of the 115 members of the Natal branch of the SALA, 73 lived or worked in the vicinity of Durban.⁵⁶ The case for a library school in Durban lay “in the concentration of libraries (and their staffing needs) and in the number of library workers (as indicated by the South African Library Association membership

⁵² Schreiner, 1995a: 3.

⁵³ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

⁵⁴ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

⁵⁵ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 3.

⁵⁶ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

above)".⁵⁷ Scholtz and the Durban Library Committee argued that they were further justified in their case as the University had sought the advice of the Director of the School of Librarianship at the University of Cape Town, R.M. Immelman. He had recommended that Durban would be the most suitable place for a library school in Natal, and this advice had not been accepted.⁵⁸

Surprisingly, Scholtz mentioned the existence of the Library School at the University of Durban-Westville as added justification for the choice of the Durban campus as the preferred site for a library school.⁵⁹ Today, the existence of that library school would probably have been seen as an excellent reason not to locate another one in the immediate vicinity as the rationalisation of universities and resources would have prevented this.

The possibility of starting a department of librarianship on the Durban campus was referred to in various Faculty of Arts Board minutes and in the Triennial Plan for the Faculty of Arts in the early 1970s. The Triennial Plan stated that it was "not advisable to start a department in Durban before the Pietermaritzburg section is firmly established".⁶⁰ It would seem, then, that the possibility of a separate department on the Durban campus was not suggested again.

3.5 The formation process

The formation of a new department within the University in the 1970s was usually a slow and involved process. The proposal had to be passed by a number of

⁵⁷ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

⁵⁸ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

⁵⁹ University of Natal Library. Joint Library Committee. Minutes. 27 October, 1971. Appendix H: 1.

⁶⁰ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-1975: Department of Librarianship: 5.

University committees and it was not necessarily accepted by the Faculty concerned.⁶¹ The attitude of the Faculty depended on a number of other factors such as the availability of accommodation and on the “relative economic welfare of that Faculty within the University”.⁶² The Library Committee, too, as mentioned above, might have been “concerned that the new expenditure might affect the grant to the Library available for book and periodical purchases”.⁶³

Following the discussion of the Senate Executive (Senex)⁶⁴ in March 1970, the question of a school of librarianship was first discussed at a Faculty of Arts Board meeting in April 1970. This was six months before the Senate made the decision on its location.

Schreiner thought that it was first referred to as a 'School of Librarianship' “because there was some doubt as to the academic status of the training that was to be offered. Although both University Librarians were members of the Senate, they were listed as additional members and did not serve on the Boards of Faculties”.⁶⁵ The Faculty of Arts Board “expressed its agreement in principle to the establishment of a School of Librarianship, it having noted that the details of the proposed courses would be the subject of a future memorandum”.⁶⁶

Various details of the proposed School were discussed and some observations made. At this stage discussion seemed to be focused on a proposed lower diploma.

⁶¹ Schreiner, 1995a: 1

⁶² Schreiner, 1995a: 2

⁶³ Schreiner, 1995a: 2

⁶⁴ University of Natal. Senex. Minutes. 31 March, 1970.

⁶⁵ Schreiner, 1995a: 2.

⁶⁶ University of Natal. Board of the Faculty of Arts. Minutes. 7 April, 1970: 429.

The Board believed that this “did not really constitute a University course, as Matriculation was not a prerequisite”.⁶⁷ However, it was pointed out that the University already offered a Law Diploma for which Matriculation was not a prerequisite. The Board felt that certain suitable academic subjects should be included in each of the courses offered and that matriculation should be required “in certain specific subjects deemed to be appropriate to the courses”.⁶⁸ The last observation made was that “the location of the School should, of course, be left to the decision of Senex/Senate and it is suggested that it receive the consideration of the Academic Planning and Policy Committee”,⁶⁹ which has already been discussed above.

In September 1970 the Senate resolved to recommend to Council:

- a) that a post-graduate diploma course in Librarianship be introduced in the Faculty of Arts in Pietermaritzburg;
- b) that a degree course be considered at a later stage;
- c) that the Staffing Committee consider the creation of the following posts on the permanent establishment:
 - 1 Director
 - 1 Senior Lecturer
 - 1 Lecturer.⁷⁰

The Pietermaritzburg Library Committee minutes of 26 August 1970 refer to this Senate decision above, even before it appears to have been taken: “The chairman reported that the Staffing Committee had recommended the establishment of a post for a Senior Lecturer in a School of Librarianship to be started in Pietermaritzburg. It

⁶⁷ University of Natal. Board of the Faculty of Arts. Minutes. 7 April, 1970: 429.

⁶⁸ University of Natal. Board of the Faculty of Arts. Minutes. 7 April, 1970: 429.

⁶⁹ University of Natal. Board of the Faculty of Arts. Minutes. 7 April, 1970: 429.

⁷⁰ University of Natal. Senate. Minutes. 16 September, 1970: 3/431.

was intended that the library staff and School of Librarianship staff should eventually be separate".⁷¹

In October 1970 the University Council also passed the proposal to establish a library school which would be centred in Pietermaritzburg.⁷²

3.6 The debate over the involvement of the University Library staff in the School of Librarianship

As Brown, with his comprehensive memorandum to the Joint Library Committee in 1969, had been the initiator of the proposal to establish a school of librarianship at the University of Natal, it was understandable that he was called upon by the University to be involved in the discussions and planning concerning a library school. He had also indicated the role that he thought he should play by pointing out "that although normal practice, it is not always satisfactory for a university librarian to be directly and primarily concerned with the day-to-day details of running a Library School. A responsible person would be required to run a department in the Faculty of Arts under the supervision of the librarian".⁷³

In October 1970 Brown was invited by the Board of the Faculty of Arts to attend a meeting during which the possible courses in librarianship would be discussed. After the Dean had reported on the progress that had been made, discussion followed. It was perhaps at this meeting, or just prior to it, that Brown reiterated his wish to put the library school "under the overseeing auspices of the Librarian, just to keep an eye on it when it started".⁷⁴ The Board agreed and "resolved to recommend to

⁷¹ University of Natal Library. (Pietermaritzburg) Library Committee. Minutes. 26 August, 1970: 2.

⁷² University of Natal Library. Joint Library Committee. Minutes. 19 October 1970: 1.

⁷³ Brown revised by Scholtz, 1969: 4.

⁷⁴ Brown, 1995.

Senate Executive that in the event of Council's approving the Senate resolution regarding the course in the School of Librarianship:

- a) the Pietermaritzburg University Librarian, Mr R.A. Brown, be appointed Acting Director, with the payment of a responsibility allowance, commensurate with the duties of an acting head of department, pending the appointment of a permanent Director;
- b) ... the Board agreed that, in the event of Council's approving the post of Senior Lecturer in Librarianship, Mr Brown should advertise the vacancy.⁷⁵

At this stage it is apparent that Brown was actively involved in the planning process and the University authorities sanctioned this involvement.

It was then, however, that the Senate, resolved that "the recommendation of the Senate Executive Committee that Mr R.A. Brown be appointed Acting Director of the School of Librarianship be referred back for reconsideration. Noted that definition of authority and fields of responsibility relating to the School of Librarianship and the Libraries should be determined".⁷⁶

The Faculty of Arts Board also noted

that the Senate Executive had rejected the recommendation that Mr R.A. Brown be appointed Acting Director pending the appointment of a permanent incumbent, but had agreed that the Director be made a member of the Board. Senate Executive had also agreed that the Board should consider, at a later stage, the introduction of a degree course in Librarianship. The Board considered certain preliminary suggestions put forward by Mr Brown and discussion ensued on various aspects of the matter, including the possible establishment of a committee of control and the date by which a Director should be appointed. It was then agreed to postpone any further decisions until additional information had been received.⁷⁷

⁷⁵ University of Natal. Board of the Faculty of Arts. Minutes. 6 October, 1970: 478.

⁷⁶ University of Natal. Senate. Minutes. 25 November 1970: 3/447.

⁷⁷ University of Natal. Board of the Faculty of Arts. Minutes. 2 March, 1971: 506.

A preliminary suggestion made by Brown at this stage was that he “would like to use representatives from Natal Society [Library] and Natal Provincial Library Services involved in some form of advisory and supervisory capacity, so that there was some controlling body to keep an eye on the appointee and curriculum”.⁷⁸

It was apparent that it was “the definition of authority and fields of responsibility relating to the School of Librarianship and the Libraries”⁷⁹ which bothered the University authorities. Apart from this reference, it is not clear from archival minutes exactly what the full reasons for these reservations were.

Schreiner, as Chairman of the Pietermaritzburg Library Committee at that time, agreed that there was considerable argument over this issue. Schreiner recollects contacting Musiker, who became Head of the University of the Witwatersrand's School of Librarianship, and who advised him to keep the Library and the School of Librarianship and their staffs separate.⁸⁰

The beginnings of a division developed between the School of Librarianship and the Library in these formative years, referred to by Brown as “a bit of apartheid”⁸¹. Brown further disagreed with the placing of the School of Librarianship under the Faculty of Arts as he felt that the Faculty did not know anything about librarianship and he was not a member of the Board of the Faculty of Arts. As he put it, “so the two split straight away”.⁸²

In April 1971 the Dean of the Faculty of Arts reported “that Senate Executive had decided that the post of Senior Lecturer be advertised and that the incumbent would

⁷⁸ Brown, 1993.

⁷⁹ University of Natal. Senate. Minutes. 25 November 1970: 3/447.

⁸⁰ Schreiner, G.D.L. 1995b. Pers. comm. August.

⁸¹ Brown, 1995.

⁸² Brown, 1995.

be in charge of the new department. It was agreed, however, that he would co-operate with Mr. Brown".⁸³ Subsequently there was no further reference to the position of Director or Acting Director. Senate Executive presumably decided that this position was no longer essential in the establishment of the School of Librarianship and that the post of senior lecturer in charge was sufficient and would be advertised as such. With the Senate Executive's apparent decision to abandon the idea of a "director" of the School of Librarianship came a change of name. It was from then on generally referred to as a "Department".⁸⁴ The general use of the term "Department" was first noted in the Faculty of Arts Board minutes of April 1971.⁸⁵

In spite of the fact that he would not be Director, nor have any form of supervisory role in the Department, Brown's interest in the establishment of the Department continued. In 1971, as University Librarian, Brown made an official visit to Britain, which he explained was "broader in scope in view of the impending Department of Librarianship...".⁸⁶ He visited several university library schools, including Sheffield, London, Belfast and the College of Librarianship at Aberystwyth. He also had discussions with many people at various levels on the subject of "education for librarianship".⁸⁷ Brown said that "detailed information will be made available for the Faculty of Arts, under which the new Department of Librarianship will fall".⁸⁸

A year later, however, the Department still did not exist and there was continued confusion regarding the part the University Library staff would play in the new

⁸³ University of Natal. Board of the Faculty of Arts. Minutes. 5 April, 1971: 517.

⁸⁴ The term "Department" was first used by the Joint Library Committee in its minutes of 16 April, 1969.

⁸⁵ University of Natal. Board of the Faculty of Arts. Minutes. 5 April, 1971: 517.

⁸⁶ University of Natal Library. (Pietermaritzburg). 1971. Annual Report. Annexure. Pietermaritzburg: University of Natal: 1.

⁸⁷ University of Natal Library. (Pietermaritzburg) 1971. Annual Report. Annexure. Pietermaritzburg: University of Natal: 6-7.

⁸⁸ University of Natal Library. (Pietermaritzburg) 1971. Annual Report. Pietermaritzburg: University of Natal: 6.

Department. At a Pietermaritzburg Library Committee meeting in August of 1972, Brown

asked for clarification about the relationship between library staff and the new department. The Committee resolved that, while no librarian should be compelled to lecture in the department, the University should provide a system whereby they could, if they wished, assist during the Department's initial years. The matter of remuneration and replacement for the time lost to the library should be clarified. The Chairman was asked to write to the Dean of the Faculty of Arts.⁸⁹

Schreiner elaborated further on this problem by stating that

The Library itself was understaffed and did not see its way easily to provide time for a teaching component without staff increases. This immediately brought the Durban/Pmb [sic] conflict into the essence and considerable irrelevant heat was generated. I think that Pmb [sic] library wished to be co-operative but had a fear that it would be exploited, possibly not only in terms of working time but also in the distribution of library funds.⁹⁰

At the final Pietermaritzburg Library Committee meeting of the year it was reported "that the Chairman had written to the Dean of the Faculty of Arts and that it appeared that the Library staff would not be used in Librarianship courses".⁹¹ This finally clarified for the Library staff their involvement in the establishment of the new Department. They did indeed become involved, however, when Vietzen, a University Librarian, lectured Library History in a temporary capacity from 1979-1980 and Radebe, then a subject librarian, ran an Honours course in Educational Readership.

⁸⁹ University of Natal Library. (Pietermaritzburg) Library Committee. Minutes. 21 August, 1972: 2.

⁹⁰ Schreiner, 1995a: 3.

⁹¹ University of Natal Library. (Pietermaritzburg) Library Committee. Minutes. 9 November, 1972: 1.

At the time of writing, University Library staff still contribute to such projects as the running of the fieldwork programme (see section 6.4.1) and participating as guest lecturers in the Introduction to Information Retrieval (IIR) undergraduate course and in the Advanced University Diploma in Information Studies (AUDIS).

3.7 The University's forward planning

At the beginning of the 1970s the University embarked upon a system of forward planning which was to culminate in a number of Triennial Plans which would document what was planned at the University as a whole for a particular period. This forward planning was the responsibility of the Academic Planning and Policy Committee and was done on a faculty basis. In retrospect, these documents proved valuable records of the direction that individual faculties took, whether or not they achieved their aims.⁹²

With the imminent establishment of the Department of Librarianship, the Academic Planning and Policy Committee attempted the difficult task of forecasting “developments for a department which has not yet started and which will be in the charge of a senior lecturer who has not yet been appointed ...”.⁹³ It was emphasized that this could only be a prediction. From the available evidence it appears that this plan was drawn up in the first half of 1971.

The planning document is significant in that it briefly outlined how the University saw itself contributing to education for librarianship in South Africa. The document was divided up into four categories: Higher Diploma, four-year Bachelor's degree, two-year Diploma and Teacher-Librarians. It was intended that the Department would

⁹² University of Natal. Academic Planning and Policy Committee. Forward Planning. Triennial Plan, 1973-1975. [separate documents for each Faculty].

⁹³ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

start with the one-year post-graduate course in 1972, for which it was envisaged that 10 to 25 students would register.⁹⁴

The four-year Bachelor's degree was seen as the next development. It was foreseen that this would be a mixture of librarianship and academic subjects, where the fourth year would be dominated by librarianship. It was stated that "the degree course slowly appears to be finding favour over the diploma course"⁹⁵ (see section 4.8.3 for attempts to introduce a four-year degree course).

The two-year Lower Diploma consisted of one year of academic subjects and one year of librarianship, already offered at some universities. It is interesting that the University was sufficiently concerned to comment on the lack of training in the field as a whole, and to hint at participating in something such as a two-year diploma: "Although the University of Natal does not usually accept students who are not intending to graduate, so far in South Africa no facilities for librarianship exist outside the Universities".⁹⁶ At a Faculty of Arts Board meeting in 1970, in the very early discussions, the focus appears to have been on a Lower Diploma (see section 3.5)

With regard to teacher-librarians, discussions were being held with the Natal Education Department (NED) on the possibilities of the new Department of Librarianship training teachers for its new school library resource centres. It was suggested that this could be a full-year course or a very intensive course for one

⁹⁴ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

⁹⁵ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

⁹⁶ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

term. The University of Natal saw this as an “opportunity of providing a course which is not at present offered at any South African university”.⁹⁷

Staffing prospects were discussed in the document. It stated that there was only the one post of Senior Lecturer, “who will have initially to be assisted by local librarians, in order to cover approximately 20 teaching hours a week”.⁹⁸ It was noted that a supplementary post of Lecturer was essential to eliminate the necessity for temporary staff. Although this additional post had been applied for on the 1972 estimates, it had been deferred. Future staffing would depend on courses offered and the outlook of the Senior Lecturer in charge.

Accommodation was not seen as a problem at that stage, because the Department of Divinity would in due course be vacating the basement of the Library and the Department of Librarianship would be housed there. Various teaching aids, such as a slide projector, were requested on the 1972 estimates, but these were not granted.⁹⁹

3.8 Failure of initial attempt to start in 1972

As already stated, in April 1971 Senate Executive had decided to advertise the post of Senior Lecturer and that the incumbent of the post would be in charge of the new

⁹⁷ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

⁹⁸ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan, 1973-5: Department of Librarianship: 1.

⁹⁹ University of Natal. Academic Planning and Policy Committee. Forward Planning for the Faculty of Arts: Triennial Plan 1973-5: Department of Librarianship: 2.

Department. Brown, in his Annual Report of August, 1971, reported on ongoing "preparatory work"¹⁰⁰ for the Department of Librarianship:

Financial estimates and staff establishment proposals have been submitted, and the post of Senior Lecturer-in-charge has been advertised. Although the course has not yet been publicized in the press, 12 names have already been received from students wishing to register. It is hoped that the staffing need will be adequately met in time to start the Higher Diploma in February next year.¹⁰¹

This was not to be. The Faculty of Arts Board minutes stated, in September 1971, that a selection committee had been appointed.¹⁰²

On his trip to Britain in 1971, Brown had made many enquiries in an attempt to find someone suitable to run the Department. He maintained that it was a problem, as people were not enthusiastic about coming to South Africa.¹⁰³ He managed to find a librarian, G. Jefferson, from Malawi, who agreed to apply for this post. Jefferson was subsequently interviewed and was successful in his application. Brown, who stated that he had even organised accommodation for Jefferson in a University flat, maintained that he had then backed out.¹⁰⁴ However, at the end of the year, the Dean of Arts clarified the situation when he reported that "the selection Committee had recommended an appointment at a higher notch of the salary scale than the Emergency Committee and the Council were prepared to approve. As a result, the successful applicant had withdrawn and there would consequently be no courses in

¹⁰⁰ University of Natal Library. (Pietermaritzburg) 1971. Librarian's Report no.22. 25 August: 2.

¹⁰¹ University of Natal Library. (Pietermaritzburg) 1971. Librarian's Report no.22. 25 August: 2.

¹⁰² University of Natal. Board of the Faculty of Arts. Minutes. 7 September, 1971: 554.

¹⁰³ Brown, 1995.

¹⁰⁴ Brown, 1995.

Librarianship in 1972".¹⁰⁵ This was confirmed by an entry in the University Council Agenda in March 1972, which stated that Jefferson had declined the appointment of Senior Lecturer.¹⁰⁶ Early in 1972 it was reported in the first Pietermaritzburg *Library Bulletin* of the year, under the heading Department of Librarianship : "We are all extremely disappointed that this department will not start this year because the Faculty of Arts were unable to obtain a Senior Lecturer in time for the academic year".¹⁰⁷

3.9 Final preparations

The failure of the University to fill the position of Senior Lecturer in Charge meant that the selection process had to recommence in 1972. A selection committee was appointed and met on 29 June 1972, in Pietermaritzburg. Although the vacancy had been advertised widely in newspapers and journals, locally and overseas, only four applications were received. Cornelis Mornet, a senior librarian and lecturer from the Rand Afrikaans University (RAU), who had originally applied for the position in July 1971, was contacted again by the University. He informed the University that he would like to be considered for the position.¹⁰⁸ Mornet recollects that after his first application in 1971 he did not hear from the University for many months, until he was contacted for the second selection process, which he erroneously assumed to be the first selection process.¹⁰⁹ After Mornet and another candidate were interviewed on 7 July 1972, Mornet was appointed to the post of Senior Lecturer in the Department of Librarianship, with effect from 1 January 1973. The future of the Department depended on its first Head and the selection committee was of the

¹⁰⁵ University of Natal. Board of the Faculty of Arts. Minutes. 13 December, 1971: 588-589.

¹⁰⁶ University of Natal. Council. Agenda. 23 March, 1972. Item 7.15. Appendix U. Matters arising from previous minutes.

¹⁰⁷ University of Natal Library. (Pietermaritzburg) 1972. *Library Bulletin*, no.81: 1.

¹⁰⁸ University of Natal. Council. Agenda. 8 July, 1972: 2.

¹⁰⁹ Mornet, C. 1995. Taped interview with Fiona Bell. Pretoria. October.

opinion that the “candidate is eminently suitable with M.A. Librarianship, experience, approach and personality”.¹¹⁰

In October 1972 the *Library Bulletin* made the announcement in a paragraph entitled, Dept. of Librarianship: “At long last we are able to report that this Department will start next year. Mr C. Mornet of Randse Afrikaanse Universiteit will be the Senior Lecturer in Charge”.¹¹¹ Then, as if to emphasize the separation of the library from the Department, it continued: “It must be pointed out that this Department is in the Faculty of Arts and is entirely separate from the Library. Enquiries about it must therefore be directed to the Registrar or the Faculty”.¹¹²

In the same month the University's Public Relations Office issued a press release announcing the start of the Higher Diploma in Natal. The planning and preparation towards the establishment of the Department which had taken a number of years had finally come to fruition. An important request made by Mornet, soon after his appointment in 1972, was for the name of the Department to be changed to the Department of Library Science.¹¹³ Not only was this an indication of a worldwide trend which regarded the study of librarianship as a scientific discipline but it also signified that this was Mornet's own view.

3.10 Summary

It was the lack of qualified library staff in Natal which initiated investigations into the establishment of a school of librarianship in the province. Motivated by Brown and the Joint Library Committee, the University of Natal took up the challenge and discussed proposals for training. Much debate regarding the location of the school

¹¹⁰ University of Natal. Council. Agenda. 8 July, 1972: 2.

¹¹¹ University of Natal Library. (Pietermaritzburg) 1972. *Library Bulletin*, no.87: 1.

¹¹² University of Natal Library. (Pietermaritzburg) 1972. *Library Bulletin*, no.87: 1.

¹¹³ Mornet, 1995.

and the involvement of the University Librarian and his staff followed. The Pietermaritzburg campus was chosen for the siting of the new School, later referred to as the Department of Librarianship. After the University failed to appoint a Senior Lecturer in Charge in 1971, Mornet was appointed to the position in 1972. Soon after the introduction of the one-year post-graduate course in 1973, Mornet successfully motivated to change the name to the Department of Library Science.

CHAPTER FOUR

CONSOLIDATION: THE FIRST TEN YEARS OF THE DEPARTMENT, 1973-1982

South Africa was affected by slow economic growth in the 1970s. In 1973 Arab members of the Organization of Petroleum Exporting Countries (OPEC) placed an embargo on all oil sales to South Africa¹ and therefore “petroleum-caused price rises”² affected the economy. South Africa experienced a recession in the mid-1970s, partially as a result of a worldwide recession.³ The country began to feel the effects of mounting international pressure. In 1974 the United Nations “denied South Africa access to the plenary sessions” and passed a resolution for a mandatory arms embargo in 1977.⁴ It was especially after the Soweto riots of 1976 that local and foreign investment fell dramatically.⁵ The sanctions campaign gained momentum and pressure from various groups such as the Anti-Apartheid Movement led to the withdrawal of foreign corporations from South Africa⁶ and increasing isolation.

Both the economic and political situation had effects on the University of Natal. Towards the end of 1973 “the fuel crisis made it imperative to reduce drastically the amount of travelling between the two centres”⁷ (the Durban and Pietermaritzburg

¹ Haricombe, L.J. and Lancaster, F.W. 1995. *Out in the cold: academic boycotts and the isolation of South Africa*. Arlington, Va: Information Resources Press: 9.

² Rotberg, R.I. 1981. *Towards a certain future: the politics and economics of southern Africa*. Cape Town: David Philip: 91.

³ Rotberg, 1981: 9.

⁴ Haricombe and Lancaster, 1995: 9.

⁵ Rotberg, 1981: 92.

⁶ Haricombe and Lancaster, 1995: 9.

⁷ University of Natal. 1973. *Annual Report*. Durban: University of Natal: 6.

campuses). As a result, departments on both campuses separated and became “autonomous academic units”, which were not dependent in any way on the other centre “for direction or for assistance in respect of teaching”.⁸

Restriction orders were placed on staff members such as Dr. Rick Turner, a lecturer in Political Science, and other former students who were permanent officials of the National Union of South African Students (NUSAS).⁹ In 1975, due to the threat of further encroachment by the Government on the freedom of the University to manage its own affairs, the University formed the Academic Freedom Committee, to consider “ways and means of fostering the independence of the University and safeguarding academic freedom”.¹⁰ This would rid the University of interference by the State in research and teaching and individual rights.¹¹

In the LIS sphere, SALA's membership continued to be restricted to whites and only to those who qualified as 'professionals'. Education and training for librarianship was firmly established in most universities. The first investigations into the computerization of libraries in South Africa were beginning and articles about Machine Readable Cataloguing (MARC) began appearing in the journal, *South African Libraries*. Brown, in 1972, reported that “the computerization of libraries is now under way in Britain and in some South African libraries. In due course, when these processes have been perfected by trial and error, their introduction must be considered here”.¹²

⁸ University of Natal. 1974. *Annual Report*. Durban: University of Natal: 6.

⁹ University of Natal. 1973. *Annual Report*. Durban: University of Natal: 6.

¹⁰ University of Natal. 1975. *Annual Report*. Durban: University of Natal: 5.

¹¹ University of Natal. 1988. *In defence of our freedom*. [Durban: University of Natal].

¹² University of Natal. Academic Planning and Policy Committee. *Forward Planning for the University Libraries: Triennial Plan, 1973-1975*. Pietermaritzburg: 8.

4.1 Mornet's justification for the establishment of the new Department

Although Mornet did not specifically remember the occasion, one can deduce from his notes, made on the back of an agenda for a South African Library Association (SALA) Natal Branch meeting of 8 February 1973, that he was invited to speak to the Association about the new course he was offering at the University of Natal. He put down certain points in an attempt to justify the establishment of the new Department.

Mornet's first justification reiterated what many others had previously stated in the past decade and which had motivated the formation of the Department. He said that this training would "fill a basic need for qualified librarians in Natal".¹³ He emphasized that Natal was "becoming industry conscious"¹⁴ and that smaller towns such as Ladysmith, Newcastle, Estcourt and Richards Bay would grow much larger, perhaps even to city-size. He believed that although the need for public librarians might eventually decrease, industry would "place a heavy demand on suitably qualified librarians".¹⁵

Secondly, he thought that if this Department were "to do something special" it would justify its establishment. He went on to explain that initially the Department would manage to teach only the basics of librarianship, but that, once established, there would be opportunities to branch out into various fields of specialization. Mornet gave the example of a separate course in School Librarianship which he believed would be of primary importance. Industrial and technological librarianship would also be considered.

¹³ Mornet, C. 1973. [Personal notes made for presentation at SALA branch meeting, Pietermaritzburg, 8 May.] University of Natal, Department of Information Studies. Mornet files.

¹⁴ Mornet, 1973.

¹⁵ Mornet, 1973.

Thirdly, Mornet remarked on the fact that library research in this country was still in its infancy. As the “whole field of research still lies wide open, it will become imperative to select an area of study that will also be beneficial to Natal, which means efficient forward planning”.¹⁶ He was confident that “the contribution to Library Science this Department will then eventually be able to make, will more than justify its existence”.¹⁷

The motivations for the opening of such a department, put forward by Brown and others in previous years (see Chapter Three), also provided justification for its existence.

4.2 Opening of the new Department

In February 1973 the new Department of Librarianship opened its doors to 13 white women students who registered for the one-year post-graduate Diploma course in librarianship. In March the Co-ordination and Liaison Committee “noted that the two new departments, Home Economics and Dietetics and Librarianship had started operations”.¹⁸

Mornet held the post of Senior Lecturer in Charge from 1 January 1973 and, as such, was the head of a department of which he was the sole permanent member of staff. The establishment of the Department, the planning of the Diploma course and the administration of it, were his responsibility. This was to prove a difficult task in the first few years of the Department's existence (the reasons for this will be discussed later in this chapter).

¹⁶ Mornet, 1973.

¹⁷ Mornet, 1973.

¹⁸ University of Natal. Council. Agenda. 19 April, 1973: 6.

It was not only the staffing complement of the new Department that was modest. In 1973 the fees for the Diploma course were R310 per annum.¹⁹ The Department was housed in the basement of the University Library. It consisted of a lecture room, a seminar room and one office. A second office was added in 1974.²⁰

4.3 New name and new rules

At a Senate meeting in September 1973, two important decisions regarding the Department were taken. One was to change the name of the Department and the other was to get approval for the new set of rules for the Diploma. One of Mornet's earliest requests, before his arrival at the University, had been for a change of name for the Department²¹ (see section 3.9). This Senate meeting reported on an earlier recommendation made by the Senate Executive in May 1973, "that the Department of Librarianship be renamed the 'Department of Library Science' ".²² The name change was agreed to by the University Council on 19 October 1973.²³ Unofficially the name of "Department of Library Science" had been in use since April 1973. As noted by the researcher, it had appeared on letters and memoranda from the University administration to the Department. The name change resulted in the Diploma course being called the Higher Diploma in Library Science, or simply the HDLS.

The new rules for the HDLS were put forward for approval at the same Senate meeting in September 1973.²⁴ The seven rules, which made up the basic

¹⁹ University of Natal. Council. Minutes. 19 October, 1973: 4.

²⁰ Verbeek, 1995.

²¹ Mornet, 1995.

²² University of Natal. Senate. Minutes. 12 September, 1973: 4/240.

²³ University of Natal. Council. Minutes. 19 October, 1973: 12/218.

²⁴ University of Natal. Senate. Minutes, 12 September, 1973: 4/240. Annexure to minutes, Appendix A: 16-17.

requirements for the Diploma, would be adapted and expanded in the future. Most of the rules laid down the usual requirements for a post-graduate course at the University.

The first rule stressed the need for a candidate to have obtained a degree, or to have been admitted to the status of a degree, before registration for this Diploma. The post-graduate status of the Diploma has been adhered to through the years, but candidates without degrees *have* been admitted. The same rule also required proficiency in one of the then official languages (English or Afrikaans) and a reading knowledge of at least one other modern language, which was in line with overseas trends, where the mother tongue plus one other modern language were required. The requirement for a third language was later dropped in order to accommodate students from faculties other than Arts.²⁵

The second rule related to the terms of attendance for the duration of the diploma. A student had to be registered and attend the University for at least one academic year. If a student was unable to complete the course full-time, they had to devote at least two years to their studies on a part-time basis.

The third rule listed six courses which were required for the completion of the Diploma. These were: Introduction and General Aspects of Librarianship; Library History; Catalography; Information Retrieval; Library Administration and Readership.

The Diploma was a basic combination of semesterised courses and can be regarded as a typical offering for librarianship students in tertiary institutions in South Africa in 1970s.²⁶ Some of these courses were then further sub-divided. This combination was changed soon after 1973 and continued to be subject to change over the years.

²⁵ Verbeek, J.A. 1996a. Pers. comm. University of Natal, Pietermaritzburg. May.

²⁶ This semesterization was, except for the Department of Library Science, only applied to the Faculty of Agriculture at the University of Natal, at this time (University of Natal calendar 1974).

It is interesting to note the lack of any emphasis on Computerization or Information Science at the inception of the HDLS. In South Africa, at that stage, these areas of librarianship were still in their infancy.²⁷

The fourth rule was an important one in that it laid down the practical requirement for the course. A student was required to complete at least three weeks of work in an approved library. This was in line with the SALA recommendations of that time. A student who had already had practical experience could be exempted from this requirement by Senate, if necessary. This practical component or 'fieldwork,' as it became known, has always been an essential part of the Diploma course. It was developed further in conjunction with the University Library in the late 1980s (see Chapter Six). Many employers see this as a vital part of a student's training, as it familiarizes them with most of a library's routine practical and professional tasks and exposes students to the influence of library practitioners. This practical part of the course placated, to a certain extent, those critics who still felt that a university training in librarianship was too theoretical and that it left students under-prepared for the working situation.

The fifth rule stated that a student had to sit an examination for every course for which he/she had registered that year, while the sixth rule spoke about the possibility of a student writing a supplementary examination, on condition that it was the only course outstanding for the Diploma. The seventh rule simply stated that the Diploma might be awarded with distinction.

4.4 Origins of the content of the new Diploma course

The content of the HDLS courses was left to Mornet to formulate. He affirmed that he had based the whole programme on one which was offered by the Department of

²⁷ The University Library was not computerized and the Department had no computers. Mornet maintained that it was he, himself, who urged the University Library to start the computerization process (Mornet, 1995). At this stage neither the Natal Society Library nor the Provincial Library Service were computerized.

Library Science at Rand Afrikaans University (RAU).²⁸ It was easy to see why this had occurred. He had graduated from that university with a B.A. Hons. (Lib) in 1970 and an M.A.(Lib) in 1971. From 1969 Mornet had been employed at RAU as a senior librarian and lecturer. Furthermore, he had been associated with the establishment of the Department of Library Science there, under Prof. H.O.K. Zastra. In deciding on the content and philosophy of their course, he had participated in meetings and discussions where they "made use of the ideas of a number of people who were involved in training librarians at that time, from all over the country".²⁹ Mornet thought that this input was of great benefit to him and he absorbed as much of this process as he could.³⁰ When he came to Natal, he believed that he had a ready-made syllabus, the design of which he had been involved in and which he would adapt slightly for Natal. The new HDLS course then would obviously reflect that which he had already taught and was familiar with, and which appeared to be a successful and workable programme. It was therefore likely that the ideologies and philosophies which had moulded the thinking in librarianship at RAU would filter through to the University of Natal's HDLS course. In spite of stating that the syllabus would be adapted to the Natal situation, there was no apparent attempt to develop a course that specifically suited the situation in Natal at this stage. Perhaps this was because Mornet had seen this situation as characterised by a high proportion of small towns that would develop in response to the demands of industry.³¹ Therefore this anticipated demand for special library training would have been accommodated by the RAU based course.

Zastra and the staff of the Department at RAU were strongly influenced by the Continental approach to education for librarianship (see section 2.3.2). The Continental ethos had a philosophical basis and relied heavily on theory. For

²⁸ Mornet, 1995.

²⁹ Mornet, 1995.

³⁰ Mornet, 1995.

³¹ Mornet, 1973.

instance, terms such as "heurology"³² for reference work were coined. De Vleeschauwer, the Belgian philosopher and librarian, was one of the Continental thinkers who influenced South Africans such as P.C. Coetzee, Zastrau and others, especially from the Afrikaans-speaking universities in the then Transvaal. Their approach came to be regarded by the profession as the "northern" philosophy, viewed by some as conservative and highly theoretical. In an article for the *Encyclopedia of Library History*, Clare Walker also puts forward the view that Afrikaans universities were "...culturally influenced by Holland and Germany".³³ UCT, and later Rhodes University, on the other hand, came to be staffed by English-speaking licentiates of the British LA, with the exception of Immelman, head of the UCT Library School, who had trained in the USA. Their approach was based on the LA syllabus and their emphasis was essentially a practical one. This was regarded as the more humanist "southern" viewpoint³⁴ (the latter viewpoint might have suited Natal better - as later years showed).

When Mornet was asked to comment on those individuals who had influenced him most in his thinking, he said that Zastrau had had the greatest influence on him because of his direct contact with him.³⁵ Mornet maintained that Zastrau was a disciple of de Vleeschauwer and Coetzee, but that "he took their philosophies and ideas a few steps further because he made them more practical".³⁶ Zastrau had been the person directly responsible for thinking about the training of librarians and the drawing up of the syllabus at RAU.

³² This stemmed from the adjective "heuristic" which means "serving to find out or discover" Oxford English Dictionary. Vol. 7. Oxford: Clarendon Press: 193.

³³ Walker, C.M. 1994b. South Africa. In: Wiegand, W.A. and Davis, Jr., D.G. eds. *Encyclopedia of library history*: New York: Garland: 590.

³⁴ Verbeek, 1996a.

³⁵ Mornet, 1995.

³⁶ Mornet, 1995.

4.5 Subject content of the course

The subjects of the HDLS were, as Mornet put it, “traditionally grouped into four categories of related subjects”.³⁷ These were further divided into sub-categories. Bibliography consisted of History of the record and printing, Library history and Descriptive cataloguing; Information retrieval consisted of Classification, General reference and information work, Subject reference work and Documentation. Reader and user studies comprised Readership. Library administration consisted of The library system in South Africa, Library management and Library automation.

In 1975 Mornet maintained that this scheme represented “the absolute minimum basic course structure for librarianship training”.³⁸

4.6 Teaching staff

When Mornet realised that he alone would be responsible for teaching ten subjects to the Diploma students, he convinced the authorities that he could not cope with the course on his own. The suggestion that lecturing assistance for the Senior Lecturer would be needed had already been made in the Triennial Plan (see section 3.7). The University agreed to give him money to employ two part-time Lecturers.³⁹ Brown had indicated that he should not ask any of the University Library staff to teach on the Diploma course.

On his arrival in Pietermaritzburg, Mornet had visited various local libraries to introduce himself. At the Natal Provincial Library Service (NPLS) headquarters he had met C.J. Fourie (the Head and Deputy Director of NPLS) and J. O. Engelbrecht (Senior Librarian), who had offered their help if Mornet experienced any problems.

³⁷ Mornet, C. 1975. Memorandum for Triennium, 1976-1978. 3 March. University of Natal, Department of Information Studies. Mornet files.

³⁸ Mornet, 1975: 1-2.

³⁹ Mornet, 1995.

Mornet then invited them to teach Cataloguing and Classification, while he lectured the remaining subjects. As Fourie had been Head of the Department of Library Science at the University of the Orange Free State before being appointed Head of NPLS, and Engelbrecht had also given some lectures at that University, they seemed to be the logical people to use as part-time lecturers. Mornet had, because of his background, an affinity with the library philosophy of these two librarians. Indeed, they remained supportive for a long time. Both Fourie and Engelbrecht assisted as part-time Lecturers in Cataloguing and Classification from 1973.^{40 41 42} Fourie continued to lecture a module of a course, Library Planning, until 1984. Fourie, as Head of the Natal Provincial Library Services was a competent Lecturer for this course as he had planned so many libraries in Natal.

Verbeek joined the Department as a part-time lecturer in July 1974 to lecture Reference Work. She became a member of the permanent staff in October 1978. Other part-time lecturers in the Department in the first years of its existence included Cheryl Schauder, who was the wife of the University Librarian and who taught Cataloguing and Classification; Rusty Hunt, one of the Department's first diplomates, followed by Maureen Rowlands, who taught History part-time in 1975.⁴³

Cara Pretorius was appointed as a full-time Junior Lecturer from February 1975. She had a B.Bibl. Hons. from the University of Pretoria and was made responsible for teaching two subjects, Cataloguing and Classification.⁴⁴

The Department's problems in these early years related particularly to the lack of

⁴⁰ Mornet, 1995.

⁴¹ Fourie, C.J. 1996. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. September.

⁴² Engelbrecht, J.O. 1996. Letter to Fiona Bell. 13 November.

⁴³ Spencer, B. 1998. Pers. comm. (Student in 1974). June.

⁴⁴ Pretorius, C. 1996. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. October.

staff, and therefore to Mornet's great teaching load, which is plainly reflected in his first memorandum written in January 1974, a year after the Department started functioning and in which he made a number of recommendations.⁴⁵ These problems were once more his major concern in March 1975 when he wrote a memorandum for the Triennium 1976-1978.⁴⁶ He recorded his enormous work load, both "administratively, because of the limited administrative help, and academically, caused by the fact that I have been responsible for the teaching of nine out of the eleven courses offered".⁴⁷ He went on to explain that the content of the Diploma course was equal to the content of Library Science I, II, III and IV offered at other universities for the B.Bibl. degree in Librarianship. This resulted in the Diploma course having a very full time-table, being presented at a fast pace and with students being forced to work on their own as much as possible. He maintained that this necessitated "more individual attention to and personal contact with the students than would be the case in an undergraduate teaching programme".⁴⁸ Through the years this has continued to be the case and the large number of contact hours has been emphasized in all the Departmental reviews.

Mornet also claimed that "for various reasons the part-time teaching help has not proved to be a great success".⁴⁹

He maintained that for all the above reasons he was left with very little time for adequate lecture preparation, for keeping up with the literature in his subjects or, more importantly, embarking on any form of research.

⁴⁵ Mornet, C. 1974. Memorandum. 23 January. University of Natal, Department of Information Studies. Mornet files.

⁴⁶ Mornet, 1975.

⁴⁷ Mornet, 1975: 1.

⁴⁸ Mornet, 1975: 1.

⁴⁹ Mornet, 1975: 1.

Mornet outlined the four traditional categories of related subjects in Library Science which were being taught in the Department and which he stressed were the absolute minimum basic course requirements for librarianship training (see section 4.5). He believed that "In order to achieve greater depth and standard of teaching and a more specialised approach, no lecturer should be asked to teach more than one of these groups".⁵⁰ Therefore he recommended that the teaching posts be increased to four Lecturers' posts, one Senior Lecturer's post and that his post be upgraded to that of Professor.

Mornet was adamant "that a department with two lecturers responsible for eleven subjects and offering only a diploma course, cannot expect to attract many students. On the other hand, the department with a full complement of courses and lecturers, actively pursuing both the teaching and research function, will assuredly grow and we could soon have 100+ students per year. This has been the experience at most South African universities".⁵¹

Mornet was certain that there was still a great need for qualified librarians. This was confirmed by the fact that all the HDLS students from the classes of 1973 and 1974 had obtained positions before the end of their year of study. He added that "It should finally be stressed that student numbers cannot be the sole criterion for determining the size of the teaching staff. The nature of Library Science, with its considerable number of different subjects, should carry much more weight, if not the most".⁵²

Marion van der Westhuizen, the Department's first part-time administrative assistant, was appointed with effect from January 1977. This appointment was to considerably alleviate Mornet's administrative problems.

⁵⁰ Mornet, 1975: 2.

⁵¹ Mornet, 1975: 4.

⁵² Mornet, 1975: 4.

4.7 Accreditation

Mornet was confident that the new HDLS course would be accredited by the country's professional association, SALA. As RAU's syllabus was already accredited, he knew, therefore, that the University of Natal's would also be, because the two syllabi were so similar.⁵³ In June 1973 Mornet wrote to SALA to request that the HDLS be accredited by them. The secretary wrote back to explain that their Education Committee had decided to hold over this request until the revision of the *Standards for Librarianship Training* were completed. In April 1975, a letter from the secretary of SALA confirmed that the Education Committee had decided that the HDLS of the University of Natal had, from the start of 1973, met with the requirements of SALA's *Standards for Librarianship Training*.⁵⁴

4.8 Introduction of further programmes

Between 1973 and 1982 Mornet attempted to introduce new programmes but was not always successful in doing this. However, two of them were introduced in later years but not necessarily in the same form.

4.8.1 Attempt to introduce a second Diploma course for school and children's librarianship

From 1973 Mornet had envisaged that the Department would expand to offer higher degrees and other specializations, such as a course in school librarianship. In a memorandum written on 3 March 1975, concerning the future development of the Department, he maintained that discussions were held with the NED regarding the introduction of training courses for school librarians at university level (see section 3.7). He went on to state that "It is, I think, common knowledge by now that the need

⁵³ Mornet, 1995.

⁵⁴ Mornet, C. 1970s. Correspondence in personal file. University of Natal, Department of Information Studies. Mornet files.

for qualified teacher-librarians in Natal is desperately acute".⁵⁵ Mornet believed that if the Department were to introduce such a course, an intake of about 10 students per annum could be assured for a number of years. He said that "nearly every second prospective student I have interviewed has enquired about such a course".⁵⁶ Mornet also stated that because this would be an intensive and specialized course, which would also involve a teaching method course, a separate lecturer would be needed.

The first official mention of a separate course for school and children's librarianship appeared on 2 September 1975, in the minutes of the Durban Executive Sub-Committee of the Board of the Faculty of Arts. It was this Sub-Committee which "approved the introduction of, and syllabus for, the Higher Diploma in Library and Information Science (School and Children's Librarianship)".⁵⁷ In spite of the introduction of a new course, the Committee noted that no requests for extra staff could be entertained. The Committee resolved to recommend to Senate Executive that various rule amendments for this course be approved. The rules for this course overlapped considerably with those of the HDLS. To be eligible for this course a student had to have a degree and a post-graduate education diploma or an approved combined education degree. The following courses were required for this diploma: Library History, Catalography, Information Science, Library Administration, Readership, School and Children's Librarianship and the student had to have completed a "second or third year degree course in an approved subject".⁵⁸ A practical component was the six-week teaching practice and experience in a school library.

⁵⁵ Mornet, 1975: 2.

⁵⁶ Mornet, 1975: 2.

⁵⁷ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. (Durban). Minutes. 2 September, 1975: 55.

⁵⁸ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. (Durban). Minutes. 2 September, 1975: 55.

The following month the Dean of the Faculty of Arts reported to the Pietermaritzburg Executive Sub-Committee that "Senate Executive had decided to defer consideration of the Board's recommendation"⁵⁹ to introduce the new diploma. Senate Executive was waiting for "information and clarification from the Joint Advisory Committee on Teacher Training, particularly in respect of the criteria that it laid down; it also wished to seek the formal approval of the Committee of Heads of Education Departments, which would not be meeting again until some time in 1976".⁶⁰ This new Higher Diploma was therefore not introduced in 1976. It eventually re-appeared in another form in 1983, when the DSE (School Librarianship) was offered for the first time by the Department of Library Science under the Faculty of Education (see section 4.12).

4.8.2 Proposal to introduce a post-graduate diploma in Museum Science

When the Transvaal and Natal Provincial Library Services took over responsibility for museum services in their provinces, Mornet saw this as an opportunity to be the first university in South Africa to offer a course in Museum Science. Because of the close connections between libraries and museums, Mornet stated that only one lecturer would be required "as the Library Science lecturers could be made responsible for the majority of subjects taught to these students".⁶¹ This initiative to introduce Museum Science did not come to fruition until after the period covered by this study.

He also indicated in the same source that a take-over of art galleries by the Natal Provincial Library Services was already planned. Training in art documentation and

⁵⁹ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. (Pietermaritzburg). Minutes. 7 October, 1975: 52.

⁶⁰ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. (Pietermaritzburg). Minutes. 7 October, 1975: 52.

⁶¹ Mornet, 1975: 2.

art gallery administration would be another area of development for the Department to consider.

4.8.3 Proposals to introduce degree courses and higher degree courses

In his 1975 memorandum, written for the Triennium 1976-1978, Mornet recommended that a full range of degree courses should be introduced as soon as possible. This was an almost identical motivation to that which he had first put forward a year before, early in 1974. Mornet was of the opinion "that no university department's right of existence can be justified if it offers only diploma courses".⁶² In his extensive motivation to support his view, he stated that:

1. The status of the Department of Library Science is thus put on [a] par with other departments in the University and representation on Senate could become a reality.
2. Degree courses will attract more students to the Department at no extra cost and it further strengthens the case for more lecturers.
3. We can achieve much more with students over a four year degree study period than in a one year cram course like the diploma. The subjects are spread more evenly, the students have more opportunity to absorb what they are taught and the lecturers have more opportunity to teach in depth. In general, the degree course offers a better chance to train students properly.⁶³
4. The trend at South African universities seems to be to move away from the Higher Diploma.
5. The main argument against the one year diploma is that the extending [expanding] content of the course can no longer be adequately presented in one year and that at least two years is needed.
6. Introduction of degree courses, especially post-graduate, would enable the Department to fulfill its other primary and very important function, namely research.

⁶² Mornet, 1975: 3.

⁶³ A point not stressed in this memorandum is the fact that all students entering the Department had already been awarded degrees, and that they could in fact be expected to work at a faster pace and do more work on their own.

7. There is an expressed need for higher degree courses. Eight students from the 1973 and 1974 classes and four other persons would have registered for Honours in Library Science had they been able to do so. Two possible Masters candidates have also approached me.
8. Introduction of higher degree courses would enable us to train librarians for senior and executive positions.⁶⁴

It was probably the above memorandum from Mornet, or an adapted version of it (which has not been traced), which was circulated with the agenda to the Faculty of Arts Board. The Pietermaritzburg Executive Sub-Committee of the Faculty sat in April 1976 and agreed in principle to the introduction of the Honours (B.Bibl.Hons.), Master's (M.Bibl.) and Doctoral (Ph.D. or D.Phil.) degrees. The Sub-Committee requested that the relevant rule and Statute amendments should be submitted to the next meeting of the Durban Executive Sub-Committee. These were only finally presented to the June Board meeting. In the following August the Dean reported that "the Senate Executive had agreed in principle the proposed introduction of the degrees and had referred the proposed rules to the Rules Committee for consideration".⁶⁵ It was only in May 1977 that the Board approved the syllabus for the Honours degree and would recommend that the Senate Executive approve the attached rules.⁶⁶ It was finally in March 1978 that the Board noted that the Minister of National Education had given his approval to the Honours, Master's, and Doctor of Philosophy courses.⁶⁷ The minutes also stated that the entrance requirement for the Honours degree was to be a four-year Bachelor's degree in Library Science or a Bachelor's degree with a Higher Diploma in Library Science, and every subsequent degree was to become a prerequisite for the next higher degree. In every case a satisfactory academic record would also be a requirement.

⁶⁴ Mornet, 1975: 3.

⁶⁵ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. (Durban) 3 August, 1976: 73.

⁶⁶ University of Natal. Board of the Faculty of Arts. Minutes. 24 May, 1977: 977.

⁶⁷ University of Natal. Board of the Faculty of Arts. Minutes. 21 March, 1978: 106.

However, Mornet's request for the introduction of a four-year undergraduate degree, first mentioned in the Forward Planning document (see section 3.7), came to nothing, mainly because Schreiner and other members of Senate believed that the post-graduate diploma produced "a more educated and rounded librarian".⁶⁸

4.9 The Department's relationship with the University and the profession

In the 1970s the Department's relationship with the University and the profession was less than satisfactory.

4.9.1 The Department's relationship with the University

In retrospect, Mornet expressed a general disappointment "that the University authorities never really appreciated the value of library science as a discipline - a scientific discipline - and that we always had to battle for the smallest thing".⁶⁹ This situation so exasperated Mornet that he "once called it a 'Cinderella' department"⁷⁰ in a conversation with Schreiner, the Vice-Principal. Mornet's statement of disappointment highlighted two separate problems faced by the Department at this stage of its existence and which have, to a greater or lesser extent, continued through the years.

Firstly, there was the attitude of many in the academic community of the University who believed that the two new departments which were established in 1973, Home Economics and Dietetics and Library Science, did not really belong in a university.⁷¹ Together with this attitude, there seemed to be one of general indifference to the Department on the part of the University authorities. Mornet was of the opinion that

⁶⁸ Verbeek, 1996a.

⁶⁹ Mornet, 1995.

⁷⁰ Mornet, 1995.

⁷¹ Verbeek, 1995.

“no-one bothered with us” and that “we were left on our own”.⁷² This caused Mornet to feel that the Department was isolated on the campus. For instance, he was not invited to sit on the Senate until after his first sabbatical leave in 1979.⁷³

Secondly, the Department always seemed to have to struggle to obtain anything, from staff to resources. This was expressed by Mornet in a comment made when referring to the establishment of the School Librarianship course: “It was a long struggle to get it - like everything we did and like everything we got, it was a long struggle”.⁷⁴ For instance, certain recommendations for the Department, which were made in the Forward Planning document from the Academic Planning and Policy Committee, were not carried out (see section 3.7). Another lecturing post, which had been considered essential to eliminate the necessity of temporary staff, was not filled for two years and various teaching aids which had been requested on the 1972 estimates, such as a slide projector, were not granted. Frustrations such as these caused a certain despondency on Mornet's part.

Mornet's requests for more staff and administrative assistance were not successful until the Junior Lecturer's post was filled by Cara Pretorius in 1975 and the first part-time administrative assistant arrived in 1977. Accommodation remained a problem. While the Department was housed in the basement of the library, Verbeek and Pretorius shared a desk. Even after the move to the Old Arts Block space was not entirely adequate and with increased expansion lack of space once more became a problem. Budgetary requests were regularly ignored and the Library's book budget

⁷² Mornet, 1995.

⁷³ When Verbeek was appointed acting HOD in 1979, while Mornet was on sabbatical leave, the Department received its first invitation for the HOD to attend Senate. Schreiner expressed complete surprise when Verbeek told him that the Department had not received any notice of Senate meetings prior to her Acting Headship. As noted in his memorandum (discussed in section 4.9.3 on Degree courses) Mornet was eager to have his post up-graded to a Chair and to introduce degrees. He believed that these two points were the reason for his not being invited to Senate meetings. (Verbeek, 1996a. Pers. comm.)

⁷⁴ Mornet, 1995.

for the Department was minimal. There were no computers until Verbeek bought one with her research funding in 1985. There was one microfiche reader, a gift from the NPLS,⁷⁵ and one overhead projector.

The lack of finance was a reflection of the general state of affairs prevailing within the University during this period (see Chapters One and Four).

4.9.2 The Department's relationship with the University Library

As suggested in the previous chapter, the relations between the University Library and the Department were strained from the beginning.^{76 77} Brown had, as already stated in section 3.6, indicated to Mornet that none of his staff would be available for teaching in the Department. The tension between the Department and the Library could have been due to a combination of reasons.

Brown's idea for the formation of the Department had not proceeded as he had planned. The appointment of the University Librarian as the Director of the School of Librarianship in order to oversee the first few years of the Department did not materialise and, as has been noted in section 3.6, Brown had been considered for this post. This reduced the role he played in the process. Brown had taken the trouble to find a suitable applicant for the position of Senior Lecturer in Charge. He had favoured the appointment of Jefferson for the position and was disappointed when the appointment fell through (see section 3.8).

It is also possible that he did not feel at home with the "northern" library philosophy, which could have been seen as conservative, as opposed to Cape Town's more liberated "southern" viewpoint, based on the LA syllabus (see section 4.4). Oxford-

⁷⁵ Verbeek, 1998. Pers.comm. University of Natal, Pietermaritzburg. May.

⁷⁶ Brown, 1995.

⁷⁷ Mornet, 1995.

educated Brown had been a lecturer in Cataloguing and Classification for the SALA certification which was based on LA, with which, being British, he was familiar.⁷⁸

4.9.3 The Department's relationship with the profession

In contrast to Mornet's success in enlisting the success of Fourie and Engelbrecht from NPLS, Ursula Judd, Chief Librarian of the Natal Society Library, one of the country's first legal deposit libraries and Pietermaritzburg's public library situated in the city centre, was less enthusiastic. She was disappointed that Mornet had failed to come and introduce himself when he first arrived in Pietermaritzburg.⁷⁹ As a product of the British school of library training (she had passed the LA examinations whilst working with McColvin at Westminster Public Library) she also felt that Mornet and Fourie were "imposing" the Pretoria/RAU system of training on Natal. Although some of Mornet's students were offered fieldwork placements at Natal Society Library, there was extremely little co-operation between Natal Society Library and the Department.

In spite of all the problems involved, the Department was beginning to meet the points made in Mornet's justification (see section 4.1) in that, of the students qualified during this period, most were subsequently employed in Natal. Also, during this stage, Mornet was finalising his ideas for the introduction of Honours and Master's degrees, discussed below.

⁷⁸ Verbeek, 1996a.

⁷⁹ Verbeek, 1996b. Pers. Comm. (Conversation with Judd, 1974). University of Natal, Pietermaritzburg. June.

4.10 Introduction of higher degrees: 1978

With the introduction of the higher degrees in 1978, the Department of Library Science became “a full-fledged [sic] post-graduate academic department...”,⁸⁰ which in Mornet's eyes justified its existence as a university department (see section 4.8.3). This development began a new era of expansion for the Department, which claimed that it had become “the first English-medium residential university to offer this range of post-graduate degree courses in Library and Information Science in South Africa”.⁸¹ These courses included the B. Bibl. Hons., Master's, and doctoral degrees. The Department believed that the new degree courses would meet two important needs, namely “to offer advanced and specialised training to librarians for senior and executive positions; and to initiate and conduct much needed research projects in library and information work”.⁸²

G.H. Haffajee, then librarian at the Medical School, University of Natal, Durban, was the first candidate to seek admission as a Master of Library and Information Science, but not the first to graduate (see Appendix Two). His application for admission appeared in the Faculty of Arts Board minutes in May 1978.⁸³ The Arts Board recommended to Senate Executive that his application be approved. Haffajee had obtained a B.Bibl. Hons. from the University of Durban-Westville in 1973. The subject of study for his Master's thesis involved user patterns at the Medical Library of the University of Natal and Mornet was his supervisor (at the time of writing Haffajee held the position of University Librarian on the Durban campus of the University of Natal).

⁸⁰ University of Natal. Department of Library Science. 1977. News release, 9 November.

⁸¹ University of Natal. Department of Library Science. 1977. News release, 9 November.

⁸² University of Natal. Department of Library Science. 1977. News release, 9 November.

⁸³ University of Natal. Board of the Faculty of Arts. Minutes. 23 May 1978: 1069.

4.11 Staffing of the Department

During the late 1970s and 1980s the Department continued to struggle with an inadequate staff complement, even though it had expanded its courses to include the full range of higher degrees. It had to resort to the practice of employing part-time lecturers, which often proved unsatisfactory for a number of reasons, for example, lack of continuity, lack of commitment, lack of experience, and insufficient access for students. With Verbeek's appointment as Lecturer in 1978 the Department had three permanent members of staff, namely Mornet, Pretorius and Verbeek. Stilwell, an HDLS graduate from 1975, joined the Department early in 1978 as a part-time member of staff when Mornet invited her to lecture the Readership course for the HDLS. Mornet was given sabbatical leave from 26 November 1978 to February 1980. In his absence Verbeek and Schreiner, the Vice-Principal, were appointed as joint Acting Heads of Department.⁸⁴

At a Faculty of Arts Board meeting in March 1980 it was decided to recommend to Senate Executive that "the present post of Senior Lecturer in the Department of Library Science be upgraded to a Professorship".⁸⁵ This application was for the post of Professor and Head of Department. However, as Mornet had held the post of Senior Lecturer he had always been regarded as Head of Department and was, in fact, appointed as such in 1973 (see section 3.9). The Chair was not advertised as there was no actual vacancy, but a Selection Committee met to consider Mornet's credentials and his suitability for the post of Professor and Head of Department.⁸⁶ In his application Mornet stated that the staff establishment of the Department consisted of one Junior Lecturer's post, one Lecturer's post and one Senior Lecturer's post. He motivated for the upgrading of his position because of the

⁸⁴ University of Natal. Board of the Faculty of Arts. Minutes. 20 March, 1979: 1164.

⁸⁵ University of Natal. Board of the Faculty of Arts. Minutes. 18 March, 1980: 1299.

⁸⁶ Mornet, C. Biographical file. Pietermaritzburg: University of Natal, Archives.

increasing number of students in the Department (see Appendix Three Table 1). He was appointed to the Chair with effect from 1 January 1981.⁸⁷

Mornet delivered his inaugural lecture, "The Information Utility,"⁸⁸ on 12 May 1982. His choice of topic emphasized the move towards an information society and argued that the information utility would provide a new impetus to librarianship. It was a reflection of the current trend in South Africa, and indeed a worldwide trend, in the early 1980s.

Pretorius left the Department in 1981 and later took up a part-time position in the University Library. She was replaced by Alma Simpson,⁸⁹ a graduate of the Department, with an M.Bibl. (*cum laude*), who was a "recipient of merit award bursaries from both the University and the Human Sciences Research Council".⁹⁰ Simpson held the position of Lecturer on the permanent staff from the beginning of 1982. She lectured both Cataloguing and Classification to the HDLS students. She was very involved in the planning and setting up of the DSE (School Librarianship) and became co-ordinator and lecturer for this Diploma when it was launched in 1983 (see section 4.12).

4.12 Diploma in Specialised Education (DSE) (School Librarianship)

The provision of formal education in South Africa has long been a complex one. Under the apartheid system, education became fragmented along racial lines and was unequal. With the Bantu Education Act of 1953 the central government assumed responsibility for the education of the black population groups. Formal

⁸⁷ Mornet, C. Biographical file. Pietermaritzburg: University of Natal, Archives.

⁸⁸ Mornet, C. 1982a. The information utility: inaugural lecture delivered in the University of Natal, Pietermaritzburg, 12 May 1982. Pietermaritzburg: University of Natal Press.

⁸⁹ After leaving the Department Alma Simpson remarried and her surname changed to Kriek. There will therefore also be a number of references under Kriek.

⁹⁰ Pursuit of excellence...1984/5: 16.

education for white children was the responsibility of the four provincial education departments. The “independent black” homelands were also each given responsibility for their own education matters. This fragmentation of authority is discussed further in section 4.12.1 below.

4.12.1 Background to the establishment of the DSE (School Librarianship) course

In the 1960s, when attempts at initiating some form of training for librarianship in Natal were first discussed, the NED was involved in these discussions⁹¹ (see section 3.7). In Brown's memorandum of motivation to the University for training in librarianship he had spoken about the fact that the need for school librarians in the province would increase due to the rapid population growth in Natal. Ideally every primary school with an enrolment of 300 pupils or more and every high school should have “at least one trained and full-time librarian”⁹² (see section 3.3).

In 1952 the NED had entered into a 'partnership' with the NPLS who “had provided reading material to white schools on a block loan basis”⁹³ and was responsible for the central selection, purchasing and processing of these books. In 1970 this dual arrangement was terminated “because the different departments had differing concepts of the role of the school library”.⁹⁴ The NED believed that the “right of the Principal and his staff to select books is an essential feature of the school library scheme...”.⁹⁵ Kriek, the first co-ordinator of the DSE (School Librarianship), stated it

⁹¹ This took place with K.O. Magni, Education Planner for the Natal Education Department (Verbeek, 1995.)

⁹² Brown revised by Scholtz, 1969: 2.

⁹³ Bawa, R. 1996. An implementation plan for the development of school libraries in the KwaZulu-Natal region. Ph.D. Thesis. Pietermaritzburg: University of Natal, Department of Information Studies: 160.

⁹⁴ Bawa, 1996: 159.

⁹⁵ Bawa, 1996: 160.

differently when she said that the NED had outgrown the provincial “book lending system” and saw itself as more liberal than the other provinces, in that it was “encouraging schools to develop their own libraries, to see to their own needs and appoint good staff”.⁹⁶ Its new policy was to establish one school librarian's post in every school. The NED insisted that this person be a teacher who would run the school resource centre or media centre, as the school library had come to be known. In order to develop resource centres in white schools, the NED “felt a very real need for some form of formal qualification in school librarianship”.⁹⁷

In the mid-1970s, Mornet had attempted to introduce a specialisation of School Librarianship into the HDLS (see section 4.8.1) but had not succeeded in doing so. Discussions had also been held at that stage with the NED. In the 1980's the need for trained school librarians, which had been expressed two decades before, was even more evident and Kriek commented that “at that time school libraries in Natal were really taking off”.⁹⁸ This comment was made with reference to white schools only. It appears that the NED was once more behind the initial moves for the establishment of such a course.

The READ organisation (Read Educate And Develop)⁹⁹ became active in Natal in the early 1980s. It aimed to promote reading in schools and it showed particular interest

⁹⁶ Kriek, 1995: 1.

⁹⁷ Verbeek, J.A. 1996c. Tape transcript regarding origins of Diploma in Specialised Education, 13 February.

⁹⁸ Kriek, 1995: 1.

⁹⁹ READ is a non-governmental agency funded by donations from the private sector. READ first started operating in the then Transvaal in 1976. Initially its aim was to provide books to schools in an attempt to promote reading. It became clear that the provision of books alone was not enough to promote reading and READ expanded its activities to become increasingly involved in training and materials development. It focuses on the “language, listening, speaking, reading and writing skills” (READ 1994) of the child and starts by providing each class with a “box collection” of books. In the early 1980s Jill Tomlinson was the sole person employed by READ in Natal and was principally involved with fund-raising. The bookstock came from Johannesburg and there was no sophisticated training set-up in Natal, as there is today.

in supporting black school libraries. Verbeek was asked to be on the READ Committee for Natal. Those involved with READ saw a need for some form of basic training for teachers who had been supplied with Book Boxes by READ. The demand for this training also arose out of

a growing conviction amongst Headmasters that School Libraries need properly trained and qualified School Librarians, but also because School Libraries are now being established in many more black schools. It is estimated that at least 105 Black School Librarians would need to qualify from the University of Natal annually, to cater for growing demands.¹⁰⁰

In 1983, at the time that this DSE course was being established, the fragmentation of the education system was further complicated by the formation of the tri-cameral system of government. Self-government was granted on certain issues known as “own affairs” and education was deemed to be an “own affair”. Therefore the white, Indian and Coloured groups and the “independent” black homelands “were allowed to determine and arrange their own education related matters as they saw fit”.¹⁰¹ This “resulted in the creation of approximately fifteen different Education Departments”¹⁰² in the country at that time which “has led to discrepancies in the quality of education for the various racial groups”.¹⁰³ Each of the Departments of Education provided for school libraries as they thought fit. Some placed higher priorities on the school library than others.¹⁰⁴ Each attempted to provide a school library service within the constraints of the resources to which their particular Department had access.¹⁰⁵ This

¹⁰⁰ Pursuit of excellence...1984/5: 16.

¹⁰¹ Bawa, 1996: 48.

¹⁰² Bawa, 1996: 48.

¹⁰³ Shillinglaw, N. and Thomas, W. 1988. *The information society*. Parklands: Ad Donker: 212.

¹⁰⁴ Stadler, C. 1991. Competing visions for school libraries in South Africa. *Innovation* 3: 15-24.

¹⁰⁵ Bawa, 1996: 162.

decentralisation of school library provision to the Education Departments resulted in the entrenchment of segregated library provision in the school library sector because it was to be governed by the Education Departments, which were legislated to exist as separate entities by the various Education Acts.¹⁰⁶ This situation led to “fragmentation and no standardization” and “the provision of facilities, materials and media teachers for media centres is unequal”.¹⁰⁷

The NED was one of five Education Departments in Natal. The NED catered for the white population group, the Department of Education and Training (DET) catered for blacks who did not live in a homeland, the House of Delegates (HOD) catered for the Indian population group, the House of Representatives (HOR) catered for the Coloured population group and the Department of Education and Culture catered for blacks living in the homeland of Kwa-Zulu.¹⁰⁸ The Indian Education Department had become “autonomous” and was determined to upgrade schools and develop a school library system.¹⁰⁹ Having five separate Education Departments in Natal made the establishment of the DSE (School Librarianship) difficult as there were five different Education Departments to negotiate with and gain approval from, for the course.

Because blacks were still prevented from using many public libraries, and because teachers were teaching at black schools with no libraries, the Department saw the urgency of the situation and believed that it was imperative that school libraries should be developed properly and quickly at these schools.¹¹⁰ The Department saw the opportunity to start training black school librarians who would be able to establish school libraries correctly and properly from the start.¹¹¹

¹⁰⁶ Bawa, 1996: 162.

¹⁰⁷ Shillinglaw and Thomas, 1988: 213.

¹⁰⁸ Bawa, 1996: 50.

¹⁰⁹ Kriek, 1995: 1.

¹¹⁰ Kriek, 1995: 5.

¹¹¹ Kriek, 1995: 1.

It was, however, the NED that pushed for some form of formal training, and the willingness of the Department and the Faculty of Education of the University of Natal in Pietermaritzburg to initiate the course that ultimately turned plans into action.

4.12.2 Planning of the DSE (School Librarianship)

The idea of offering some kind of university training for school librarians was initially discussed informally by Mornet and Professor Tony Barrett of the Education Faculty after the need for this had been expressed by Magni of the NED.

Mornet had taken the initiative, probably in 1981, when he sent out a two-page (undated) questionnaire to teacher-librarians to investigate “the possibility of introducing an accredited Diploma in Specialised Education (School Librarianship) in 1983”.¹¹² At that point the Department was trying to ascertain “the demand for such a course, the anticipated enrolment, and preferred times for attending the course”.¹¹³ No record of any results of this survey has been found.

Mornet arranged a meeting on 12 June 1981 “with regard to the possible institution of a part-time Diploma in School Librarianship”.¹¹⁴ Those who attended included representatives from five Education Departments in Natal and other interested librarians. Discussion was held concerning the structure and duration of the course, whether it should be part-time or full-time, and the entrance qualifications. It was decided then to hold a second meeting on 31 July 1981. The second meeting was once more attended by representatives of the education departments and other librarians who had become involved in the process. One of the latter was Alma

¹¹² Mornet, C. [1981]. Letter accompanying questionnaire regarding Diploma in Specialised Education. University of Natal, Department of Information Studies. Mornet files.

¹¹³ Mornet, [1981].

¹¹⁴ Mornet, C. 1981a. Letter of invitation to interested persons regarding Diploma in Specialised Education. 18 May. University of Natal, Department of Information Studies. Mornet files.

Simpson, then a teacher librarian from Gert Maritz High School. The meeting discussed the need for such a course, the criteria required for recognition from certain bodies such as the Committee of Education Heads, the position regarding salary scales and the details of the course content, especially the practical work component. A draft syllabus had been drawn up for consideration by the meeting. Mornet explained that an attempt had been made to accommodate “the criteria laid down by the Committee of Education Heads for the DSE (School Librarianship)...”¹¹⁵ the reasons for which will become apparent below. The draft syllabus included the four broad subject areas of School Librarianship, Readership, Information Work and Media Study.

Early in 1982 the Department started negotiations to ensure that such a course would be accredited by the various Education Departments in Natal. Simpson, now on the permanent staff of the Department as a Lecturer, continued to work on the drawing up of the syllabus. Various other diplomas in school librarianship which were being offered at tertiary institutions in South Africa were examined regarding their course structure, syllabus and rules. The UNISA Diploma format was used as a basis for the DSE (School Librarianship), as this was already an accredited course.¹¹⁶

To ensure that the Diploma gained the approval of the NED, Simpson wrote a letter, in February 1982, to I.J. Marais, one of the Chief Education Planners for the NED, giving an outline of the syllabus and the requirements and regulations for the course and asked for their acceptance of it.¹¹⁷ No official reply to this letter has been traced, but the diploma was accredited by the NED as an official qualification, as will be explained.

¹¹⁵ Mornet, C. 1981b. Letter regarding Diploma in Specialised Education. 2 July. University of Natal, Department of Information Studies. Mornet files.

¹¹⁶ Kriek, 1995: 2.

¹¹⁷ Simpson, A.B. 1982. Letter to I.J. Marais (Chief Education Planner for the NED). 10 February.

In March 1982 Mornet submitted the relevant documentation for the new Diploma course to Professor Victor Bredenkamp, the Dean of the Faculty of Arts, in order that it might be included in the agenda for the next meeting of the Executive Committee of the Board of the Faculty of Arts.¹¹⁸ The rules and syllabus of the new Diploma came forward from the Joint Rules Committee to the Faculty of Arts Board meeting in June 1982, attached to the documentation as Annexure A. The meeting proposed that the rules be accepted.¹¹⁹

Although the Diploma's syllabus was to have a certain education content, there was considerable debate as to who should offer it in the University. Both the Education Faculty and the Department of Library Science were small and saw the advantage of having extra students.¹²⁰ Barrett did not believe that the possibility of increased student numbers would have made a great deal of difference to the Education Faculty.¹²¹ However, it was in order to get the NED accreditation that the University eventually offered the DSE (School Librarianship), under the auspices of the Education Faculty.¹²² Barrett recollected that

the reason for it being a Diploma in Education was, I think, determined by, or certainly influenced by what we called the Green Bible; qualifications for teachers, which laid down the conditions on which people could get extra notches; or different categories actually; so it made really quite a substantial difference. I am not sure whether it would have been recognised if it had been in the Department of Library Science, it may well have been, but I think it was felt that it would have been much easier to get through the recognition hoop, if it were in Education.¹²³

¹¹⁸ Mornet, C. 1982b. Letter to Dean. 1 March.

¹¹⁹ University of Natal. Board of the Faculty of Arts. Executive Sub-Committee. Minutes. 11 June 1982: 1.

¹²⁰ Verbeek, 1996c.

¹²¹ Barrett, A.M. 1996. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. September.

¹²² Verbeek, 1996c.

¹²³ Barrett, 1996.

Verbeek put it more strongly when she said that “The Natal Education Department insisted that in order that those teachers who qualified with the Diploma in Specialised Education should qualify for an extra notch and advancement within the department, their diplomas should be under the control of the Education Department”.¹²⁴

The Board of the Faculty of Education subsequently recorded at their meeting of 2 August 1982 that the Senate Executive had approved the introduction of the DSE (School Librarianship) and its rules and syllabuses, as recommended by the Board of the Faculty of Arts. The Education Board then considered the question of whether the diploma should be offered through the Faculty of Arts or the Faculty of Education and “it was resolved to recommend to Senate Executive that the diploma be offered through the Faculty of Education. Noted that Professor Mornet had no objection to this”.¹²⁵

Kriek maintained that, initially, the Education Faculty “was very hesitant to allow students with only [teaching] diplomas to do such a course...”.¹²⁶ However, once the additional admission requirement of three years teaching experience was brought in they were satisfied.¹²⁷ The Rules Committee submitted the minimum requirements for admission to the course to the Board of the Faculty of Education. These were “either an approved degree and an approved education diploma plus three years of approved teaching experience or an approved education diploma requiring at least three years of training plus three years of approved teaching experience”.¹²⁸ In spite

¹²⁴ Verbeek, 1996c.

¹²⁵ University of Natal. Board of the Faculty of Education. Minutes. 2 August, 1982: 152.

¹²⁶ Kriek, 1995: 2.

¹²⁷ Kriek, 1995: 2.

¹²⁸ University of Natal. Board of the Faculty of Education. Agenda. 1 August, 1983. Education: Information for students: 3. Proposed new layout submitted by the Rules Committee.

of the above-mentioned reservations, the plans and preparation were completed for this course to begin the following year.

4.12.3 Launch of the DSE (School Librarianship)

The DSE (School Librarianship), co-ordinated by Simpson, was launched in February 1983. It was aimed at practising teachers and was to be run on a part-time basis over two years. Lectures were arranged for evenings and Saturday mornings and staff from both the Department and the Faculty of Education were involved. The subjects included School Librarianship, Information Science I and II, Management, Readership, Media Study and Practice.¹²⁹ The members of the Faculty of Education who were responsible for teaching part of the School Librarianship Course were Barrett, Maureen Michau and Robert Muir, with Media Study and Practice being taught by Harold Peel.

The challenge which faced the Department was a complex one. Their first intake of 12 students included students with racial and cultural differences, from very diverse backgrounds and from different Education Departments. In this first group of students were lecturers, inspectors, headmasters and teachers from primary and secondary schools who travelled from as far as Greytown, Estcourt and the Transkei to attend the course.¹³⁰

From its inception the DSE (School Librarianship) course continued to be in great demand, with a waiting list for every year. It continued successfully until the end of 1987 when the Department was forced to suspend the course temporarily because of its staffing shortage (see section 6.2.1.4.1). It was re-introduced in 1990 (see section 8.3.1).

¹²⁹ Pursuit of excellence...1984/1985: 16.

¹³⁰ Pursuit of excellence...1984/1985: 16.

4.13 Summary

After ten years in existence the Department of Library Science was firmly established within the University of Natal. The HDLS programme was successful. Its accreditation with SAILIS, its new higher degrees programme and its first Master's graduate in 1981 indicated its future potential as an academic department, capable of teaching and research. The introduction of the DSE (School Librarianship) indicated the Department's ability to respond to a need for specialised training within the LIS sector. With the increase in the number of permanent staff and with the upgrading of Mornet's post to a professorship, the Department gradually gained more recognition from the University and the profession.

CHAPTER FIVE

A PERIOD OF CHANGE: THE UNIVERSITY OF NATAL, 1983-1989

From the early 1980s South Africa experienced a growing number of changes which affected all spheres of life. Countrywide resistance to the government's policies resulted in unprecedented political, social and economic upheaval, which inevitably impacted on education, the universities and, ultimately, the Department of Library Science. This chapter gives a brief overview of these developments, particularly those which affected the universities. It will examine how the University of Natal, in particular, reacted to these changing circumstances and the effects the University's response had on the Department.

5.1 Choice of the time period

Certain factors influenced the choice of the time period for this chapter. The year 1983 is included as the first year, not because of any special significance within the Department, although in that year the Department did launch its first specialised course, the DSE (School Librarianship) (see section 4.12), but rather because of events of national importance which were to have far-reaching effects on the Department. In 1983, the introduction of a new constitution was to have major repercussions for the country. In the same year legislation was introduced which relaxed governmental controls on the admission of students of other race groups to universities which had initially been intended for only one group. There were also important developments in the LIS field in 1983. It saw the launch of the South African Bibliographic and Information Network (SABINET), the READ organisation (see section 2.3.5) became a national non-governmental organisation (NGO) and a new trend was started when the country's first resource centre was established at the Ecumenical Centre in Durban. These developments indicated a greater emphasis on computers, a growing awareness of community needs and the

development of alternative forms of information provision. Attempts were made by NGOs to provide LIS where statutory bodies had failed to do so.

The last year chosen for inclusion in this Chapter was 1989. Not only was it the last year of a decade of extraordinary political events for the country, but it was the year in which the University brought out a fully-fledged Mission Statement and the Department of Library Science made a fresh start. A new Head of Department was appointed, the Department changed its name and emphasis¹ and prepared a report for the Review by the Committee of University Principals (CUP), which ultimately determined the route the Department took in the 1990s.

5.2 Country-wide changes: political, social and economic

In the 1980s, South Africa entered a turbulent period in its history as the apartheid government faced a growing resistance movement. School boycotts, for instance, continued throughout the country, resulting in an on-going crisis in education. Although Giliomee and Schlemmer refer to this as the era of reform-apartheid,² the government believed it was necessary to suppress any opposition by severely restricting freedom of information through censorship and by bannings, detentions or restricting the movement of individuals and organisations. Its ideology was to “ ‘share power without losing control’ “. ³

The introduction, in 1983, of the new constitution and the inauguration of the tri-cameral system of government in 1984 had given Indian and Coloured citizens their own separate Houses of Parliament. This system gave them limited control over what were termed “own affairs” but failed to offer black South Africans any part in

¹ For example, the organisation of the first computers for students’ use enabled the AUDIS Automation course to be developed..

² Giliomee, H. and Schlemmer, L. 1989. *From apartheid to nation building: contemporary South African debates*. Cape Town: Oxford University Press: 114-149.

³ Giliomee and Schlemmer, 1989: 131.

the country's decision-making. The resulting frustration and reaction amongst blacks, who still had no real political power, was a major factor in the formation of the United Democratic Front (UDF), which spearheaded the liberation movement within the country while the old-established liberation movements, the ANC and PAC, were still banned and could not operate within the country.

After the Congress of South African Students (COSAS) became a founder member of the UDF it established an alliance of student and community organisations which was to strengthen through the 1980s. In 1984 COSAS openly began to question the policy of the DET and the demand for a "people's education"⁴ became stronger. The government recognised the potential power of a student organisation such as COSAS and it was banned in the same year. Merrett spoke of the country's political system being "in a situation of deep crisis".⁵ The government saw itself under threat as never before and took repressive measures to ensure its continuing control, culminating in the States of Emergency in 1985 and 1986.⁶ In July 1985 a partial State of Emergency, which covered certain parts of the Transvaal and the Cape, was announced. The national State of Emergency, declared in June 1986, was more repressive and restrictive on all forms of political activity.⁷ This national State of Emergency was renewed every year until it was finally lifted in 1990.

⁴ The broad "people's education" movement arose from the growing dissatisfaction with Bantu Education. It promoted the values of "democracy, non-racialism, collective work and active participation" (Hartshorne, K. 1992. *Crisis and challenge: black education, 1910-1990*. Cape Town: Oxford University Press: 52).

⁵ Merrett, 1988b: 1.

⁶ Merrett, 1994a: 113-114.

⁷ Merrett, 1994a: 113-114.

Growth in the South African economy was even slower in the 1980s than it had been in the 1970s. There were a number of factors which accounted for this:

[an] unfavourable commodity process in international markets, in particular a weakening of the price of gold; drought in 1983 and 1984; the damaging effect of political instability in causing a net outflow of foreign investment and low overall investment in the economy in the late 1980s and early 1990s; and the effect of sanctions on foreign trade in some markets such as coal exports.⁸

The decline in investment was one of the major contributing factors⁹ to the economic situation.

5.2.1 The Quota Bill and admission of blacks to white universities

The Extension of University Education Act of 1959 (Act 45 of 1959) had prevented virtually all blacks from registering at white residential universities in the country.¹⁰

The government had “forced all 'non-white' students to attend separate universities, which had been created for each 'ethnic' group”.¹¹ In the mid-1980s the government began to relax its restrictive entrance requirements for other race groups at white universities.

In 1983 the government replaced these restrictive admission measures with the “Quota Act”, that is the Universities Amendment Act (Act 83 of 1983). In effect, the

⁸ Van Buren, L. 1997. South Africa. Economy. In: *Africa south of the Sahara*. 27th ed. London: Europa: 962.

⁹ Van Buren, 1997: 962.

¹⁰ Behr, A.L. 1985. Towards open universities in the RSA: the long haul. *Journal of Education* 17: 13.

¹¹ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal] [Promotional leaflet]: 1.

permit system was abolished and replaced by a fixed quota system.¹² This meant that “the white universities were given the right to enrol persons from population groups other than that of which the student body mainly consisted. The enrolment of these hitherto excluded students was to be subject to a quota”.¹³

The University protested vigorously against the introduction of the Quota Bill during 1983. This proposed legislation was

against the recommendations of the de Lange Committee report and also against the view of the Committee of University Principals, both bodies believing that each University should be free to determine its selection policy and procedures.¹⁴

Added to this was the fear that South African universities would be further isolated from the academic communities of the world. The University of Natal, together with three other English-speaking universities, sent a statement to the Minister to voice their opposition to the Bill. Meetings were held on both campuses of the University and the Bill was rejected by a Special Assembly of the University community, which adopted a unanimous resolution:

That this Assembly of the University of Natal reaffirms its belief that racial criteria should not be used for entry to this University. It therefore requests the Minister of National Education to restore to all university councils their right to determine their own admission policy.¹⁵

Members of staff and students of the University of Natal marched through the streets of Pietermaritzburg prior to attending a public meeting in the City Hall,

¹² Van Vuuren, D.J. *et al.* 1985. *South Africa: a plural society in transition*. Durban: Butterworths: 53-54.

¹³ Behr, 1985: 14.

¹⁴ University of Natal. 1983. *Annual Report*. Durban: University of Natal: 3.

¹⁵ University of Natal. 1983. *Universities Amendment Bill*. Durban: University of Natal: 3.

addressed by Alan Paton, to protest against the implementation of the new Quota Bill.¹⁶ Even though the University Principal reported, in September 1983, “that there had been an acceptable outcome to recent negotiations in regard to the non-imposition of an admission quota on the University”¹⁷ the government ignored the protests and the Quota Bill became law.

However, due to national and international academic pressure, the Minister of National Education did not implement the restrictions of the “Quota Act” and the admission of students was soon left to the discretion of Councils of tertiary institutions.¹⁸ The quota restrictions were officially lifted by Government at the end of 1985.¹⁹ This freedom of admission of students was a qualified freedom, however, as it was subject to the constraints of an “ideologically loaded”²⁰ subsidy formula which had formed the basis of government funding of universities. Because the restrictions of the Quota Act were not generally applied by the Minister, the admission of non-white students was virtually unaffected.²¹

In spite of restrictions being lifted by the Government at the end of 1985, subsequent Ministerial statements suggested that the Government continued to regard the University of Natal as a “white” university. This was a description which the University maintained it would always reject.²²

¹⁶ University of Natal. 1983. *Annual Report*. Durban: University of Natal: 3.

¹⁷ University of Natal. Council. Minutes. 16 September, 1983: 22/107.

¹⁸ Van Vuuren, *et al.* 1985: 219.

¹⁹ University of Natal. Planning Committee. Minutes. 12 November, 1987. Student support programmes: Director's report to the Principal, June 1987: Item 2.3.1. [Filed with Senex agenda. 2 February 1988.]

²⁰ Bunting, 1994 quoted by Lamoral: 48.

²¹ University of Natal. 1983. *Annual Report*. Durban: University of Natal: 3.

²² University of Natal. Planning Committee. Minutes. 12 November, 1987. Student support programmes: Director's report to the Principal, June 1987: Item 2.3.1. [Filed with Senex agenda. 2 February 1988.]

5.2.2 Changes in the student population

As a result of the relaxation of government control on the admission of students into universities, the enrolment of black students rose rapidly, particularly at English-speaking universities. The University of Natal “recognised that by 1988 black students already accounted for over 33% of first year enrolment...”.²³ This demographic change appears to have been one of the important factors which caused the University to re-examine its role and function in South African society and which led to the formulation of the 1989 Mission Statement.

5.2.3 Academic isolation

South Africa's apartheid policies caused the country and the universities to suffer economic, cultural, academic and sporting isolation. It was after the mid-1980s that “South African universities became increasingly isolated from the academic community”²⁴ which had “serious consequences for the academic endeavour in South Africa”.²⁵ For the University it meant difficulty in recruiting staff from overseas, fewer visits from academics abroad, fewer opportunities for University staff to visit foreign academic institutions and even opposition to their attendance at foreign conferences and their publishing in overseas journals.²⁶ It did appear that the international academic community began to differentiate between those individuals and institutions that actively opposed apartheid and those that did not. Staff members of the Department of Library Science, for example, travelled abroad during the 1980s. Verbeek visited libraries in Europe and Britain during her sabbatical leave in 1984 and the USA in 1989 and was well received throughout. Stilwell, as a member of an academic association affiliated to the Union of Democratic University

²³ [University of Natal]. [1997]: 1.

²⁴ Haricombe and Lancaster, 1995: 57.

²⁵ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 5.

²⁶ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 5.

Staff Associations (UDUSA), was also able to attend a conference of the International and Comparative Librarianship Group of the LA in Birmingham in 1989.

5.2.4 Subsidy cuts

From 1984 universities in South Africa experienced “damaging financial constraints”²⁷ through cuts in the government subsidies by which they were funded. The University of Natal, for instance, experienced an approximate 17% subsidy cut, which amounted to some R14 million in 1986.²⁸ Professor Pieter Booysen, the new Vice-Chancellor and Principal of the University of Natal, commented in the Annual Report of that year that

It is indeed difficult to achieve institutional objectives and maintain staff morale under such trying financial circumstances, particularly when such measures as freezing of vacant posts and increasing staff work-loads have to be imposed in order to balance the budget.²⁹

The 1987 Annual Report summarized the subsidy cuts inflicted on the University of Natal over a period of four years. From 1984 to 1987 there were ever-increasing “subsidy cuts of 5%, 15%, 16% and 17% amounting to R2.6M, R9.7M, R12.2M and R14.3M”,³⁰ respectively. Booysen maintained that the University had to resort to drastic measures to balance its budget such as

increasing student fees, freezing posts as they become vacant, delaying much needed staff salary increases, drastically cutting operating costs in all sections of the University, deferring expenditure on much needed new and replacement equipment, reducing expenditure on library materials and restricting plant maintenance to an absolute minimum.³¹

²⁷ University of Natal. 1986. *Annual Report*. Durban: University of Natal: 7.

²⁸ University of Natal. 1986. *Annual Report*. Durban: University of Natal: 6.

²⁹ University of Natal. 1986. *Annual Report*. Durban: University of Natal: 6.

³⁰ University of Natal. 1987. *Annual Report*. Durban: University of Natal: 7.

³¹ University of Natal. 1987. *Annual Report*. Durban: University of Natal: 7-8.

The government continued to apply pressure to the universities in various ways. In 1987, Piet Clase, then Minister of Education and Culture, threatened to cut the subsidies of "South Africa's liberal universities" unless they agreed "to crack down on radical activities on campus".³² This was to include curtailing the activities of the National Union of South African Students (NUSAS), "to take responsibility for disciplining students and staff off campus"³³ and to prevent any student expelled from one campus to gain access to another. The universities were faced with a dilemma as, apart from their own moral position, they knew that they would face great opposition, locally and abroad, if they agreed to the Government's demands. They were already facing mounting international pressure which was "trying to block recognition of South African degrees".³⁴ The Universities of Cape Town and Western Cape then won a Supreme court case in which this proposed Government action was declared invalid.³⁵

In 1988 the University subsidy was reduced by a further 25%.³⁶ The financial constraints which the University faced inevitably hampered the normal functioning, research and progress of the University. The effects of the cutbacks were particularly noted in the limitations imposed on the Library budget which ultimately affected every academic department in the University.

Mackie observed that "The government cuts to the subsidies... prompted a process of institutional review and restructuring at the University of Natal... from the beginning of 1988".³⁷ The important 1989 Mission Statement was one of the results of this process.

³² Index on Censorship. 1988 (4): 39.

³³ Index on Censorship. 1987 (10): 39.

³⁴ Index on Censorship. 1987 (10): 39.

³⁵ Index on Censorship. 1988 (4): 39.

³⁶ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 4.

³⁷ Mackie, 1995: 106.

The decreasing international value of the Rand compounded the situation of the University's lack of funds as it severely curtailed the purchase of essential items of equipment and books.³⁸

5.3 Change in the University's focus

It was incumbent on the universities, as part of the country's formal education structure, to respond to the education crisis and societal needs of the 1980s. This response was most evident in the traditionally "liberal" English-speaking universities. The discussion of particular changes will be limited to the University of Natal.

Although the 1982 Mission Statement aimed "To serve the community through excellence in teaching, learning, scholarship and research,"³⁹ it was criticised for its inefficacy. However, the University gradually began to focus on its responsibility to the community and therefore encouraged its academics to engage in socially relevant research.⁴⁰

The effect of the country's policies on the universities and their libraries have been documented by Lamoral, in her thesis entitled "South African university libraries: a proactive response to changing circumstances", in which she commented that "The greatest stumbling block to change in South African universities has been an unrepresentative and undemocratic political dispensation in the country as a whole".⁴¹ Although the University of Natal stated its "policy of being an "open"

³⁸ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 5.

³⁹ University of Natal. 1982. *Annual Report*. Durban: University of Natal: 4.

⁴⁰ Blacquiere, A. ed. 1989. *Proceedings of a seminar on socially relevant research at the University of Natal held on 1 November 1988 in Durban*. Durban and Pietermaritzburg: University of Natal.

⁴¹ Lamoral, 1994: 47.

university, with no racial restriction on student admission or staff recruitment,⁴² and was referred to as one of the “open” or “liberal” universities, as the English-speaking universities^{43 44} often were, this was not always the reality. The NEPI LIS report identified these constraints within the universities themselves. Statements were issued regarding “support for human rights, equality and academic freedom”⁴⁵ but there was sometimes little or no action to follow them up.

An example can be found in what became known as Mission Statement 1982, issued by the University of Natal's Academic Planning and Policy Committee. It is important to note that this statement “had very little impact on the planning process” and other areas of university life, due to the fact that the 1982 goal was simply a “broad statement of an ideal with no reference to the particular circumstances of the University of Natal and the society in which it exists”.⁴⁶ At the time, the University, which was predominantly a “white” institution as a result of government admission controls, “was receiving a full subsidy provision and the staff establishment was in a state of expansion”.⁴⁷ The changes of the political, social and economic circumstances were yet to have their effects on the universities. Within a few years they would experience growing government subsidy cuts (referred to in section 5.2.4), which affected staffing and research, an increase in student numbers as all race groups were admitted to campuses and the attendant problems of coping with students from vastly different educational backgrounds. Such problems were to

⁴² University of Natal. Planning Committee. Minutes. 12 November, 1987. Student support programmes: Director's report to the Principal: Item 2.3.1. [Filed with Senate agenda. 2 February, 1988.]

⁴³ These included the University of Cape Town, the University of the Witwatersrand, the University of Natal and Rhodes University.

⁴⁴ Lamoral, 1995: 47,49.

⁴⁵ NEPI, 1992. *Library and information services*...54.

⁴⁶ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 1.

⁴⁷ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 1.

launch universities, including the University of Natal, on a trajectory of transformation and democratisation, which will be further outlined below. The changes which this brought about in the University's position are reflected in the more clearly defined Mission Statement of 1989 (see section 5.3.2).

5.3.1 Educational and developmental projects

In 1984 Booyen stated that the University had a “social responsibility to participate in the application of development programmes”⁴⁸ within the University. This process had already started in 1981 on the Pietermaritzburg campus, with the formation of the English Language Development Scheme (ELDS) in the Arts Faculty. The ELDS was designed “to meet the needs of the increasing numbers of English Second Language (ESL) and under-prepared students”.⁴⁹ The next development followed in 1985 with the introduction of Learning, Language and Logic, a credit-bearing course introduced for ESL and under-prepared students across a number of faculties in order to give them “access to the communicative and academic skills necessary for them to participate fully in the university...”.⁵⁰

The establishment of Student Support Services (SSS) in 1987 illustrated the University's commitment “to promote educational development in the widest sense of the term for a post-apartheid society”.⁵¹ Although able to serve all students, it was

⁴⁸ University of Natal. 1984. *Annual Report*. Durban: University of Natal: 5.

⁴⁹ History of Education Development at UNP. 1991. *Education Development Update* 1(5): 12.

⁵⁰ Learning, Language and Logic. 1989. *Education Development Update* 1(1): 1.

⁵¹ Student Support Services. Who are we? What do we do? 1989. *Education Development Update* 1(1): 1.

stated in the late 1980s, that SSS

exists primarily to address issues pertaining to underprepared students entering the University from the black education system. These include the extent to which the University is itself underprepared to serve as a non-racial, democratic education institution representative of, and meeting the needs of, the wider South African community.⁵²

Academic development in the Pietermaritzburg Arts and Social Science Faculties was facilitated by another new initiative, the Arts/Social Science Education Development programme (EDP), under a co-ordinator. At the request of individual departments, the co-ordinator would work closely with them “to identify student and staff needs and develop programmes to address these...”⁵³

SSS was also involved with the co-ordination of a number of other programmes which included Preparing for University (PFU), an orientation course for black students, and the University of Natal Student Internship Programme, which was initially also known as the Ford Foundation Programme, due to the Foundation’s funding of the programme. The work of the SSS grew in scope and importance as the University became aware of the role it could play as “a catalyst and contributor to the overall process” of transforming “the University’s structures and ethos”.⁵⁴ Transformation became imperative if the commitment of the 1989 Mission

⁵² Student Support Services. Who are we? What do we do? 1989. *Education Development Update* 1(1): 1.

⁵³ Student Support Services. Who are we? What do we do? 1989. *Education Development Update* 1(1) November: 1.

⁵⁴ Student Support Services. Who are we? What do we do? 1989. *Education Development Update* 1(1) November: 1.

Statement was to be upheld. Bulman stated that

the University must increase its involvement in research in the field of educational development, it has to mount programmes that will assist students from disadvantaged backgrounds, it has to adapt its teaching methods and its curricula to the needs of the new South Africa; and it has to make these adaptations while preserving the highest possible academic standards.⁵⁵

Understandably, therefore, the SSS continued to expand in various aspects of its work and in 1990 changed its name to the Centre for University Educational Development (CUED).

A typical example of the type of project which was being encouraged in the University at that time was the Community Organisations Project (COP), which was set up by the University's Centre for Adult Education in 1984.⁵⁶ The emergency powers used during the States of Emergency enabled the State "to harass and curtail the activities of the myriad community and service organisations and projects",⁵⁷ including the democratic resource centres,⁵⁸ "which had become significant vehicles for promoting the struggle against apartheid".⁵⁹ Many of these non-governmental organisations (NGOs), as they came to be known, saw the University as being able to provide them with a certain amount of protection against State persecution and some "simply attached themselves to university departments in a variety of ways".⁶⁰

⁵⁵ Bulman, F. 1991. Arts/Social Science Education Development Programme: a new initiative. *Education Development Update* 1(4): 7.

⁵⁶ Mackie, 1995: 120.

⁵⁷ Mackie, 1995 : 53.

⁵⁸ Stilwell, C. 1997b. Pers. comm. University of Natal, Pietermaritzburg. July.

⁵⁹ Mackie, 1995: 104-105.

⁶⁰ Mackie, 1995: 105.

Mackie also refers to a “mushrooming of educational projects”⁶¹ in the University during this period. In many cases, the University, in its poor financial situation, encouraged these new education and developmental projects because of the availability of foreign donor funds to finance them.⁶² An important example of this type of new initiative was the establishment of education policy units (EPUs) by the National Education Co-ordinating Committee (NECC) at certain universities, including Natal. These units attempted “to enable the democratic movement to acquire research capacity - moving beyond resistance and slogans into laying the basis for a new educational system”.⁶³ Together with the CEPD, the research section of the ANC, “the EPUs played a vital role in developing the ANC's policy framework for education and training, and its subsequent plan for implementation”.⁶⁴ It was with the EPU on the University's Durban campus that the Department of Library Science was to forge links (see section 6.3.3).

5.3.2 The University's 1989 Mission Statement

The new focused Mission Statement, adopted by Council on 30 July 1989,⁶⁵ formed the kernel of the document *The role in society of the University of Natal, 1989 onwards*. Its twelve points revolved around the key statement: “The University of Natal strives to serve all sections of the community through excellence in scholarship, teaching, learning, research and development”.⁶⁶ The adoption of the

⁶¹ Mackie, 1995: 106.

⁶² Mackie, 1995: 106.

⁶³ Greenstein, R. 1997. New EPU views. *Supplement to Mail and Guardian*, April: 6.

⁶⁴ Greenstein, 1997: 6.

⁶⁵ Booyesen. P. de V. 1989. Letter to University staff, 27 November. [Inserted within cover of: University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*.]

⁶⁶ University of Natal. 1989. *The role in society of the University of Natal, 1989 onwards*. Durban: University of Natal: 20.

Mission Statement was directly linked to the evidence of changes which had been occurring in the 1980s and which could be expected in the future.⁶⁷

5.4 Summary

This chapter has described the social, political and economic changes which took place in the country between 1983 and 1989 and the resultant effects on universities, with particular reference to the University of Natal. The following Chapter Six will describe the concomitant changes in the Department and record its development during the same time period.

⁶⁷ Booyesen, P. de V. 1990. Launch of the Mission Statement. Address by the Vice-Chancellor and Principal. April.

CHAPTER SIX

THE BEGINNINGS OF A NEW DIRECTION FOR THE DEPARTMENT, 1983-1989

Inevitably, the political, social and economic changes evident in the country, and the consequent resultant effects on the university, impacted on the Department in a number of ways. During this period new trends and approaches in South African librarianship began to emerge. These were reflected in education for librarianship and influenced the new direction which was taken by the Department.

The numerous changes affecting the South African LIS sphere in the 1980s have been outlined in considerable detail in section 2.3.5. In summary, the shift in emphasis in South Africa, as elsewhere in the world, from “books and libraries” to “information” was evident, as was the recognition of the strategic and economic importance of information. The change in emphasis led to changes in course content and was ultimately reflected in the name change of the Department in 1989. The new name of Department of Information Studies gave a sense of inclusiveness that indicated the encompassing of all types of information centres such as museums, archives and resource centres.

The new name also reflected a growing interest in the use of computers in the information sector. The necessity to keep abreast of developments in the fast-changing world of computerization and networking led to attempts to upgrade existing courses such as Automation, the HDLS course on the computerization of libraries. The formation of SABINET in 1983 was a direct result of the increasing computerization of the country's libraries.

Although librarianship in South Africa still seemed embedded in the traditional approach to librarianship, where libraries were regarded as neutral agencies, there were early signs of changes from the professional association itself. As stated in section 2.3.5, in 1980 SALA changed its name to incorporate “information” and

opened its membership to all races, in an attempt to reform its image. The political and social events of the decade caused an increased awareness of the need for appropriate LIS for the country. The research findings of the Zaaiman report¹ on the role of libraries in the future development of the country was significant as a publication emanating from SAILIS and pointing to a need for change. The development of progressive resource centres had a potentially transformative influence on LIS and education for librarianship and contributed to providing the challenge of an alternative approach. The publications of Lor,² Walker³ and Nassimbeni,⁴ amongst others, called on LIS educators to rethink the role of librarianship in the country and to institute the changes required to make education for librarianship relevant and appropriate to the needs of South African society.

6.1 Changes in the Department in the mid-1980s

As stated above, the changes which took place in South African universities and in the LIS sphere were reflected in the Department. It adapted readily to the changing student population and participated in the University's education development programmes. It responded to the training needs of a changing society by revising its curriculum content. Community centred projects initiated by the Department then were in line with the University's new community-centred approach. These projects clearly pointed to the new direction of the Department in the latter half of the 1980s and were to be critical in influencing the thinking of staff, students and members of the LIS community. Staff also began to embark on research and publication.

By the mid-1980s the staffing situation in the Department had deteriorated further due to Mornet's health problems, "which prevented him from giving proper attention

¹ Zaaiman, Roux, and Rykheer, 1988.

² Lor, 1989.

³ Walker, 1988.

⁴ Nassimbeni, 1988, 1991.

to his department".⁵ He was forced to take sick leave during 1985 and Verbeek was appointed Acting Head of the Department at the time and in the periods of his absence which followed.

The new fieldwork practicum developed by the Department and staff of the University Library was implemented in 1988. A move to the new Social Science Faculty proved beneficial to the Department, as did the evaluation processes of the departmental review which were to become a regular feature of the University of Natal's system of evaluating its work. The CUP Review of 1989 confirmed the Department's strengths and its potential role in education for librarianship in South Africa.

6.1.1 Changes in the Department's curriculum content

The indication of the need for Africanisation (see section 2.2) and the emergence of an alternative approach (see section 2.3.5) resulted in a response from certain staff members of the Department in the form of changes in the content of some HDLS courses, notably Stilwell's Readership course and Verbeek's Librarianship course. There was a definite "low-tech" approach, with the emphasis on LIS that were appropriate to the community for which they were intended.

6.1.2 Effects of changes in the student population on the Department

As mentioned in section 5.2.2, there were definite changes in the composition of the student population of the University by the mid-1980s. On a racial level the numbers of black and Indian students were increasing as a result of the relaxation of the admission regulations. The increase was also apparent in the Department's student body, which is illustrated in Appendix Three Table 1.

⁵ Irvine, D. 1996. Memorandum to Dean. 23 May. University of Natal. Board of the Faculty of Social Science. Minutes. 6 August 1996. Annexure 9: 1.

The first black student was accepted into the Department as early as 1982. Flora Ntshilele, a B.Mus. student from the Durban campus, registered for the HDLS.⁶ In a 1987 Departmental newsletter she is quoted as saying “I really enjoyed my library course and the staff and students were wonderful. Doing the course has paid dividends for me!”.⁷ In 1983 one black student, a headmaster, registered for the DSE diploma. From the early 1980s, however, the Department “attracted many black applicants and became known for being more demographically representative” than other Departments.⁸ The Department has continued to attract students of all races.

The students of the 1980s were generally more politically aware than their counterparts in the 1970s. This was largely due to the growing anti-apartheid opposition to the government. Many students protested against the implementation of the States of Emergency. Some of the students in the Department were actively involved in politics and were members of anti-apartheid organisations such as the End Conscription Campaign (ECC) and those that were aligned with the United Democratic Front (UDF).

6.1.3 Changes due to circumstances and personalities in the Department

It was in this context that the Department began to move in a new direction, a situation brought about by a number of factors, such as the personalities of a number of left-wing students who were intellectually very able. Mornet's influence and his leadership of the Department was affected by his ill-health and lengthy periods of absence. Simpson left the Department early in 1986. Verbeek and Stilwell therefore had to take the initiative in many aspects of the management of the Department. They had also always had a greater personal contact with students.

⁶ University of Natal. Department of Library Science. 1982. Student record card: Flora Ntshilele.

⁷ University of Natal. Department of Library Science. 1987. Newsletter, no. 3: 18.

⁸ Stilwell, 1995: 8

Stilwell summed up the effect of their influence when she said that “I think Verbeek and I teaming up as progressives was a factor, as we would do things together”.⁹ Together they began to offer an alternative type of course to Mornet's RAU-based model. The courses remained the same but their content changed. The new type of offering was likely to have appealed to some of the students the Department attracted.¹⁰ Many of these students were not interested in traditional librarianship but were aiming to work in resource centres and NGOs¹¹ that were involved in the struggle against apartheid.

In the early 1980s, the Department, like other LIS departments in the country at the time, was experiencing a decrease in the number of student enrolments.¹² This was evident in all courses in the Department except for the DSE (School Librarianship) course. It was partially for this reason and partially to provide access to training for working people that the Department decided to hold after-hours HDLS lectures, from 17:00 to 19:00. The move proved to be successful in terms of increasing student numbers. Working students also brought the advantage of their work experience with them and this inspired much debate in the classroom.^{13 14}

⁹ Stilwell, C. 1996a. Letter to Fiona Bell. Pietermaritzburg: University of Natal, Department of Information Studies. January.

¹⁰ Verbeek, J.A. 1997. Pers. comm. University of Natal, Pietermaritzburg. March.

¹¹ Verbeek, 1997.

¹² Swanepoel, A.J., Van Veelen, G. and Boon, J.A. 1985. The number of students in library and information science departments in South Africa. *Mousaion*. Series 3. 3(1): 2-17.

¹³ Mornet, 1995.

¹⁴ Dickson, N. 1997. Taped interview with Fiona Bell. Institute for Commercial Forestry Research, Pietermaritzburg. 4 April.

6.1.3.1 The class of 1986

Central to these developments was the class of 1986. This was a class of particularly able students, many of them politically active, who contributed to a perceptible change in the Department. In retrospect, staff members in the Department view the year of 1986 as a conceptual turning point for the Department and, in many ways, the class of 1986 is seen as an embodiment of the new direction that was emerging.¹⁵ The staff found that this class challenged them in a way which they had not experienced before. Verbeek and Stilwell were able to workshop one of their earliest papers, "Speculations",¹⁶ with this class.¹⁷ Lively discussions were frequently held, both within and without the classroom.^{18 19}

6.1.4 The Department's first research and publications

Ironically, it was during the period of academic isolation that the Department began to publish in international journals, particularly the prestigious *Journal of Librarianship*. However, the Department's first actual publication was *Webb's guide to the official records of the colony of Natal*.²⁰ Dr H.J. Aschenborn, chairman of the Bibliographic Committee of SAILIS, asked the Department in 1979 "to undertake the work of revising and updating *A guide to the official records of the colony of Natal* by

¹⁵ Stilwell, 1996a.

¹⁶ Verbeek, J.A. and Stilwell, C. 1988. Speculations on the nature of an alternative school library system for post-apartheid South Africa. *Wits Journal of Librarianship and Information Science* 5: 21-39.

¹⁷ Stilwell, C. 1996b. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. 25 January.

¹⁸ Howes, S. 1997. Pers. comm. [Student in 1986] Pietermaritzburg. February.

¹⁹ Dickson, 1997.

²⁰ Verbeek, J.A., Nathanson, M. and Peel, E. comps. 1984. *Webb's guide to the official records of the colony of Natal*. 3rd ed. Pietermaritzburg: University of Natal Press.

Colin de B. Webb".²¹ The project was supervised by Verbeek. A very generous grant by the Human Sciences Research Council (HSRC) paid for the appointment of qualified librarians as part of the revision team.²² This major revision took four years to complete and was only made possible by co-operation from the staff of the Natal Government Archives in Pietermaritzburg and the librarians of other holding libraries. From within the University, assistance was received from the Departments of Historical Studies, Zulu and the Computer Services Division (CSD) and also from the staff of the Department of Library Science. Over 5 000 documents were handled and a full subject index was compiled for the new revision.²³ Published by the University of Natal Press, the revision aimed to "facilitate expanded research into a widening range of Natal topics".²⁴

Simpson was the first staff member of the Department to have a LIS paper published. Based upon her M. Bibl. thesis, it appeared in a South African journal, *Mousaion*, in 1985.²⁵ Her article was to be the first of numerous LIS publications written by the staff and students of the Department in the following years.

Of greater significance was the publication of a second journal article in 1986. Verbeek had published a number of history papers and this, her first LIS publication, entitled "Racially segregated school libraries in Kwa-Zulu/Natal", was published in the *Journal of Librarianship*.²⁶ It was significant for two reasons. Firstly, although important as the Department's first indication of LIS research that did not emanate from a thesis, it was long overdue, if seen in terms of the Department's thirteen

²¹ *NU Chronicle* 1985 9(1): 2.

²² *NU Chronicle* 1985 9(1): 2.

²³ *NU Chronicle* 1985 9(1): 2.

²⁴ Verbeek, Nathanson and Peel, 1984: ix.

²⁵ Simpson, A.B. 1985. The provision of career information and guidance in the secondary school, with special reference to the school library. *Mousaion*. Series 3. 3(1): 18-31.

²⁶ Verbeek, 1986: 23-46.

years of existence. This scanty publications record can be attributed mainly to understaffing, rapid staff changes and the fact that the focus or emphasis in the Department was not, and could not be in view of the staffing problems, on research. Secondly, it was indicative of the conceptual change that was developing in the Department in the 1980s. Stilwell's article on community libraries²⁷ was also indicative of this trend. Verbeek and Stilwell's article²⁸ in the 1988 *Wits Journal of Librarianship and Information Science*, together with a group of other articles, showed a definite trend developing in Natal (see Appendix One. Chronological list of publications by Departmental staff). This was noted by Hooper who commented that "Vietzen, Merrett, Verbeek and Switzer led the attack on traditional, apolitical thinking by librarians", but Hooper wrongly insinuated that this was as a result of their "vehemence and anger" at the "level of conflict and violence which was plaguing Natal".²⁹ Verbeek maintains that these authors were neither vehement nor angry but were stating the position as it was with a view to improving the prevailing apolitical stance usually evident in publications by South African researchers.³⁰ While this trend can be identified and while some of the authors concerned were linked professionally, their contributions were made as individuals, rather than from an organizational base.

Stilwell and Verbeek maintained that the staff in the Department felt compelled to start publishing in overseas journals as the *South African Journal of Library and Information Science* was unlikely to accept their articles as their content was regarded as not being sufficiently "scientific".^{31 32}

²⁷ Stilwell, C. 1989. Community libraries: a brief review of their origins and nature with particular reference to South Africa. *Journal of Librarianship* 21(4): 260-269.

²⁸ Verbeek and Stilwell, 1988: 21-39.

²⁹ Hooper, 1993. In: Sherman: 23.

³⁰ Verbeek, 1998.

³¹ Verbeek, 1997.

³² Stilwell, 1996b.

6.1.5 The move to the Social Science Faculty

Early in 1987 the first Faculty of Social Science was established on the Pietermaritzburg campus. Library Science was amongst the five Departments which opted for membership of the new Faculty, the others being Sociology, Psychology, Economics and Political Science. Douglas Irvine, head of Political Science, was the first Dean.³³ Joining the Faculty of Social Science proved to be a critical move for the Department, as it was a turning point for the better in many respects. As this was a smaller Faculty, with smaller departments, there was less competition for funds and staffing, and this was advantageous to the Department³⁴.

Understanding and support for the Department, particularly from Irvine as Dean, proved invaluable to its continued survival during this period. Irvine had a Master's degree in Information Studies from Sheffield University. Colin Webb, as the new Vice-Principal and a man who, as an outstanding historian, appreciated the contribution of librarianship to scholarship, also showed his understanding for the Department and its problems³⁵.

Early in 1987 the newly-established Faculty decided to institute a seven-year review plan for its departments. The Department of Library Science was chosen to undergo this process first. In retrospect, it was this review process which helped the Department to survive an uncertain future and even closure (see section 6.2 for a full discussion of the 1988 Departmental Review).

³³ University of Natal. 1987. *Annual Report*. Durban: University of Natal: 34.

³⁴ Verbeek, 1997.

³⁵ Verbeek, 1998.

6.1.6 Proposed name change for Higher Diploma in Library Science (HDLS)

In 1986 the University had embarked on a process of bringing the names of diplomas into line with SAPSE specifications. As a result, the HDLS was re-named the Advanced University Diploma in Library Science (AUDLS). The Dean of Social Science wrote to SAILIS in 1987 to enquire whether the accrediting body had any reservations about the new name. The Dean reported to the Faculty Board meeting on the reply received from the Chairman of the SAILIS Committee for Formal Education. The Chairman had indicated that the Department of Education preferred a name change of a qualification to be effected by all universities simultaneously. As SAILIS had planned to revise its education standards and consult all universities he said it was "advisable that the name Higher Diploma remains for the time being".³⁶ Therefore it was decided to recommend to Senate Executive that the designation be changed back to that of HDLS and that diplomas to be issued to the then current students be re-designated.

The re-naming of the Department and the Diploma was only successfully completed when Professor Horton arrived to take the position of Chair in 1989 (see section 8.1).

6.1.7 The Department and education development

The Department accepted more and more students of all races in the 1980s. Many of the students, in spite of being graduates, were educationally disadvantaged, resulting in difficulties in the teaching process for the staff. Sooner, perhaps, than other departments on campus, staff became aware of the fact that some students needed extra assistance if they were to achieve their potential. Many of the students' problems stemmed from their lack of study skills and their inability to express themselves adequately in English.

³⁶ University of Natal. Board of the Faculty of Social Science. Minutes. 9 October 1987: 43.

As a result, the Department began to liaise, in 1987, with the newly-appointed director of Student Support Services (SSS), Prof. Hugh Philpott, who was based in Durban.³⁷ The Internship Programme was the first scheme organised by the SSS, in which the Department participated from 1988. Involvement in this Programme, better known in the 1980s as the Ford Foundation Programme, became important for the staff and students of the Department. As stated then, it was “extremely useful to staff, particularly in a period where the department has Africanised and the composition of our student body has rapidly changed from minimal black registration to a registration accurately reflecting the make-up of the country”.³⁸ For the students it involved the opportunity to work with a supervisor in a mentorship situation in order to gain valuable skills and experience in return for payment. Several students were selected each year to work as interns. The projects to be done were jointly agreed upon by the staff and the students. In each case it was stressed that the internships were “not merely providing academics with free labour but that the staff member and student must be prepared to learn from one another”.³⁹

It was required that a student's progress on a project be monitored throughout the process. The interns were also required to write regular reports and students were given full credit for their work as sole authors.⁴⁰

Because of their first-hand experiences with under-prepared students the staff were eager to receive assistance in an area in which they believed they lacked the relevant skills. The Department became directly involved with SSS on the Pietermaritzburg campus after Fiona Bulman was appointed as the co-ordinator of the new Arts/Social Science Education Development Programme early in 1989. The

³⁷ Verbeek, 1996a.

³⁸ The internship programme in Information Studies. 1992. *Education Development Update* 2(1): 7.

³⁹ The internship programme in Information Studies. 1992. *Education Development Update* 2(1): 7.

⁴⁰ The internship programme in Information Studies. 1992. *Education Development Update* 2(1): 7.

Department believed that support was required because of the numbers of under-prepared black students registered in the Department and the noticeable lack of academic skills of some students, particularly some of those who had gained their degrees where student support programmes were uncommon.⁴¹

Successful workshop programmes, which involved both staff and students, were run for the 1990 and 1991 Honours classes. Bulman maintained that an holistic approach was critical to the success of the academic support programme as staff and student development were inseparable and were part of the same process. Although the courses run in the Department were seen as “add on” programmes, Bulman stated that the staff were very co-operative about giving her relevant course material to work with.⁴²

In 1991 Bulman ran an enrichment programme with the AUDIS students once a week during the first semester. A selected number of students worked through subjects such as topic analysis, using their essay topics from Library History and also worked on time management and other projects. All the students benefited considerably, as was shown in the improvement of their work and all but one passed the diploma at the end of that year.^{43 44}

From Bulman's point of view, one of the most important academic benefits to the students of an academic support programme was the fact that “...we embedded in it an attempt to model the academic process which is otherwise never made explicit...”.⁴⁵ The Department agreed that the students gained an insight into this process and furthermore felt that the students gained the study skills and the

⁴¹ Verbeek, 1997.

⁴² Bulman, F. 1997. Taped interview with Fiona Bell. University of Natal, Pietermaritzburg. 1 August.

⁴³ Verbeek, 1997.

⁴⁴ Bulman, 1997.

⁴⁵ Bulman, 1997.

confidence to ensure their success in the course. Stilwell,⁴⁶ on the other hand, identified staff gains in terms of structuring courses, explicit instructions in examination papers and incorporation of, for instance, topic analysis and note-taking in orientation programmes.

Education development for DSE students was introduced in 1991 and will be discussed later in the appropriate time period (see Chapter Eight).

6.1.8 Changes in the staffing position

Simpson left the Department at the beginning of 1986. Stilwell was appointed to the position of Lecturer on the permanent staff from 1 July 1986 to replace Simpson. At the end of this year Mornet was granted leave for the period 29 November 1986 to February 1988. As stated in section 6.1, during these periods of the HOD's absence, Verbeek was Acting Head. The University agreed to Mornet's early retirement, on the grounds of ill-health, on 31 May 1988.⁴⁷ While Verbeek took sabbatical leave in Indiana for the first six months in 1989, Stilwell took over the position of Acting Head, for which she later received a merit award. Athol Leach, a Master's student in the Department, came in as Verbeek's leave replacement. He was to become the Department's major external examiner in the early 1990s and in 1996 joined the permanent staff.

6.2 Departmental and Faculty review process

In 1988 the Faculty Short Term Plan of the Faculty of Social Science and the Review of the Department of Library Science were both completed under the Deanship of Irvine. Both Review reports were presented simultaneously to the meeting of the

⁴⁶ Stilwell, C. 1998. Pers. comm. University of Natal, Pietermaritzburg. April.

⁴⁷ Mornet, C. Biographical file. Pietermaritzburg: University of Natal, Archives.

Board of the Faculty of Social Science on 5 August 1988.⁴⁸ As the Social Science Faculty Plan incorporated so much information which had already been gathered for the Departmental Review, it is seen as appropriate that this thesis will concentrate on the more relevant findings of the Departmental Review, to avoid excessive overlap and repetition.

6.2.1 1988 Departmental Review

At its first meeting early in March 1987 the Faculty of Social Science appointed a Review Committee "to undertake a general review of the Department".⁴⁹ Reports were submitted by Verbeek and Stilwell and temporary members of staff during 1987. It was decided, however, to delay the report as Mornet was on leave for the year due to ill-health and it was not known if he would be able to resume office. As a result, updated reports had to be re-submitted by staff members of the Department in 1988. By then the staff included Lorette Rayner (a contract appointment) and Sherrell Michie (a temporary lecturer in 1988). Mornet did not submit a report. Verbeek and Stilwell were interviewed by the Committee. The University Librarian, Vietzen, was also interviewed, to gain "a professional peer assessment of the Department".⁵⁰

6.2.1.1 Staffing

The Review Report reflected the staff establishment of that period. Mornet had decided to seek early retirement from 31 May 1988 and therefore the position of Chair and Head of Department became vacant from 1 June 1988. Verbeek had

⁴⁸ This simultaneous presentation was not planned but coincidental. The completion of the Departmental Review, started early in 1987, had been delayed because of Mornet's health.

⁴⁹ University of Natal. Department of Library Science. 1988. Departmental Review: 1.

⁵⁰ University of Natal. Department of Library Science. 1988. Departmental Review: 1.

become a Senior Lecturer through personal promotion from January 1985 and had been Acting Head for 1987 and 1988. Stilwell had been appointed to the permanent staff as a lecturer from 1 July 1986. On 1 January 1988 Rayner was appointed to a one-year contract post. They were supported by additional contract and part-time lecturers and a half-day Administrative Assistant (see Appendix Three Table 1).

Statistics were given in the Review Report. This showed a general increase in student numbers for all courses in the Department. This was consistent with the increasing student numbers in the University, generally. In spite of staffing difficulties the Department was still able to attract students to all its courses (see Appendix Three Table 1).

6.2.1.2 Accommodation

One of the Department's greatest practical problems at the time was its accommodation. Housed on the first floor of the Old Main Building, the Department suffered from an acute shortage of space. The Teaching Library donated by the local bookseller and publisher, Shuter and Shooter, was housed firstly in the only lecture room (which held a maximum of 30 students), and later, as student numbers increased, in part of an office. No office space was available for post-graduate students. Ideally, the Department believed that because of its specialised teaching it required a dedicated classroom which was "in effect the equivalent of a laboratory".⁵¹

6.2.1.3 Computer facilities

The Review Report stated quite bluntly that there were no computer facilities in the Department. This was a far from ideal situation, as the Department had to use the facilities of the CSD for teaching purposes. CSD only had seven computers

⁵¹ University of Natal. Department of Library Science. 1988. Departmental Review: 5.

connected to the relevant network and this meant many repeated instruction periods⁵² for the larger groups of students.

6.2.1.4 Teaching programmes

The Review Report outlined, in detail, the development and status of teaching programmes offered by the Department. It was emphasized that student enrolment in the Department included all races, with whites accounting for approximately 50% of the total. In this respect it was a far more demographically representative department than others in the University, many of which, in 1988, did not yet have any students of other race groups. As stated in section 6.1.7, a large number of students were under-prepared or educationally disadvantaged and this brought a new set of problems and challenges for the teaching staff, the addressing of which was instructive to the Department in the long run in terms of transformation.

The Review also pointed out that the Department attracted students from all over South Africa. It is interesting to note that the original intention of establishing the Department in the 1970s had been to offer a tertiary training facility for librarianship in Natal, specifically. The fact that fifteen years after its inception the Department was attracting students from all over the country bore testimony to its reputation and good standing in education for LIS in South Africa.

Staff of the Department were “justifiably proud of their innovative emphasis on Africanisation”,⁵³ in which they claimed to lead the field (see section 6.1.1). Owing to the structure of South African society, “first world” and “third world” situations had “to

⁵² The Department had acquired the BIBLIOS software, negotiated by Rayner. The program never became operative. An on-line cataloguing program, MARCUS, was also acquired, but was not fully utilised.

⁵³ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

be dealt with simultaneously".⁵⁴ In its attempts to deal with such situations the Department found itself "developing an imaginative dual emphasis on training in high technology while also serving special community needs in an African context".⁵⁵ The Department believed that it was this approach that had aroused "significant interest among prospective students".⁵⁶

All students in the Department were post-graduates except for those in the DSE (School Librarianship) course. The Department attempted to provide professional training in the Diploma and Honours courses, which involved "the inculcation of a variety of skills over a wide field",⁵⁷ and drew on a variety of disciplines. The report stressed that

modern librarianship and information science deal not only with the management of libraries but with the preservation and bibliographic control of information of every kind, whether in general or specialised libraries or other systems utilising records and data bases.⁵⁸

Within that broad outline, the staff felt that there were areas of special interest. These included bibliographic control, information storage and retrieval (manual and automated), user studies, readership, and the sociology of librarianship and management.⁵⁹

⁵⁴ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

⁵⁵ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

⁵⁶ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

⁵⁷ University of Natal. Department of library Science. 1988. Departmental Review: 5.

⁵⁸ University of Natal. Department of Library Science. 1988. Departmental Review: 5.

⁵⁹ University of Natal. Department of Library Science. 1988. Departmental Review: 5.

6.2.1.4.1 Diploma in Specialised Education (DSE) (School Librarianship)

The DSE (School Librarianship) was the only diploma offered by the Department which was not a post-graduate qualification. It was aimed especially at practising teachers who had a teaching qualification and wanted to specialise as teacher-librarians. The fact that this Diploma was “open not only to degreed teachers, but also to those without degrees...” made it especially “attractive to primary school teachers, and to many teachers in black secondary schools”.⁶⁰ Students who completed this diploma were, at this stage, entitled to an extra salary notch. This was an incentive for many teachers to study for the Diploma, whether or not they had a library in their school or the opportunity to work in one in the future. As the Diploma was offered part-time over two years it was convenient for teachers to attend lectures after school hours. The course consisted of 300 lectures and 45 practicals.

The demand for this course remained high during the 1980s (see Appendix Three Table 1). Numbers were restricted to 15 students per year due to the limitations of facilities for the Media Studies course offered by the Faculty of Education.

At the time of the Review the Diploma was “accredited by the Committee for Education Heads and was also accepted by all the relevant Departments of Education”.⁶¹ It was from the DET, and the DEC (House of Representatives) and the Indian Education Department (House of Delegates) that most of the candidates for this diploma were drawn.

At the end of 1987 the Department found itself in a difficult position regarding the DSE (School Librarianship). In spite of keen interest in the course, it became

⁶⁰ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

⁶¹ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

impossible to continue offering the Diploma because of the staffing position. Simpson, the co-ordinator, had left early in 1986 and with only two healthy staff members remaining, neither of whom was a professional school-teacher, the Acting Head was forced to suspend the Diploma programme for 1988. This was confirmed by the Dean at a Faculty Board meeting. The Dean reported that there would be only two students completing outstanding courses in 1988.⁶² It was also reported that the problems relating to this course would continue to be addressed and a meeting had been held to discuss issues such as “the differing levels of ability of students undertaking this course and the staffing implications for both the Library Science and Education Departments”.⁶³

Attached as an appendix to the Review Report was a letter from the Executive Director of the Natal Teachers' Society which recorded the Society's consternation at the discontinuance of the DSE (School Librarianship). The letter referred to the demand for qualified school librarians because “school media centres, and the teaching of media science and information skills, are gaining increasing recognition in Natal schools”.⁶⁴ It also stated that the DSE (School Librarianship) “was unique in this province in that it afforded English-speaking in-service teachers the invaluable opportunity to study in depth, on part time basis [sic], the professional aspects of school librarianship...” and it therefore urged the University Council to “give urgent attention to the reinstating of the Diploma... with effect from 1989”.⁶⁵ These statements made by an outside professional body served to confirm the fact that the

⁶² University of Natal. Board of the Faculty of Education. Executive Subcommittee (Pietermaritzburg). Minutes. 8 March, 1988: 2.

⁶³ University of Natal. Board of the Faculty of Education. Executive Subcommittee. (Pietermaritzburg). Minutes. 8 March, 1988: 2.

⁶⁴ University of Natal. Department of Library Science. 1988. Departmental Review, Appendix D.

⁶⁵ University of Natal. Department of Library Science. 1988. Departmental Review, Appendix D.

Diploma was “spectacularly successful”.⁶⁶ It was achieving what it aimed to do by fulfilling a role in the training of school librarians and also by increasing student numbers in the Department.

6.2.1.4.2 Higher Diploma in Library Science (HDLS)

The Review found that this Diploma was offered as a general course because of the great variety of types of libraries in which students might find themselves employed. It constituted the first professional level of qualification. Students were prepared for entering the work place at the junior management level but also tended to go in at middle management level. As a vocational and professional qualification, the HDLS provided a useful specialisation for students with a primary degree.

The HDLS was accredited by the professional association, SAILIS. The Diploma course was known to have an extremely heavy workload, with 480 lectures per annum (to be dropped to 420 from 1989) and 85 three-hour practicals per annum. There were no course electives available to Diploma students.

6.2.1.4.3 B.Bibl. Hons.

After the introduction of the Honours and Master's degrees in 1978 there had been an overwhelming demand for places in these degrees during the 1980s. The B.Bibl. Hons. aimed to prepare students “for research as well as for professional advancement”.⁶⁷

⁶⁶ University of Natal. Department of Library Science. 1988. Departmental Review: 4.

⁶⁷ University of Natal. Department of Library Science. 1988. Departmental Review: 6.

6.2.1.4.4 Masters' degrees in Library Science

Masters' degrees in the Department were, at this time, by thesis only. The Report noted that all these qualifications were in great demand and the Department could not accept all the applications it received. It highlighted the fact that well-qualified candidates were being turned away from the Honours and Master's degrees. There were no doctoral students at the time, but if there had been enquiries for this degree the Department would no doubt have had to refer them to another university.

6.2.1.5 Research and creative activities

The Review reported that the staff were "aware of the importance and desirability of research undertaken by themselves or under their influence".⁶⁸ An appendix of publications by staff and students of the Department was attached to give an overall picture of the main areas of research involvement. It was pointed out that Verbeek and Stilwell had been unable to progress in their personal research towards their Doctoral and Master's degrees, respectively, because of their workloads.⁶⁹

A brief mention was made of the Department's links with the Ford Foundation (see section 6.1.7). The Foundation financed a community research project to investigate "reading, information and library needs in Lamontville",⁷⁰ a township near Durban. If it proved successful in this project, the survey package was to be used as "an effective means of assessing similar needs in other local communities".⁷¹

⁶⁸ University of Natal. Department of Library Science. 1988. Departmental Review: 7.

⁶⁹ University of Natal. Department of Library Science. 1988. Departmental Review: 7.

⁷⁰ University of Natal. Department of Library Science. 1988. Departmental Review: 7.

⁷¹ University of Natal. Department of Library Science. 1988. Departmental Review: 7.

The Department's links with publishers and booksellers was noted. It had been approached by a local publisher "to participate in establishing a publishing unit to meet a need at grass roots level for reading and information materials".⁷²

6.2.1.6 Professional and other activities

In spite of their difficulties, staff members regarded affiliation to a number of professional and community organisations as important. Verbeek served on the National Committee of READ and on the SAILIS National Bibliographic Committee. As a member of the Children's Book Forum, Stilwell gave talks in the community and worked on a Hilton/Pietermaritzburg branch. She was also in contact with the publishing section of Shuter and Shooter. Rayner participated in the work of the Natal section of an on-line user group. Verbeek, Stilwell and Rayner were all members of the Executive Sub-committee of the Board of the Faculty of Social Science. They also served on other University committees.⁷³

6.2.1.7 Comments from the academic staff of the Department together with conclusions drawn by the Review Committee

A number of common themes emerged from the staff submissions made to the Review Committee. These included "the need of a variety of professional and pedagogic skills, staffing needs, the inadequacy of resources and the potentialities for service, growth and development".⁷⁴ The Review Committee was in agreement with virtually all the views and suggestions put forward by the staff. For the sake of clarity, the Committee's comments and conclusions on the various issues have been grouped together with those of the staff.

⁷² University of Natal. Department of Library Science. 1988. Departmental Review: 7.

⁷³ University of Natal. Department of Library Science. 1988. Departmental Review: 7.

⁷⁴ University of Natal. Department of Library Science. 1988. Departmental Review: 7-8.

The staff believed that theirs was a problematic department for a number of reasons. There were "several levels of teaching (from the diplomas upwards), full-time and part-time [after hours] classes (requiring good administration) and the different levels of preparedness among students".⁷⁵ It was under-prepared students that exacted the greatest demands on staff time. Staff maintained that not only were skills required in a variety of professional areas, which called for a balanced staff complement, but skills were needed to cope with students "coming from (and going into) widely differing social, cultural and educational situations".⁷⁶

The staff acknowledged that there were a high number of formal class meetings but maintained that there was so much to be covered in professional training. However, they were interested in experimenting more with alternative methods of teaching such as self-study. Although this would have meant a reduction in the formal contact hours it would not necessarily have reduced the time required for supervision. The Committee agreed that the Department should "re-examine syllabi and methods of teaching" as they believed that the number of HDLS lectures seemed "excessive".⁷⁷

The staff were unanimous in their insistence of four full-time posts for proper coverage of the programmes offered by the Department which they based on an informal survey of Library Science departments at South African universities in which it was shown that the staff to student ratio for this Department compared unfavourably with those of similar departments around the country. When asked whether the Department should continue with three members of staff or close,

⁷⁵ University of Natal. Department of Library Science. 1988. Departmental Review: 8.

⁷⁶ University of Natal. Department of library Science. 1988. Departmental Review: 8.

⁷⁷ University of Natal. Department of Library Science. 1988. Departmental Review: 10.

preference for closure of the Department was expressed rather than a reversion to an establishment of three full-time posts.⁷⁸

Staff were opposed to the excessive use of part-time staff which they described as “academically undesirable: cumbersome, inefficient, and unreliable - with administration frequently degenerating into crisis management”.⁷⁹

Staff identified a need for more expertise in the field of Information Science, but noted a more pressing requirement for a lecturer with cataloguing skills. The Committee agreed with this but said that the appointment to the Chair should not be used to fill the gap in cataloguing skills, rather that the existing staff should be “encouraged to develop the necessary expertise to teach this element in the syllabus”.⁸⁰

The Review Committee was totally supportive of the need for more adequate staffing in a Department which offered professional training. They were convinced that in offering the full range of courses the Department could not have a staff complement of less than four. A professorial appointment was necessary “to confirm the Department's standing in the profession”.⁸¹ The Committee also thought that an establishment post at the level of a Senior Lecturer was needed “to ensure the necessary academic and administrative back-up for the Department”.⁸² It was agreed that the reliance on part-time staff was totally inadvisable.

⁷⁸ University of Natal. Department of Library Science. 1988. Departmental Review: 8.

⁷⁹ University of Natal. Department of Library Science. 1988. Departmental Review: 8.

⁸⁰ University of Natal. Department of Library Science. 1988. Departmental Review: 11.

⁸¹ University of Natal. Department of Library Science. 1988. Departmental Review: 10.

⁸² University of Natal. Department of Library Science. 1988. Departmental Review: 10.

The staff were adamant that an additional member of staff was essential for the successful running of the DSE (School Librarianship). They regarded this as a specialized field which required appropriate expertise. "Particular attention was needed for the practical co-ordination of part-time students involved in in-service training projects, in a variety of education systems".⁸³ The Acting Head had worked out that it would be possible to appoint a Senior Lecturer to this position "at minimal cost in terms of savings and earnings".⁸⁴

The Review Committee acknowledged that the DSE's training was of great value to the community and that there was a constant demand for it. They agreed that special expertise was required for teaching certain elements of this course and that greater responsibility was needed to co-ordinate the in-service training projects. This necessitated the establishment of a dedicated post, preferably at the level of Senior Lecturer. Although the Committee realised that a certain amount could be saved by giving up the diploma, the costs not only to the community but to the University's reputation for community service would be too great. The Committee pointed out that if the Department was given its fourth post, the funds for the half-lectureship would not be needed and could go towards the DSE post.

Generally, staff were concerned about the "constraints on staffing, physical accommodation, computer facilities, the lack of special materials for instruction, and a paucity of resources for teaching and research in the University Library (especially in the periodicals and reference sections)".⁸⁵ The Committee noted these constraints and the "negative implications" they had "for the proper functioning of the

⁸³ University of Natal. Department of Library Science. 1988. Departmental Review: 8.

⁸⁴ University of Natal. Department of Library Science. 1988. Departmental Review: 8. Verbeek's letter to the Dean of Social Science outlining the costs of this post was attached to the Review Report as Appendix E.

⁸⁵ University of Natal. Department of Library Science. 1988. Departmental Review: 8.

Department".⁸⁶ Staff also voiced their concern that the under-staffing and the lack of resources might lead to the withdrawal of the SAILIS accreditation.⁸⁷ However, the Committee did not believe that the Department was "under any serious threat of losing its professional accreditation",⁸⁸ as long as the staffing position was rectified. The Department's "demonstrable potentiality for growth - measured by student interest, community needs and research potentialities"⁸⁹ was recognised. As a post-graduate Department, it was free of the restrictions on undergraduate growth imposed by the Minister of Education and Culture. The Review Committee endorsed the Department's intention to increase to 30 the number of students in the HDLS, provided that four full-time posts were confirmed. With no prior mention of it, the Review Committee also considered the feasibility of the four-year B.Bibl. degree, but found the bachelor's degree plus diploma to be a preferable option as it provided a broader base.

The Review Committee believed that the Department was at a watershed in 1988. It recognised that it had reputable courses and that there was a growing demand for enrolment. It maintained that this demand would increase because of the closure of the Library Science Department at University of Durban-Westville (UDW) and the possible closure of the Department at University of Transkei (UNITRA). At the time, the Department also recognised the potential for the introduction of new courses such as Museology, Archives Management and Art Gallery Management. Although feasible, because of the local resources of the Natal Museum, the Tatham Art Gallery and the Natal Provincial Administration (NPA), the staffing implications, once

⁸⁶ University of Natal. Department of Library Science. 1988. Departmental Review: 10.

⁸⁷ The possibility of this happening was demonstrated in 1987 when the Department of Library Science at UDW lost its accreditation from SAILIS.

⁸⁸ University of Natal. Department of Library Science. 1988. Departmental Review: 10.

⁸⁹ University of Natal. Department of Library Science. 1988. Departmental Review: 9.

more, made it impossible to consider any of these. The good relations that existed between the present members of staff were noted, as well as the productive working relationship established with the University Library over the previous two years. Verbeek's leadership during this time was commended.⁹⁰

In the absence of a Head of Department the staff took the opportunity of outlining the qualities they thought such a person should possess. These were:

teaching ability (in this connection, staff mentioned cataloguing as a particular gap in the range of skills available in the Department);
research skills and leadership;
administrative ability;
sensitivity to consensus management;
the capability of interacting well with a multi-cultural group, and responding sympathetically to disadvantaged students;
the ability to command respect as a member of the library profession
emotional stability and good health.⁹¹

At the end of the Report the Committee also listed their separate recommendations on the characteristics and qualifications of the person who would be appointed to the position of Chair and HOD (this was probably a direct result of the fact that this Review Committee was also appointed as a Selection Committee on Mornet's resignation in May 1988). The incumbent of the Chair "should be well-qualified to provide leadership in research, while also being committed to the teaching functions of the Department".⁹² The necessity of active involvement in postgraduate supervision was particularly desirable. The Committee suggested that a keen interest in Information Science would be an advantage as this subject was of growing importance. Apart from this no other field of specialisation was

⁹⁰ University of Natal. Department of Library Science. 1988. Departmental Review: 10.

⁹¹ University of Natal. Department of Library Science. 1988. Departmental Review: 9.

⁹² University of Natal. Department of Library Science. 1988. Departmental Review: 12.

recommended as a requirement for the position. It was noted that the staff were concerned “that the successful candidate should be committed to the ethos of the Department”.⁹³ Under the heading of ‘Headship’ the Committee maintained that apart from the administrative ability required for the post, “the person appointed should be sensitive to the views of staff and students and to the need for maintaining the good relations that exist at present in the Department”.⁹⁴

6.2.1.8 Recommendations of the Review Committee

The following recommendations put forward by the Committee towards the end of the Report reflect that the staffing issue was of paramount importance to them. Obviously, of all the problems, this was the one which required the most urgent attention. The recommendations stated that:

- a) The Chair should be unfrozen and filled
- b) An existing lectureship should be upgraded to a senior lectureship
- c) The fourth post should be confirmed and a permanent appointment made
- d) A new post should be established at the level of a senior lectureship, with responsibility for the Diploma in Special Education (School Librarianship).⁹⁵

The Review gave the Department and others the opportunity to examine its offerings and activities and to assess its strengths and weaknesses. It was probably partly this re-assessment which allowed the Department to have a positive outlook and have its position in the Faculty, in the University, and in the education and training of the LIS sector, justified. The facts gathered and the experience gained during the

⁹³ University of Natal. Department of Library Science. 1988. Departmental Review: 12.

⁹⁴ University of Natal. Department of Library Science. 1988. Departmental Review: 12.

⁹⁵ University of Natal. Department of Library Science. 1988. Departmental Review: 11.

Departmental Review were to be of great importance for the CUP Review which followed in 1989.

6.2.2 First Faculty Plan

Irvine used the first Faculty Plan (see section 6.2) as an opportunity to fight for the long overdue staffing and resources in a Faculty where “the founding departments were in many ways under-resourced...”.⁹⁶ Irvine claimed that this was especially difficult in the second half of the 1980s, “when financial constraints were forcing the University into the first phase of rationalisation”⁹⁷ (for background see section 5.2.4).

6.3 Community outreach by the Department

In line with the University's recent emphasis on the University's involvement with the community (see section 5.3), the Department had initiated a number of community outreach projects.

6.3.1 Read Educate and Develop (READ) courses

Earlier in this period, during 1986, Verbeek had initiated and run basic courses in school librarianship for black teachers in conjunction with READ. In the first five-month course, 18 teachers from schools in the Pietermaritzburg area were involved. They successfully completed basic upgrading courses “in book processing, the use of catalogues, elementary reference technique, elementary book selection and public relations work in school libraries”.⁹⁸ All the teachers received qualifying certificates at a special ceremony held in the Department at the end of the course. The READ courses were a great success and welcomed, especially, by the principals of the schools concerned.

⁹⁶ Irvine, 1996: 1.

⁹⁷ Irvine, 1996: 1.

⁹⁸ *Natal Witness*. 1986. Saturday 30 August: 3.

6.3.2 Pietermaritzburg Resource Centre Library (PRCL)

In the 1980s the Department of Information Studies had come to recognise the importance of making libraries accessible to the community. There was an awareness that the Department, and libraries in general, were reaching a privileged group of people only and needed to be more community-oriented.⁹⁹ The University, too, was encouraging a more community-oriented approach to research and projects.

The Department of Information Studies and the Natal Society Library together embarked on their own initiative in this field and established the Pietermaritzburg Resource Centre Library in 1987. Although it would have been ideal to establish resource centres in the townships, ongoing political violence in these areas prevented this from being done.

The sponsors of the project were the Anglo-American Chairman's Fund, Old Mutual, the University of Natal and a private donor. The library was housed in an old Victorian building at 195 Longmarket Street, in the centre of Pietermaritzburg, which was shared by various welfare organisations. Initially, the

aim of the library was to provide information to the affiliated welfare organisations, but once it was clear that community needs extended these boundaries, Brann [the library worker] was given the mandate to make the resources available to the wider Pietermaritzburg community.¹⁰⁰

Social workers in other fields, community and health workers, teachers, students and members of the public all used the library. Because there was close co-operation with the Natal Society Library, the University Library, the NPLS and other community resource centres the PRCL was able to draw on other resources to fulfil requests for information. As a result, a unique resource-sharing network in the area of community

⁹⁹ Spencer, T. 1991. Off the shelf. *NU Focus* 2(3): 37.

¹⁰⁰ Spencer, 1991: 37.

health/primary health care information and education developed. The library itself also managed to build up “probably one of the largest non-computerised collections of information on Aids [sic] in South Africa”, and was “custodian of Earth Life's increasingly used database”.¹⁰¹

The Department used the library as an “experimental library” for the diploma students, “where progressive ideas for library initiatives can be translated into a relevant response to communities' needs”.¹⁰² They did this by, *inter alia*, instituting community projects whereby students would complete 30 hours of bibliographic research on a topic relevant to the needs of a social, community or health worker.¹⁰³

Unfortunately, because of a lack of funding, the PRCL could not continue functioning beyond 1991. Arrangements were then made to absorb the contents of the PRCL into the resource centre collection of the newly opened Tembaletu Community Resource Centre.

6.3.3 Community Resource Centre Training Project (CRCTP)

Early in 1988 the Department of Library Science “initiated discussions with the Education Projects Unit (EPU)”,¹⁰⁴ situated on the University's Durban campus, with a view to developing community outreach programmes in the Natal region. The Department was particularly “interested in passing on documentation and dissemination skills to communities”.¹⁰⁵ Resource centres were already involved in

¹⁰¹ Spencer, 1991: 37.

¹⁰² Spencer, 1991: 37.

¹⁰³ University of Natal. Department of Library Science. [1989]. Community Project: application form.

¹⁰⁴ Naidoo, V. and Stilwell, C. 1989. Resource Centre Project. In: Blacquiere, A. ed. *Proceedings of a seminar on socially relevant research at the University of Natal held on 1 November 1988 in Durban*. Durban and Pietermaritzburg: University of Natal: 47.

¹⁰⁵ Naidoo and Stilwell, 1989. In: Blacquiere, ed: 47.

this process and were therefore invited to participate in the discussions. Out of these discussions came the development of the Pietermaritzburg and Durban Resource Centre Forums which came together in the Natal Resource Centre Forum.¹⁰⁶ The Forums identified “the need for training and assistance for staff working in resource centres, and for those attempting to establish resource centres as a component of existing mass-based organisations. It was seen as vital to educate information workers in information work and its application”.¹⁰⁷ The CRCTP was established in recognition of this need and started operating in 1989.

The management of the project fell under the auspices of the Department with a management committee consisting of representatives from the University and the community to oversee the project.¹⁰⁸ Foreign funding, channelled through the Kagiso Trust, funded the salaries of two project co-ordinators (one in Durban and one in Pietermaritzburg).¹⁰⁹ They had the responsibility of co-ordinating the activities and functioning of the Resource Centre Forums. Their other activities involved “providing consultative services, providing short seminars and workshops [and] running the Resource Centre Training Course”.¹¹⁰

The CRCTP's first training course was held in 1989 and the second in 1991. The participants were able to draw on the collective experience of others on the course who came from a wide range of resource centres from various parts of the country, such as career information centres and others serving rural communities. The

¹⁰⁶ Stilwell, C. 1992b. The resource centre forums: democratic and alternative information networks for South Africa. *International Information and Library Review* 24(3): 216.

¹⁰⁷ Dreyer, L. 1991. Resource centres, training and extending information services: the Community Resource Centre Training Project. *Innovation 2*: 22.

¹⁰⁸ Bowen, J. and Booyesen, P. 1989. Community Resource Centre Training Project: progress report: June. Pietermaritzburg: University of Natal, Department of Information Studies. CRCTP files.

¹⁰⁹ Bowen, J. 1996. Pers. comm. Pietermaritzburg. March.

¹¹⁰ Dreyer, 1991: 23.

training programmes aimed to provide “the necessary skills to run a resource centre efficiently and effectively, and to develop greater understanding of the role and possibilities of community resource centres within the South African context”.¹¹¹ The CRCTP training programme was important for the Department as it exposed it to innovative training methods which “for the most part deviated from that traditionally provided for librarians”.¹¹² It was claimed that part of the aim of the training course was “to facilitate changes in the formal library science diploma which would ensure [that] training of librarians is appropriate for a future non-racial, democratic South Africa”.¹¹³ As a result, Jenni Bowen, the Pietermaritzburg co-ordinator, gave a number of talks to the HDLS students on media, community libraries and community information.¹¹⁴

By 1991 the CRCTP was functioning efficiently and well.¹¹⁵ It was seen to be providing a variety of valuable services, including training, consultancies, and follow-up advice for course participants. One of the CRCTP projects in 1991 was initiated by an invitation from the South African Commercial, Catering and Allied Workers’ Union (SACCAWU) to “assist us in the setting up of a variety of filing systems at our Head Office, and train our administrative staff in maintaining these systems”.¹¹⁶ The first national resource centre conference for over one hundred resource centre workers was held in Durban in December 1991. It was here that the publication,

¹¹¹ Dreyer, 1991: 24.

¹¹² Dreyer, 1991: 22.

¹¹³ Bowen and Booyesen, 1989: 4.

¹¹⁴ Bowen, 1996.

¹¹⁵ Stilwell, 1992b: 217.

¹¹⁶ Kganare, P. 1991. Letter of SACCAWU Secretary-General to CRCTP Co-ordinator. 11 February. Pietermaritzburg: University of Natal, Department of Information Studies. CRCTP files.

Ulwazi: for power and courage,¹¹⁷ written for those wanting to start a resource centre was launched. In spite of its potential, the CRCTP had to close through lack of funding at the end of 1991.¹¹⁸

6.4 The fieldwork practicum

Fieldwork is used in formal LIS education programmes as a means of providing the link between theory and practice for students. However, the quality and effectiveness of such fieldwork to achieve these links has been widely debated in the literature.¹¹⁹ Fieldwork has been defined by V. Witucke as “professionally supervised library experience offered as part of the library school's programme and taking place during the academic sequence; comparable to student teaching. Unpaid”.¹²⁰ Since its establishment, the Department has recognised the importance of fieldwork as an integral requirement of the curriculum for the HDLS. Up to 1988 the Department had adhered to the SAILIS recommendations which were published in 1987 as *Standards for Education for Library and Information Science*,¹²¹ where the

¹¹⁷ Dreyer, L. and Karlsson, J. 1991. *Ulwazi: for power and courage: a guide to starting a resource centre*. Durban: University of Natal, Media Resource Centre: Community Resource Centre Training Project.

¹¹⁸ Stilwell, 1992b: 217.

¹¹⁹ Nassimbeni, M. 1990a. Role and value of fieldwork in education for library and information science: a cross-site comparison of two case studies. *South African Journal of Library and Information Science* 58(1): 75.

¹²⁰ Witucke, V. 1976. Library school policies towards preprofessional work experience. *Journal of Education for Librarianship* 16(3): 163.

¹²¹ South African Institute for Librarianship and Information Science (SAILIS). 1987. *Standards for education for library and information science*. [Pretoria]: SAILIS: 26.

functions of fieldwork were clearly outlined. These were

to acquaint students purposefully with the organisation and services of libraries and information centres;
to place students in work situations in which they are enabled to apply specific theoretical knowledge to the problems of practice; and
to obtain a reliable assessment of students' achievements in an operational environment.¹²²

Students were placed singly or in small groups in approved libraries for a period of three weeks. Students were assisted by the Department in finding a suitable host library, usually in their residential area. Libraries such as the Natal Society Library, Durban Municipal Library, Johannesburg Public Library, the State Library and the South African Library all hosted students. Some students made special requests to work in a particular type of library and attempts were made to accommodate these. There were a number of disadvantages to this system which Stilwell and Vietzen highlighted in their 1995 article on the new fieldwork programme.¹²³

As student numbers grew, the Department found it increasingly difficult to place students in libraries. Many host libraries regarded fieldwork "as an unwelcome duty"¹²⁴ because of the extra work it entailed. It was inevitable that the quality of students' fieldwork experiences varied considerably. Some libraries offered students a well-planned, interesting and challenging fieldwork programme, whilst others simply allocated students the menial tasks of shelf reading, filing and other minor clerical duties. The latter situation was a negative one which often demotivated students.¹²⁵ Stilwell also recollected the difficulty encountered by the Department in

¹²² SAILIS, 1987: 26.

¹²³ Stilwell and Vietzen, 1995: 21-34.

¹²⁴ Stilwell and Vietzen, 1995: 26.

¹²⁵ Nassimbeni, M. 1992. Professional socialisation of students of library and information science in a fieldwork programme. *Education for Information* 10: 49-61.

the 1980s in placing black students in libraries. Places had to be carefully chosen to prevent the students receiving a bad reception.¹²⁶

The University Library regularly hosted some HDLS students, either singly or in small groups, for their annual fieldwork. The library staff were able to detect problems first-hand in their dealings with the students. The fact that fieldwork took place during vacations meant that it was “impossible to expose students to the full range of normal activities” and therefore it was difficult to give the students “really professional experience”.¹²⁷ Often the host library had to repeat the fieldwork programme for several groups of students throughout the year. It was clear that “valuable staff time was being deployed without maximum benefit” and that in spite of all this “the fieldwork experience of the students was limited”.¹²⁸

6.4.1 The new practicum hosted by the University Library in Pietermaritzburg

As a result of the inadequacies discussed above, a new fieldwork programme for the HDLS students was devised jointly by the Department and the University Library. This was launched in February 1988. Vietzen, the University Librarian, planned the programme in consultation with Stilwell, the Department's fieldwork co-ordinator.

The new programme consisted of two weeks of fieldwork and orientation before the start of the first term's lectures. The students had a third week of fieldwork in June, after the mid-year exams. Fieldwork was divided in this way “to accommodate the modular nature of the AUDIS [HDLS] course, and to fit in with what was feasible from the University Library's point of view”.¹²⁹

¹²⁶ Stilwell, 1997.

¹²⁷ Stilwell and Vietzen, 1995: 26.

¹²⁸ Stilwell and Vietzen, 1995: 26.

¹²⁹ Stilwell and Vietzen, 1995: 28.

The first phase of fieldwork consisted of an introductory week held in the University Library before the library staff's very busy orientation period with first-year students began. This first phase also included observation sessions during which the University Librarian introduced them "to some general issues in library work and to the University Library".¹³⁰ Students were required to do exercises on the on-line catalogue before working through the book acquisitions process and the management of periodicals. These procedures were "simulated by the use of dummy consignments but real library stationery and computer runs".¹³¹ The final day of the first week was devoted to a display workshop. This was a useful exercise for them in view of the fact that each student had to produce an individual display during the year, which was assessed as part of the Readership course and because of the importance of displays in practical library work, especially in South Africa with its low literacy levels. In 1992 a module on inter-library loans management was included in this first week in which students received hands-on experience of SABINET's e-mail system for inter-library loan transactions, known as SABIMAIL.¹³²

Students also attended observation sessions at both the main issue desk and the Short-Loan issue desk of the Main Library on the campus during the busy first term of the year. This made students aware of the various routines performed at an issue desk during peak periods.

The second phase of fieldwork was run during the week following the first. Students attended an introduction to the Wordperfect course run by the Computer Services Division of the University. This was an attempt "to engender the generic IT [Information Technology] skills"¹³³ and to bring all students to the same level of computer literacy.

¹³⁰ Stilwell and Vietzen, 1995: 29.

¹³¹ Stilwell and Vietzen, 1995: 28.

¹³² Stilwell and Vietzen, 1995: 29.

¹³³ Stilwell and Vietzen, 1995: 28.

The aim of the third phase, held in June, was “to introduce students to professional routines which involve a greater decision making and evaluative dimension”.¹³⁴ This week was designed and supervised by the Subject Librarians who aimed “to give students insight into some of the practical situations that professional librarians encounter on the job”.¹³⁵

The Department's fieldwork programme continued in this way from 1988 to 1994. It managed to achieve much of what it set out to do. It provided each Diploma student “with a reasonably uniform program of activities”.¹³⁶ This satisfied the Department in that each student was acquiring specific skills, the planning of which they were involved with at the outset. With regard to recommendations for employment, staff were able to vouch for the various competencies gained by students in the practical fieldwork situation and employers, too, gave informal feedback that the programme did provide “some hard core skills and general insights”.¹³⁷ It is seen as important that Stilwell, as the Department's fieldwork co-ordinator and deviser of the infrastructure of the course with the University Library, “contributed to the consistency and creativity of the program”.¹³⁸

Stilwell and Vietzen believed that the “experience of the University Library was a good starting point from which to refer to policy and practice in other libraries”.¹³⁹ Visits to other types of libraries and talks by their librarians were part of the second phase of fieldwork referred to above.

¹³⁴ Stilwell and Vietzen, 1995: 28.

¹³⁵ Stilwell and Vietzen, 1995: 30.

¹³⁶ Stilwell and Vietzen, 1995: 32.

¹³⁷ Stilwell and Vietzen, 1995: 33.

¹³⁸ Stilwell and Vietzen, 1995: 33.

¹³⁹ Stilwell and Vietzen, 1995: 27.

An area which needed to be addressed was that of evaluation. During and after the fieldwork various types of evaluation took place, the findings of which were, when applicable, incorporated into the following year's programme. Although student evaluation of the fieldwork programme was built into the programme and there was a final report-back session, a more formal system of evaluation was needed, especially with some form of external evaluation. The move towards external evaluation has been planned for 1997 with completed student evaluation forms going to Tertiary Education Studies Unit (TESU) to be analysed. Further formal feedback from employers is necessary in the future to assess the performance of students who had completed the fieldwork in the work situation.

The socialisation aspects of the fieldwork are important and a cause for concern. The aim of the fieldwork is to remove the students from the classroom situation and integrate them into the normal working environment of a library. With a big group there is less of a possibility of the students being welcomed as a temporary part of the University Library staff.¹⁴⁰

6.5 Arrival of new Head of Department and preparation and presentation of CUP Review

The new Head of Department, Weldon J. Horton, arrived to take up his position in July 1989. As an American citizen, he had worked for a number of years in Saudi Arabia before coming to South Africa. With a doctoral qualification and years of experience in the LIS sector he was well qualified for the position. He very soon acquainted himself with the LIS situation in the country which was to his benefit in his leadership role and enabled him to support the Department in its case to the CUP (his strengths and attributes are discussed in more detail in section 8.1).

¹⁴⁰ Stilwell, 1998.

In 1988 the Committee of University Principals (CUP) planned an "investigation into the rationalisation of university activities in South Africa".¹⁴¹ The Committee had given its Academic and Planning Committee (APC) "the specific task of investigating ways in which the SA [sic] university system could be rationalised in the sense of being made as cost effective as possible".¹⁴² One of the guidelines laid down for review committees was that "criteria other than cost effectiveness should be employed in a review" and that "...the quality of the programme, of its students and of its staff should be evaluated in broad terms...".¹⁴³

Librarianship was chosen as one of the first fields to be investigated and a special committee was appointed by the APC to review education for librarianship programmes in South African universities. The task of the Review Committee, which consisted of four members, was to consider the possibility of rationalisation in the field of librarianship. In doing so it had to determine whether librarianship programmes were cost effective, whether unnecessary duplication existed, whether programmes were under-utilised and whether the quality of librarianship programmes were satisfactory in terms of staff, students, research and the educational process.¹⁴⁴

Twelve universities which had active librarianship departments came under review in 1989. These were the Universities of Cape Town, Natal, the North, OFS, Potchefstroom, Pretoria, RAU, Stellenbosch, UNISA, the Western Cape, Wits and Zululand. Rhodes and Durban-Westville had, in 1988, decided to close their departments. The Universities of Fort Hare and Transkei, both of which offered programmes in librarianship in 1989, were not included in the Review.¹⁴⁵ During the

¹⁴¹ CUP, 1990: 8.53.

¹⁴² CUP, 1990: 8.53.

¹⁴³ CUP, 1990: 8.54.

¹⁴⁴ CUP, 1990: 8.54.

¹⁴⁵ CUP, 1990: 8.57.

review process universities were required to submit “detailed information concerning student enrolments, courses offered, graduates/diplomates, staff employed, publications, conferences and costs”¹⁴⁶ to the Review Committee. Statistical analyses of librarianship departments were then drawn up, using these submissions and the official SAPSE returns.

The Department compiled a comprehensive review file containing its submission, with various enclosures to support its position. The submission was made up of details of its courses, qualifications, enrolments, staffing and costs. The supporting documentation included a range of items, such as general and specific handouts to students, examples of students' work, a list of Departmental publications, descriptions of Departmental projects such as the Community Resource Centre Training Project, the University's mission statement, a listing in the *Library Association Record* of current research from the Department and notes on the fieldwork programme.

In part of their written submission, the Department highlighted certain of its salient features to illustrate its contribution to education for librarianship. It mentioned that its courses were “attracting large numbers of qualified students”.¹⁴⁷ It also spoke about the re-introduction of the DSE course “in response to expressed needs”,¹⁴⁸ and the new position of Senior Lecturer which had been created for the co-ordinator of the programme. The Ph.D. qualification of the new Head of Department and his expertise in computer science and information retrieval were emphasized, as this would “strengthen the department in these areas and provide leadership for further growth and development”.¹⁴⁹

¹⁴⁶ CUP, 1990: 8.55.

¹⁴⁷ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 1.

¹⁴⁸ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 1.

¹⁴⁹ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 1.

Once again the central geographic location of the Pietermaritzburg campus and the unique library facilities available locally were given as contributing factors to the effectiveness of the Department. These factors had been cited before as justification for the establishment of the Department in the 1970s, as discussed in section 3.4. Examples of the great variety of types of libraries were

The Natal Society Library, a statutory copyright deposit library, the Natal Law Society Library, Natal Education Department Library, Natal Provincial Library Services Library, Natal Archives, Hulett[s] Aluminium Library, and Greys Hospital Library...¹⁵⁰

These were all “available for student use, experience and observation, as well as staff research”.¹⁵¹ The proximity of the University Library and its proposed expansion were highlighted as advantageous factors in its ability to provide “excellent support for the curriculum”.¹⁵²

The Community Resource Centre Training Project was used as an example of the Department's commitment in addressing community needs.

The submission reflected the Department's new-found confidence in itself and it maintained that it was “rapidly progressing toward true excellence by building on a solid foundation and emphasizing [emphasizing] quality, and relevance to national needs”.¹⁵³

¹⁵⁰ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 1-2.

¹⁵¹ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 2.

¹⁵² University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 2.

¹⁵³ University of Natal. Department of Information Studies. 1989. Written submission for CUP Review: 1.

6.5.1 Representation from the University of Natal to CUP

Horton and Irvine, the Dean of Social Science, travelled to a meeting at Jan Smuts Airport in Kempton Park on 7 and 8 September 1989 to present the University's case to the Review Committee. Their discussions with the committee emphasized the following points: They maintained that studies in library science should "play an important role in the development of the Natal-Kwazulu region",¹⁵⁴ which had the fastest-growing population in South Africa. Because of this growth there would need to be a great increase in post-secondary education facilities in the region to cope with the expected population growth rate. They argued that there should be "at least one department of library and information science in South Africa's eastern seaboard"¹⁵⁵ and therefore that the demands of the region would make it necessary to keep both the departments at Zululand and Natal open. Horton and Irvine stressed that the Department would concentrate on postgraduate training and had no intention of introducing undergraduate courses. The University's commitment to the continuation of the Department of Library Science was strongly emphasised. They explained that the Department had recently been through two detailed internal university reviews, after which it could very easily have been closed, due to the number of academic posts which were vacant. However, the University had decided to keep the Department and support it with the necessary resources "because of the role it would play in the university's overall development plan".¹⁵⁶ The fact that Horton and Irvine had been sent to Kempton Park by the University was significant as it showed the extent of the University's commitment to the continuation of the Department. The combined presence of Horton and Irvine at the CUP Review Committee probably played a role in the CUP's final recommendations for the Natal region.¹⁵⁷

¹⁵⁴ CUP, 1990: 8.68.

¹⁵⁵ CUP, 1990: 8.68.

¹⁵⁶ CUP, 1990: 8.68.

¹⁵⁷ Stilwell, 1996.

6.5.2 CUP Review's final recommendations

In its final recommendations the CUP Review Report made a very positive statement regarding the Department when it concluded that the University of Natal “should continue to offer on the Pietermaritzburg campus its current range of postgraduate offerings in information and library science”.¹⁵⁸ The Review Committee had agreed that not only was there a need for a department offering professional qualifications in the region but also a need for an English-language department in the northern areas of the country. Although the committee recognised the inherent weaknesses of the difficulties experienced by the Department in recent times, and the fact that it had not “functioned adequately as a leader in the field of information science in this region”, it was impressed by the University’s “clear commitment to the Department” and its “commitment to strengthen the department”.¹⁵⁹ The Review Committee was therefore convinced that the Department could, within a relatively short time, provide the region with the necessary leadership in the area of professional training of librarians and information scientists.

Decisions made by the Review Committee regarding education for librarianship in Natal included the department at the University of Zululand. The Committee recommended that it “should become a centre for the training of staff for school and community libraries” which should concentrate “on its Diploma in School Librarianship and on its undergraduate offerings towards three-year bachelor's degrees”.¹⁶⁰ At the time of writing this recommendation had not been implemented by the University of Zululand.

From the national point of view, the Review Committee strongly recommended that no other universities should become involved in LIS training and that the departments at the Universities of Rhodes and Durban-Westville should remain

¹⁵⁸ CUP, 1990: 8.76.

¹⁵⁹ CUP, 1990: 8.76.

¹⁶⁰ CUP, 1990: 8.77.

closed. It advised that certain other centres should close, for example that at the University of the Witwatersrand, whilst the activities of others should be restricted to certain levels or areas, for example the University of Zululand. These recommendations would leave only five residential universities which offered “fully-fledged programmes in library and information science (compared to 13 residential universities in 1987 and 11 in 1989)”.¹⁶¹ The Committee believed that the concentration of staff and students in fewer centres would “result in an overall improvement in the quality of the teaching and research in the areas of library and information science”.¹⁶² It also maintained that its recommendations would improve the general cost-effectiveness of librarianship programmes by reducing academic staff costs in residential universities by 30% and reducing the unit cost of students in these departments. The Committee argued that the implementation of its suggestions would lead to national manpower [sic] needs being “met in a better and more effective way”.¹⁶³

However, the effects of the CUP Review were severely limited as very few universities implemented the recommendations made by the Committee. The closure of the University of the Witwatersrand Department of Librarianship and Information Science¹⁶⁴ had only partially resulted from the recommendation by the CUP Review that it should do so, in favour of RAU offering a post-graduate diploma in English. The University of the Witwatersrand authorities did not support the continuation of their Department and it was probably this which contributed more to its closure than any other factors.¹⁶⁵ In retrospect, the closure of this school possibly worked in the University of Natal's favour, as students who might normally have

¹⁶¹ CUP, 1990: 8.79.

¹⁶² CUP, 1990: 8.79.

¹⁶³ CUP, 1990: 8.79.

¹⁶⁴ Walker, C.M. 1992. The closing of the Wits Department of Librarianship and Information Science. *LIWOLET* 3(3): 5.

¹⁶⁵ Horton, W.J. 1994. Pers. comm. University of Natal, Pietermaritzburg. September.

studied at the University of the Witwatersrand, as the nearest English-speaking department in the north-east, had to choose between the University of Natal as the closest geographical option, or go to UCT. In the same way the closure of the Department at Rhodes University was an advantage to the University of Natal, as the choice was more limited and the University of Natal became one of the few possible options for university training in librarianship on South Africa's eastern seaboard.

6.5.3 Results of the CUP Review process

The CUP Review process benefited the Department in many ways. The staff were able to use the experience gained and the information collected during the 1988 Departmental Review in an expanded form for the CUP Review. In the process of writing submissions, gathering data and compiling a very comprehensive review file, the staff of the Department were able to reflect on past achievements, assess their present strengths and weaknesses and determine their future direction. In spite of the CUP's general limitations, the CUP Review Committee's findings had a positive and consolidating effect on the Department. It served to confirm the Department's position of leadership in the training of LIS professionals, both in the region and in the eyes of the University authorities, following as it did so closely on the heels of the 1988 Departmental Review Report.

The CUP Review findings were released at an opportune time. It was at the beginning of a new decade and it was at the commencement of the term of office of Horton, the new HOD. Horton had arrived in a Department which had recently come through two rigorous review processes quite successfully. As a result of this, much of the preparatory and evaluative work had been completed and therefore Horton had before him a very good overview of the Department. Having made his own assessment he then went ahead and implemented the recommendations of the CUP Review. In many ways the CUP Review can be regarded as the catalyst which was to launch the Department successfully into a new era of expansion in the 1990s.

6.6 Summary

As can be seen from Chapter Six, the situation of the Department in the second half of the 1980s had deteriorated, in spite of various innovative developments. This situation was largely due to Mornet's continued absence as a result of his illness and the ensuing problems. The two remaining permanent members of staff, Verbeek and Stilwell, not only struggled to co-ordinate the Department with little help from the Faculty of Arts or the University as a whole, but also had to cope with the normal intake of students and the accompanying teaching load. During Verbeek's and Stilwell's periods of acting headship, from 1987 to 1989, closure of the Department became a very real possibility. The difficulties experienced at the time were, in most instances, not apparent to students and outsiders. Verbeek's and Stilwell's commitment and dedication, the important move to the Faculty of Social Science, the interest of the new Dean of the Faculty of Social Science, the review processes to which the Department was subjected and a new Head of Department were critical factors in the Department's continued existence, subsequent recovery, growth and success.

The 1980s have been referred to as a "decade of change" and this was certainly reflected in the activities and events of the Department during this period. Curricula were revised in an attempt to make the education more relevant and appropriate to the South African situation. Innovations such as the new fieldwork practicum in the University Library were introduced and the Department consciously involved itself in community activities and projects, in line with University policies. The Department's first research and publications appeared and it experienced its first evaluative process with the 1988 Departmental Review and the CUP Review. The changing racial content of the student body was evident as the Department accepted students of other race groups from 1982 and supported them with Educational Development. Many of the ideas, attitudes and issues which emerged in the mid-1980s, and which were discussed in the previous chapter, will be further developed in Chapter Eight.

CHAPTER SEVEN

DEVELOPMENTS IN SOUTH AFRICA, THE UNIVERSITY AND LIS, 1990-1994

This chapter outlines the context for developments in the Department during the period concerned. As will be seen, it was a challenging time in the history of the country, and involved planning, negotiation and change in almost all sectors, including those of higher education and LIS.

7.1 The political situation in South Africa in the early 1990s

South Africa was dramatically launched into a period of transition by President F.W. de Klerk's now famous speech at the opening of Parliament on 2 February 1990.¹ Sparks commented:

In those thirty-five minutes De Klerk unleashed forces that within four years would sweep away the old South Africa and establish an altogether new and different country in its place. Another country with another constitution and another flag and another national anthem. And above all, another ethos.²

In his speech, De Klerk had "demolished the old Afrikaner vision of a white South Africa...and ensured that in its stead a new black-led South Africa would arise...".³ Of utmost importance was his announcement to legalise the black liberation organisations which had been banned by the Nationalist government for thirty years or more: the ANC and its military wing, *Umkhonto we Sizwe* (Spear of the Nation);

¹ South Africa. Debates of Parliament (Hansard). 1990. Proceedings of joint sitting: State President's opening address. 2 February: 18 cols.

² Sparks, A. 1994. *Tomorrow is another country: the inside story of South Africa's negotiated revolution*. Sandton: Struik: 7.

³ Sparks, 1994: 7.

the PAC; and the South African Communist Party.⁴ Of equal importance was the announcement of his intention to release Nelson Mandela and many other political prisoners, and the declaration of his willingness to enter into negotiations “to work out a new national constitution in which everyone would enjoy equal rights”.⁵ The effects of the speech were enormous. It was greeted with mixed reactions by different groups of South Africans as they “struggled to come to terms with a change so profound”⁶ and a sense of relief by the rest of the world. The implications of this transformation were of immense importance to South Africa's neighbours and the world community. As the “most highly developed industrial country” in Africa it “had the potential to become an important new influence in African affairs”⁷ and in international affairs.

De Klerk did not intend his reforms to lead to black majority rule and the end of Afrikaner nationalism before the end of the 1990s. However, having committed himself to negotiation, De Klerk found that he had to start making compromises. His power-sharing plan was attacked by the black leaders and eventually discarded. The final agreement resulted in a temporary Government of National Unity (GNU). This would be a coalition of all parties that won more than 5% of the vote in the country's first one person, one vote democratic general election in April 1994. The GNU was duly installed in May 1994 and was intended to rule until the next elections in 1999.⁸

The political changes outlined above were to start a process of reform and change in all spheres of the South African way of life. This included such things as land reforms, a less restricted press, affirmative action and a move from a Eurocentric outlook to an Afrocentric one. Of especial importance for the subject of this thesis

⁴ Sparks, 1994: 9.

⁵ Sparks, 1994: 9.

⁶ Sparks, 1994: 9.

⁷ Sparks, 1994: 10.

⁸ Sparks, 1994: 12-14.

was the proposed restructuring of higher education and the new initiatives and policy changes in the LIS sphere.

7.2 Socio-political factors affecting South African universities

All South African universities inevitably were affected by the social and political changes taking place in the country at the start of the decade. It was imperative that some form of transformation for tertiary institutions be devised. However, the English-speaking universities and the Afrikaans-speaking universities, also known as historically white universities (HWUs), and the historically black universities (HBUs) which, in the mid-to-late 1980s, together with the technikons, became known as historically disadvantaged institutions (HDIs), all reacted differently. The Afrikaans universities tended to isolate themselves from political developments and maintained a conservative standpoint. They were not as affected by an increase in black student intake as the English-speaking universities were at that stage. It became a key challenge for HWUs “to cater effectively and equitably for increasing diversity in the student intake, as manifested in prior learning experience as well as linguistic, socio-economic and cultural background”.⁹ In spite of their “support for human rights, equality and academic freedom” HWUs could not escape from the fact that “huge inequalities” existed between them and the historically black institutions.¹⁰ The black universities needed support for their development to redress the inequities and imbalances arising from the discrimination, especially in finance, during the apartheid era. Many believed that the white universities had failed to respond adequately to changing circumstances prior to 1992. NEPI, in 1992, had noted their inability to implement transformation and democratisation in a meaningful manner: “few plans for co-operation and for the sharing of resources with less privileged institutions”¹¹ were put in place. In many ways events and external

⁹ Scott, I. 1993. Report to the Vice-Principal on a review of education development, structures and staffing at the University of Natal, Pietermaritzburg. November: 6.

¹⁰ Scott, 1993: 6.

¹¹ NEPI, 1992. *Library and information services...*: 77.

pressures ultimately forced the universities to change.¹² The sort of occurrence that accelerated the process of change was seen in 1993, when a large group of black students on the campus of the University of the Witwatersrand disrupted activities to demand the transformation of the institution.¹³

7.3 Financial situation of South African universities

South African universities generally found themselves in a deteriorating financial position as they entered the 1990s. Some even described the financial position as a state of financial crisis, with no short-term solutions. Financial hardships were due to a number of factors, such as rising student numbers and declining purchasing power, which “made good financial management crucial for universities”.¹⁴ Bunting stressed a need for “efficiency, effectiveness and accountability”.¹⁵

A sharp decline in state funding faced universities in the future; not only were there greater demands from areas such as housing, health care and agricultural development but additional funds for schooling had to be obtained from other educational sectors. Funds were likely to be channelled away from higher education to primary and secondary education. The University of Natal presumed that it would have to cope with a 25% cut in state funding.¹⁶ The subsidy formula in place at the time would be replaced by a substantially different set of funding principles, where provision would be made for redress funds for the black universities, “for economically disadvantaged students as well as for support and preparatory

¹² Lamoral, 1994: 52.

¹³ Lamoral, 1994: 68.

¹⁴ Gourley, B.M. 1992. Financial management in universities. *South African Journal of Higher Education* 6(3): 70.

¹⁵ Bunting, 1994 quoted by Lamoral: 59.

¹⁶ University of Natal. 1992. *Vice-Chancellor's Review: newsletter, May 1992*. Durban: University of Natal: 1.

programmes".¹⁷ The fact that approximately 80% of university expenditure was provided by the State¹⁸ indicates the extent to which the universities would be affected by any reduction in this income.

The universities themselves would have to "explore innovative methods of generating their own funds and cutting unnecessary expenditure".¹⁹ The funding of universities was to become a vexed issue in subsequent planning, with implications for staffing, programme viability and costs per student.

7.4 The University of Natal's response to socio-political and financial issues

The University of Natal had addressed some of these socio-political and financial issues as early as 1989, in its mission document entitled *The Role in Society of the University, 1989 Onwards* (see section 5.3.2). In the 1990s it recognised the necessity for implementing the goals of the Mission Statement as soon as possible. A major review of the University of Natal, known as the Vice-Chancellor's Review 1991-1993 (VCR), was initiated in 1991. The review team, chaired by Professor Brenda Gourley, the Deputy Vice-Chancellor at the time, aimed to be consultative by inviting submissions from members of the community and by interviewing deans and other senior members of staff.²⁰ The VCR committee's first report, referred to as Phase One of the VCR, released in December 1991, "had considered the organisation and management of the University and had made many major recommendations for change".²¹ Another VCR document, a Phase Two working

¹⁷ Bunting, 1994 quoted by Lamoral: 60.

¹⁸ Lamoral, 1994: 61.

¹⁹ Lamoral, 1994: 61.

²⁰ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal.] [Promotional leaflet]: 2.

²¹ University of Natal. 1991. *Vice-Chancellor's Review: Report*. Durban: University of Natal. December 1991.

paper, released in September 1992, and referred to as the 'Choosing a focus' document, concentrated on the need for an overall planning strategy for the next decade in the University.^{22 23} It recognised the probability of the reduction of government funding for universities and the likelihood of a broad 'regional system' for KwaZulu-Natal being proposed. If the University was to commit itself to a strategy of Quality with Equity, this would "need to be backed with resources".²⁴ In other words, the University would have to "strike a balance between the 'three dominant pressures': quality, equity and cost".²⁵ The document outlined three fundamental changes which would be necessary to keep this balance, namely curriculum changes, which included the development of foundation courses and a core curriculum; the creation of a learning environment; and the integration of the activities of the University's research units.²⁶ After prolonged discussion within the university community, the final VCR report, known as *Planning Guidelines 1994-1998*,²⁷ appeared in August 1994. The recommendations emanating from this report were summarized in the document, *Strategic initiatives for the University of Natal*,²⁸ which advocated a number of proposals for change.

²² [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 2.

²³ University of Natal. 1992. *Vice-Chancellor's Review: working paper, phase two, September 1992*. Durban: University of Natal.

²⁴ University of Natal. 1992. *Vice-Chancellor's Review: working paper, phase two, September 1992*. Durban: University of Natal: 54.

²⁵ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 3.

²⁶ University of Natal. 1992. *Vice-Chancellor's Review: working paper, phase two, September 1992*: Durban: University of Natal: 45-47.

²⁷ University of Natal. 1994. *Vice-Chancellor's Review: phase two, planning guidelines, 1994-1998, August 1994*. Durban: University of Natal.

²⁸ University of Natal. 1994. *Vice-Chancellor's Review: strategic initiatives for the University of Natal*. Durban: University of Natal.

The VCR acknowledged that drastic changes in the modern world “had completely altered the purpose of university education and therefore the way in which the university should organise itself ”.²⁹ It identified the “need for a ‘new kind of graduate’, who would be sensitive to ethical and moral issues and capable of addressing ‘the problems of a developing society’ ”³⁰ in South Africa. It was necessary for the University to initiate a major programme of curriculum restructuring

in order to ensure that students obtain ‘a better base to their learning in year one’; that the content of teaching programmes should be located ‘within an African context’; and that graduates should receive ‘an education for flexibility’ rather than narrow professional training or discipline specialisation.^{31 32}

It was seen to be important that this restructuring programme pay “specific attention to the needs of all students at the start of their studies and to the ‘core’ outcomes that are required for all graduates”.³³ It should be noted that the University's strategy, its emphasis on outcomes, can be seen as an early example of the outcomes-based education (OBE) plan advocated for implementation in schools, as outlined in the Curriculum 2005 document of the Education Department of 1997.³⁴ It was important that the University's plans for OBE would link with those put forward for the school system, thus forming a common vision for education.

²⁹ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 3.

³⁰ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 3.

³¹ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 3.

³² University of Natal. 1992. *Vice-Chancellor's Review: working paper, phase two, September 1992*. Durban: University of Natal: 45.

³³ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 3.

³⁴ Fassan, N. and Metcalfe, L. 1997. Curriculum 2005. *Cape Librarian* 41(4): 7.

The University attempted to overcome the problems which resulted from widening access. Some of these attempts are described below. In 1990 the University had implemented the Teach-Test-Teach alternative access programme³⁵ to assess the learning potential of students because of the unreliability of matriculation results from the former Department of Education and Training (DET) schools. The University promoted educational development programmes and “hoped that faculty initiatives would be linked and coordinated through educational development boards”³⁶ and educational development officers were allocated to most faculties to oversee their educational development activities (see section 6.1.7 and 8.2.3). Various faculties in the University established their own “highly innovative ‘foundation’ or ‘bridging’ programmes to meet the needs of the changing student population”.³⁷ These faculty initiatives would need to be linked into a common foundation programme for all students and this is still in process. The idea of a core curriculum, first introduced in the *Role in Society* document of 1989, was recommended again in the VCR. To implement this proposal a full-time co-ordinator of curriculum development was appointed in October 1994.³⁸

Numerous initiatives were taken in order to facilitate the process of transformation of the University. Divisions of Student Services were established on both campuses to improve student services by co-ordinating activities “such as student counselling, the residences and financial aid...”.³⁹ Their aim was to contribute to the development of a learning environment’ in the University. Student representation on all Senate

³⁵ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 4.

³⁶ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 5.

³⁷ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 5.

³⁸ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 5.

³⁹ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 6.

committees had been adopted after recommendations made in the first report of the VCR in 1991 and today the principle of student representation on all committees applies throughout the University. The composition of the University Council was altered "to make it more representative of the broader community...".⁴⁰ To facilitate the process of transformation and to eliminate any form of discrimination, the University appointed an Affirmative Action and Equal Opportunities Committee. An interim transformation committee was formed to formulate proposals for a future committee to oversee the process of transformation. These efforts resulted in the setting up of the Broad Transformation Forum in 1996.⁴¹

With the adoption of the Mission Statement in 1989 the University of Natal had embarked on a process of transformation. The Vice-Chancellor's Review allowed it to undertake "an extensive analysis of its strategic position"⁴² which would take the transformation process further and give it an advantage as it faced the issues of restructuring of higher education in the 1990s.

7.5 LIS developments

Together with the changes taking place in the country and in tertiary education in the 1990s came important developments which signified change in the LIS sphere. These are outlined in broad terms below. The active role played by the Department in many of these developments will be discussed in Chapter Eight.

⁴⁰ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 6-7.

⁴¹ [University of Natal]. [1997]. *A university in transformation*. [Durban: University of Natal]. [Promotional leaflet]: 8.

⁴² University of Natal. 1992. *Vice-Chancellor's Review: working paper, phase two, September, 1992*. Durban: University of Natal: 55.

7.5.1 Library and Information Workers' Organisation (LIWO)

Although the idea of a progressive library association had been suggested twelve years previously,⁴³ it was from Natal that the first concrete steps towards an alternative library organisation were taken. During 1989 a small group of interested people from Durban and Pietermaritzburg had met to discuss and draw up a proposed Statement of Intent for the organisation. The first general meeting of the group took place in Durban in December 1989. Various meetings were held to finalise the constitution before the organisation was publicly launched in Durban on 14 July 1990. The name intended for the new organisation was the Library and Information Workers' Organisation of South Africa (LIWOSA), but it became clear at the launch that it would not initially be a national organisation and therefore it was shortened to LIWO.

The organisation's newsletter, *LIWOLET*, published soon after LIWO's formation, stated that

The Library and Information Workers' Organisation of Natal was formed by individuals dedicated to working for free and equal access to information in a non-racial, non-sexist democratic South Africa. LIWO commits itself to organising and participating in campaigns that further anti-apartheid objectives.⁴⁴

LIWOLET, itself, became an important source of alternative viewpoints and LIS news. The establishment of LIWO was significant because it meant that, for the first time, progressive library workers had the opportunity to work together in a LIS organisation.

⁴³ Stilwell. 1996. (Stilwell referred to a conversation with Merrett, who claimed that this was the case).

⁴⁴ *LIWOLET*. 1990. 1(1): 1.

7.5.2 *Innovation: appropriate librarianship and information work in southern Africa*

Interested librarians met on the Pietermaritzburg campus during 1990 to discuss the formation of a new, alternative LIS publication. The first issue of *Innovation* was published in December 1990. The editorial collective stated that the journal's primary purpose was "to publish material on libraries, information and other related matters in South and southern Africa".⁴⁵ The editorial of the inaugural issue clearly stated that the purpose of the new journal was "an attempt to counter some of the professional disasters of the recent past".⁴⁶ The editors were looking for work which addressed "real needs in the profession through its practicality, original thinking, grasp of socio-political context, or relevance to the profession in a post-liberation South Africa".⁴⁷ The articles contained in the first issue of *Innovation* drew attention "to the current crisis in librarianship in South Africa".⁴⁸ One of the initial aims was to use the journal as a conduit for good primary research by students. In many ways *Innovation* broke ground as it tackled controversial themes in its issues.⁴⁹ While not SAPSE listed, an indication of the journal's standing is its being abstracted in *Library and Information Science Abstracts* and indexed in *Index to South African Periodicals (ISAP)*. It is also regularly cited in LIS literature and drawn on by both students and academics.

LIWO and *Innovation* were both established in 1990. They had similar ideals and often involved the same individuals. Apparently the two became linked in people's minds, but the editorial of the second issue of *Innovation* in June 1991 dispelled the idea of a relationship between LIWO and the journal, stating that *Innovation* was "by

⁴⁵ Notes for contributors and subscribers. 1990. *Innovation* 1: 1.

⁴⁶ Editorial. 1990. *Innovation* 1: 2.

⁴⁷ Editorial. 1990. *Innovation* 1: 2.

⁴⁸ Editorial. 1991. *Innovation* 2: 2.

⁴⁹ Stilwell, 1998.

no means a mouthpiece of LIWO".⁵⁰ However, the significance of the two initiatives occurring simultaneously, and yet independently, was alluded to in the editorial. It was an indication of the "measure of frustration of many aware and practical librarians"⁵¹ and should therefore be seen as a response to a need. Both initiatives included "a focus on pragmatic approaches to librarianship contextualised to the real life situation of South Africa in the 1990s"⁵² and both had strong links with the Pietermaritzburg campus and the Department.

7.5.3 National Education Policy Investigation (NEPI)

As a response to the continuing crisis in South African education in 1990, the National Education Co-ordinating Committee (NECC) took the initiative and commissioned the National Education Policy Investigation (NEPI), "to develop policy options for a future education system".⁵³ Twelve commissions were set up to conduct research into different aspects of education policy. All research was conducted on the basis of the five NEPI principles of democracy, unity, non-racism, non-sexism and redress.⁵⁴ It was only in the latter part of 1991 that library and information workers joined the NEPI process.

The very first meeting of resource centre workers and librarians in South Africa "to discuss the feasibility of participating in the National Education Policy Investigation"⁵⁵ was held at the Department in September 1991. The group of about twenty-five

⁵⁰ Editorial. 1991. *Innovation* 2: 2.

⁵¹ Editorial. 1991. *Innovation* 2: 2.

⁵² Editorial. 1991. *Innovation* 2: 2.

⁵³ NEPI. 1992. First draft. 31 May. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 1.

⁵⁴ NEPI LIS Sub-Group. 1992. Report-back information sheet. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 1.

⁵⁵ NEPI LIS Sub-Group. 1992. Invitation to the LIS consultative fora. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

people elected Cathy Stadler, an Honours student from the Department, employed by the Mangosuthu Technikon, as a temporary convenor.⁵⁶ In 1991 a small group met to identify people to participate in the process. Initially, the view was expressed that they were not drawing a sufficiently wide range of people and so LIS organisations in the country were asked to encourage their members to participate.⁵⁷

Initially the LIS Research Group was part of NEPI's Support Services Group, but after its research proposal was approved, early in 1992, the LIS Research Group "argued for the allocation of a single report to library and information services"⁵⁸. A research proposal was drawn up and structured around what the LIS Sub-Group perceived to be key policy questions for a new library system in a post-apartheid South Africa. Instead of the LIS Research Group limiting its research to school libraries, it chose to extend its research beyond them: "it argued that an integrated system of information provision will be necessary to ensure quality education and to support the process of education transformation".⁵⁹

Cathy Stadler was appointed as the National Co-ordinator of the LIS Research Group on 10 January 1992. The national LIS Research Group consisted of representatives of the following organisations and associations: African Library Association (ALASA), Inter Resource Forum (Western Cape), LIWO (Cape and Natal), Natal Resource Centre Forum, Read Educate and Develop (READ) and the South African Institute for Library and Information Science (SAILIS).⁶⁰ In many cases

⁵⁶ NEPI LIS Sub-Group. 1992. Invitation to the LIS consultative fora. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

⁵⁷ NEPI Consultative Forum. 1992. Minutes. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 2.

⁵⁸ Stadler, C. 1993. Contesting a new terrain: new writings in library and information work for (another) South Africa. *Innovation* 6: 3.

⁵⁹ NEPI, 1992. *Library and information services...*: 1.

⁶⁰ NEPI LIS Sub-Group. 1992. Report-back information sheet. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 2.

this was the first time that individuals from these organisations had worked together on a common project. Regional structures were established in the Transvaal, the Cape and Natal and regional co-ordinators were appointed to monitor the research progress in their regions.

Six research groups were formed to investigate the following broad research areas: philosophy of librarianship and information work; governance, provision and distribution of library services; selection and censorship; training of librarians and information workers; and resource sharing and networking. In terms of structure, the research groups were “asked to concentrate on: firstly, the existing situation; secondly, emerging alternatives (state, private sector, non-governmental organisations and of the progressive movement); thirdly a comparative section; and finally a section on the policy options”.⁶¹

The research process aimed at being inclusive and consultative. Various regional consultative fora were held to “present background to the NEPI initiative...to present the findings of the six research groups on policy for a new library and information system” and “to discuss the issues”⁶² outlined for the workshops. Efforts were made to be as inclusive as possible and all interested role players were invited to attend and contribute to the series of report-backs, meetings and workshops. The LIS research group attempted to publicise and popularise the research findings through newsletters and through presentations at LIS conferences during 1992. They were determined that as many people as possible should have access to the research and policy options outlined in the report.⁶³

Before the final report was drawn up, lists of all the research papers and drafts of the LIS group reports were made available to interested individuals. Criticisms,

⁶¹ Stadler, 1993: 5.

⁶² NEPI LIS Sub-Group. 1992. Invitation to the LIS consultative fora. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

⁶³ NEPI LIS Sub-Group. 1992. Report-back information sheet. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

suggestions and objections to some of the research reports were made and many of these were able to be incorporated before the final report was submitted.

The first draft of the report was submitted on 1 June 1992. A workshop held on 13 July 1992 preceded a national meeting held in Cape Town on 17 July and was aimed at discussing the policy options contained in the first draft of the document for further comment and participation. It was regarded as essential that the library and information community as a whole understood and supported the implications of the policy options.⁶⁴

The final report was presented to the NEPI Editorial Group and accepted by them in September 1992. Soon afterwards, library and information workers met to take stock of what had already been achieved and to determine a way forward. They planned a 'NEPI 2' process because they recognised the potential of the NEPI LIS process for research and for the transformation of the South African library services.⁶⁵ Indeed, the foreword of the published report acknowledged the success of the NEPI process, but stated that "it would be a mistake to view the project as anything more than a foundation for building a more legitimate and efficient education system for a democratic and prosperous South Africa".⁶⁶ These initiatives subsequently led to the formation of TRANSLIS (see section 7.5.5).

There were various constraints and limitations concerning the NEPI LIS project which left it open to criticism. Although NEPI itself was planned to continue for twenty months, the LIS Research Group, by joining the process late in 1991, was left with eight months in which "to conduct research, consult practitioners, coordinate meetings at a national level and to edit the final report ready for publication".⁶⁷ These

⁶⁴ NEPI LIS Sub-Group. 1992. [Notice of workshop 13/07/92]. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files.

⁶⁵ NEPI. 1992. Proposal regarding the future of the NEPI-LIS initiative. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 1.

⁶⁶ NEPI, 1992. *Library and information services...*: vii.

⁶⁷ Stadler, 1993: 5.

time constraints presented a major problem. There were allegations that it was not as consultative as it could have been. For example, there were complaints that the final draft of the document was not circulated or available for comment.⁶⁸ Some sectors, such as “people from the rural areas”,⁶⁹ were under-represented in NEPI. One of the difficulties faced by the researchers of the LIS Research Group “was the lack of existing basic research and data on which to build”.⁷⁰ Inaccuracies and factual errors were found in the report. These were possibly due to the urgency of the process and the fact that compilers had to rely on information submitted by a large number of people who were voluntary contributors and had other responsibilities.⁷¹

Nassimbeni believed that it was the “pressure to produce” which did not allow time for “teasing out the subtleties and nuances of the central intellectual task of policy analysis and its relationship to other stages of the policy cycle”.⁷² Having come into the process at a later stage, the LIS Research Group had missed out on policy workshops and this had led to differences in understanding between the LIS Research Group and the Editorial Group as to what their essential task was.⁷³

In spite of its shortcomings, however, the significance of the NEPI report and the process which led up to it have been recognised in the literature.^{74 75 76} Lor, in his

⁶⁸ Stilwell, C. 1998. Pers. comm. University of Natal, Pietermaritzburg. April.

⁶⁹ Nassimbeni, 1994: 154.

⁷⁰ Nassimbeni, 1994: 153.

⁷¹ Lor, 1993b: 52.

⁷² Nassimbeni, 1994: 153.

⁷³ Nassimbeni, 1994: 153.

⁷⁴ Lor, 1993b.

⁷⁵ Walker, 1993.

⁷⁶ Nassimbeni, 1994.

evaluative review of the NEPI report, criticised it for the shortcomings of its empirical research findings, its oversimplification of certain issues and the various factual errors and inconsistencies, but nevertheless hailed it as “a milestone in the literature of South African librarianship and information work”.⁷⁷ He emphasised that its value did not lie in its academic qualities or “its factual content, but in its role in stimulating debate and action”.⁷⁸ It was the recognition of the “collaborative process” which gave rise to the report, which was for many in the LIS sector of greatest significance. The published report stated that it was “shaped by the research process and the participation of different individuals, research teams, and organisations with a variety of perspectives and understandings of issues in the LI sphere as they relate to the NEPI principles”.⁷⁹

The capacity “to engage groups from differing ideological positions”⁸⁰ emerged as a characteristic of the NEPI project. It was during NEPI that SAILIS and LIWO worked together for the first time.⁸¹ It was through participation in NEPI that library organisations and individuals were made aware of the importance of policy studies. The report succeeded in identifying the key policy issues that needed to be addressed for the transformation of library and information services in a democratic South Africa. The evaluative overview given in the report was “from a vantage point outside the ‘traditional approach’, of South African library and information services” and these issues were also placed “firmly within the South African political context”.⁸² Ultimately the effects of NEPI are difficult to assess. Stadler believed that “Involvement in NEPI was a crucial intervention at a time when policy changes at a

⁷⁷ Lor, 1993b: 52.

⁷⁸ Lor, 1993b: 52.

⁷⁹ NEPI. 1992. *Library and information services...*: 6.

⁸⁰ Nassimbeni, 1994: 151.

⁸¹ Nassimbeni, 1994: 151.

⁸² Lor, 1993b: 52.

national level were imminent”.⁸³ Nassimbeni appropriately sums up the effects of the NEPI process when she refers to them as “catalytic”.⁸⁴ NEPI led to the LIS initiative TRANSLIS and laid the base for subsequent initiatives.

7.5.4 The IFLA Mission to South Africa

It was with the intention of “understanding the prospects for change in the country”⁸⁵ that IFLA decided to send a fact-finding mission to South Africa in June 1993. It “assessed the extent to which library services were open to all population groups, employed representatives from all groups and offered relevant services and materials to all sectors of the population”.⁸⁶ The mission also noted that a climate of political uncertainty existed, as there could be no long-term predictions as to how the country would be governed after the 1994 elections.⁸⁷ In its conclusions it stated that “although libraries and information services no longer operate on the basis of an apartheid policy, access to library services and to library-education and employment by the various population groups in South Africa is still plagued by the legacies of the years of apartheid policy”.⁸⁸

The mission reviewed the existing opportunities for education and training in the country and recommended the rationalisation of LIS training and education. It noted that the present situation “is one which encourages diversity in approach and little or no cooperation across technikon and university based education of LIS workers”.⁸⁹

⁸³ Stadler, 1992 quoted by Stadler, 1993: 5.

⁸⁴ Nassimbeni, 1994: 154.

⁸⁵ Stilwell, 1995: 38.

⁸⁶ Stilwell, 1995: 38.

⁸⁷ IFLA, 1993: 9.

⁸⁸ IFLA, 1993: 19.

⁸⁹ IFLA, 1993: 14.

7.5.5 TRANSLIS

As mentioned in section 7.5.3, it was in the final stages of the work of the LIS Research Group for the NEPI LIS initiative that the idea of a continuation of this transformation process was first put forward by concerned librarians. The policy options which were published in December 1992, when the LIS Research Group's task was complete, were "intended to provide a basis for actual policy development".⁹⁰ In order to carry forward the process of developing national, regional and local policy for all South Africa's libraries and information services, Transforming our Library and Information Services (TRANSLIS)⁹¹ Coalition, formed by ten South African LIS organisations, was launched at a national meeting held in Natal in March 1993. The five NEPI principles were broadly retained as guidelines for the work of TRANSLIS. With its goal of developing and recommending policy for the transformation of LIS in South Africa, TRANSLIS intended to "lobby politicians and decision makers", to "encourage grass-roots participation from users of library and information services as well as practitioners..." and to "interface with other reconstruction initiatives", as "part of a broader process of development".⁹²

Once the TRANSLIS Coalition had developed "a national library and information policy and implemented the programme of redress and reconstruction",⁹³ it would be seen as having fulfilled its purpose. In January 1994 TRANSLIS ceased to function as a national organisation, but branches of TRANSLIS "continued their activities on a regional basis".⁹⁴ At the fifth national meeting, on 24 September 1994, "it was

⁹⁰ *Transforming our library & information services* [n.d.] [Durban]: TRANSLIS Coalition: 2.

⁹¹ The acronym first used for the organisation was TransLis, Transforming Library and Information Services. The use of capital letters later changed the acronym to TRANSLIS. First formed as a coalition, it became a forum in 1994.

⁹² *Transforming our library & information services...*: 3.

⁹³ *Transforming our library & information services...*: 4.

⁹⁴ Forums to unite LIS workers. 1995. *LIWOLET* 6(1): 1 .

unanimously agreed that Translis [sic] be launched as a provincially based forum of all LIS stakeholders⁹⁵ and that READ would continue to “administer regional coordination and national projects”.⁹⁶ The emphasis was on its transformation from a coalition to that of a forum.

As with NEPI, one of the important and positive factors about TRANSLIS was the contact it brought about between various groupings in the LIS sector. Various organisations were able to work together but, importantly, because it was a forum, participants did not have to share the same views. Another strength was its influence on national LIS policy-making through its own work on policy and submissions to various bodies involved, such as Conference for a Democratic South Africa (CODESA). The influence of the TRANSLIS Coalition policy discussion document, for instance, can be detected in the LIS section of the ANC Education Department's *A policy framework for education and training*,⁹⁷ published in January 1994.⁹⁸ TRANSLIS was able to workshop the CEPD document in a number of regions⁹⁹ (see section 7.5.7). In October 1994 the Coalition sent a submission on the Education and Training White Paper to the Ministry of Education.¹⁰⁰

7.5.6 LIS Conferences

The 1990s saw an increase in the number and variety of conferences, workshops and meetings held for the LIS sector.

⁹⁵ Forums to unite LIS workers. 1995. *LIWOLET* 6(1): 1.

⁹⁶ Forums to unite LIS workers. 1995. *LIWOLET* 6(1): 2.

⁹⁷ African National Congress. Education Department. 1994.

⁹⁸ Stilwell, 1995: 39.

⁹⁹ National meeting of TRANSLIS. 1994. *LIWOLET* 5(3): 6.

¹⁰⁰ TRANSLIS submission on the Education and Training White Paper. 1994. *LIWOLET* 5(3): 6.

7.5.6.1 Local conferences

A number of local conferences were arranged in Natal. This gave many members of the LIS community their first opportunity to attend a conference. These will be discussed in further detail in section 8.2.6.1.

7.5.6.2 Info Africa Nova Conferences 1992 and 1993

The first Info Africa Nova Conference was held in May 1992. By 1993 the Info Africa Nova Conferences had become “an important part of the annual South African library and information sciences conference calendar”.¹⁰¹ For the first time in South African LIS history there existed an opportunity for practising librarians, information workers, academics and publishers from South Africa and neighbouring countries in southern Africa, and further north, to meet.

Mchombu, in his keynote address at the 1993 Conference, posed the question of the role that information could play “in this process of change for the rebirth of a new South Africa”.¹⁰² Raseroka, the University Librarian from the University of Botswana, in her concluding address, echoed the importance of change as South Africa “awakens to the basic principle of the right of all to information”.¹⁰³ The wide variety of contributions to the Conference, in which “both philosophies and current issues in the African library and information science field”¹⁰⁴ were discussed, gave participants

¹⁰¹ Bester, 1995. Review of the proceedings of the Info Africa Nova Conference 1993, 3-7 May 1993, Pretoria, edited by A.G. Coetzer. *South African Journal of Library and Information Science* 63(1): 36.

¹⁰² Mchombu, K.J. 1993. African information services: the search for a role. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 1: 1.

¹⁰³ Raseroka, H.K. 1993. Info Africa Nova 1993: conclusions and challenges for the future. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 2: 659.

¹⁰⁴ Bester, 1995: 36.

a greater insight into what was “probably representative of the stark contrasts in South African librarianship”¹⁰⁵ of the day.

7.5.7 Centre for Education Policy Development (CEPD) and its Implementation Plan for Education and Training (IPET)

A new working group to develop LIS policy was established in January 1994. This arose from the Centre for Education Policy Development (CEPD), a research body “commissioned by the ANC to work out a reconstruction and development policy for education”.¹⁰⁶ The LIS group consisted of four invited individuals and a reference group of a further twelve invited library and information workers. When the working document was published it contained one chapter on library and information services.

Although the document put forward legitimate proposals “to centralise all LIS legislation and its national governance structures”¹⁰⁷ the composition and accountability of the task team was questioned by LIWO, other concerned librarians and the press.¹⁰⁸ In spite of opposition to it, the working document proved to be a “valuable resource”.¹⁰⁹

7.5.8 Community Library Information Services (COLIS)

Community Library Information Services (COLIS) originated from the Transvaal Public Library Strategy Group's Policy Task Group. A draft document was drawn up in 1994 containing guidelines for a proposed policy for Community Library Services.

¹⁰⁵ Merrett, 1994b: 173.

¹⁰⁶ Stop press. 1994. *LIWOLET* 5(1): 8.

¹⁰⁷ Stilwell, 1995: 40.

¹⁰⁸ Press statement by Dr Coombe, Director CEPD. 1994. *LIWOLET* 5(2): 3.

¹⁰⁹ Legal deposit libraries and civil rights in South Africa. 1994. *LIWOLET* 5(2): 1.

Stilwell referred to it as “a significant attempt to frame policy for the former Transvaal according to regional priorities”.¹¹⁰ Certain important principles were emphasized in the document such as “free and equal access for all; relevance to community needs; community participation; equity in respect of distribution and upgrading of services; networking and co-operation, and a service orientation”.¹¹¹

7.5.9 Arts and Culture Task Group (ACTAG)

A draft of the ACTAG discussion document was produced by its Sub-committee on Library and Information Services and appeared soon after April 1994.¹¹² It was regarded as particularly “useful for its drawing together of the reports of other research and policy initiatives”.¹¹³ The third draft of the document appeared in February 1995, which is beyond the scope of this thesis. However, it aimed “to provide a base and a stimulus for discussion within LIS on future options [and] the structure and funding of LIS in South Africa”.¹¹⁴ Proposals were submitted through the Arts and Culture Task Group (ACTAG) to the Minister of Arts, Culture, Science and Technology, after they had been discussed at regional workshops in February.

7.5.10 Library and Information Services in Developing South Africa (LISDESA)

Although the LISDESA Conference took place in January 1995, and therefore strictly falls beyond the scope of the thesis, it will be mentioned briefly because the process

¹¹⁰ Stilwell, 1995: 41.

¹¹¹ Arts and Culture Task Group (ACTAG). Sub-Committee on Library and Information Services. 1995. Library and Information Services for South Africa: discussion document from provincial ACTAG LIS workshops. Pretoria: ACTAG, Department of Afrikaans, UNISA: 18.

¹¹² ACTAG, 1995.

¹¹³ Stilwell, 1995: 42.

¹¹⁴ Stilwell, 1995: 43.

which led up to it began a few years earlier. IFLA had noted in its 1993 report that a steering committee of ALASA and SAILIS members had been set up in 1992 to organise a conference, the objective of which was to determine the needs of library and information services in South Africa.¹¹⁵ It was to resemble the Bloemfontein Conference of 1928. The conference was to be a joint venture with TRANSLIS^{116 117} and include all the LIS constituencies, but some organisations were not approached to take part in the process¹¹⁸ and it took place under the aegis of ALASA and SAILIS, in January 1995. One of the contentious issues discussed was whether LIS should be situated in the Ministry of Education or in the Ministry of Arts, Culture, Science and Technology. Another issue which was keenly debated was the creation of a unified LIS powerbase by amalgamating ALASA, LIWO and SAILIS.^{119 120} Initially known as ULIS, this was to take shape, without LIWO's participation, as the Library and Information Association of South Africa (LIASA) in 1997.¹²¹

7.5.11 Interministerial Working Group (IMWG)

It was late in 1995 that the Ministeries of Arts, Culture, Science and Technology and of Education established an Interministerial Working Group (IMWG). This body was formed to advise the two Ministers on ways “to promote good governance of the library and information system at national level in South Africa to facilitate maximum

¹¹⁵ IFLA, 1993:18.

¹¹⁶ Kalley, 1995: 375-376.

¹¹⁷ Walker, 1994c: 3.

¹¹⁸ Walker, 1994c: 3.

¹¹⁹ Muller, C. 1995. LISDESA Conference, University of Natal, Durban, 23-26 January 1995. *Meta-info Bulletin* 4(2): 18-19.

¹²⁰ Nassimbeni, M. 1996. Information for building a new nation. *International Information and Library Review* 28: 368.

¹²¹ Walker, 1993b: 75.

availability and use of all relevant information sources to advance the Reconstruction and Development Programme (RDP)".¹²²

7.6 Summary

The socio-political and economic factors affecting the country and their impact on the universities have been outlined in this chapter, as have the major LIS developments of this period.

LIWO, a progressive library association, and the new journal *Innovation* were launched in Natal in 1990. As noted in section 7.4, the NEPI LIS project was one of great importance to the LIS sector in South Africa because "it set the tone for future policy forums and established the philosophical terms that would frame the debate about the future LIS...".¹²³ Walker had recognised the fact that LIS participation in the NEPI process had initially been a LIWO based initiative.¹²⁴ The TRANSLIS Coalition was formed to provide a basis for policy development and a number of other public policy initiatives such as IPET, COLIS and ACTAG followed. The aim of the LISDESA conference early in 1995 was outlined in section 7.5.10. Syphus notes that its aim "was to debate the role that LIS could play in the Reconstruction and Development Plan..."¹²⁵. However LIS unification emerged as a major issue at the conference. Ultimately the formation of LIASA followed in 1997. The successful Info Africa Nova Conferences were an indication of changing attitudes in the LIS sector of that time. Chapter Eight will describe the activities of the Department during the period 1990 to 1994.

¹²² Nassimbeni, 1996: 361-362.

¹²³ Nassimbeni, 1996: 361.

¹²⁴ Walker, 1993b: 75.

¹²⁵ Syphus, M. 1995. Call for new LIS association: resolution passed at LISDESA Conference. *SAILIS newsletter* 15(2): 1.

CHAPTER EIGHT

FURTHER CONSOLIDATION, EVALUATION AND NEW DEVELOPMENTS: DEPARTMENT OF INFORMATION STUDIES, 1990-1994

In the 1990s the Department embarked on a period of consolidation and greater stability and therefore developed a capacity for further expansion. It had emerged from the uncertainties of the 1980s. Its position was more firmly established in the University and in the LIS sector due to a combination of factors, which are discussed in this chapter.

8.1 The Department's strengthened position

There was renewed commitment by the University and the Faculty to the Department, whose programmes were in line with the University's Mission. The University had recognised the importance of appointing a new Head of Department and committed itself to this. Professor Horton's arrival as Head of Department in 1989 had a positive impact on the Department. His Ph.D. and experience earned him respect and recognition from his staff. His varied library experience in different countries and his research and publications record made him a suitable candidate for addressing the particular challenges of the Department as it was then. The main task was that of consolidating the Department at the start of a new decade.

Horton's skills, particularly those in computer applications, information science, research supervision and the acquisition of strategic resources, contributed to the consolidation of the Department's position, as did the CUP's confirmation of the Department's role in education and training for librarianship. As a result the Department developed a more solid foundation in teaching and research.

After Horton's appointment the Department "increased in staffing strength",¹ and there was a marked improvement in staff morale. The staff formed a "cohesive group with a strong sense of mission",² indications of which had been apparent earlier (in the late 1980s). Horton continued with the democratic style of management which had evolved in the Department. He acknowledged the contribution the present staff had made to the Department by showing appreciation for their hard work. Horton maintained, however, that they had not had enough support, needed more computers and time for attaining degrees.³ Staff development was encouraged, in particular, through acquiring further qualifications and publishing research. These achievements increased staff capacity for supervising students' research for higher degrees. Horton's doctoral qualification equipped him to launch the Department's doctoral programme. Soon after his arrival he successfully supervised the first Ph.D. student, Johnson Govender, who graduated in 1991.

As discussed in section 6.5.2, the CUP Review's findings were important in the consolidation and development of the Department. It was opportune that Horton took up his new position while the CUP Review process was still under way. As indicated in section 6.5.1, he was able to travel to Johannesburg with Irvine, the Dean, to support the Department's submission to the CUP. In this way he was rapidly familiarized with the problems facing the Department and the issues involved in education and training for librarianship in South Africa. After the release of the CUP Review Report, early in 1990, he immediately set out to address the problem areas which had been highlighted. He also had the recommendations of the 1988 Departmental Review Report to build upon.

The change of name for the Department and for the HDLS was one of the items which Horton claimed needed his immediate attention soon after taking up his

¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

² University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

³ Stilwell, C. 1997b.

position. According to Horton, the CUP “had determined that some departments would train what they called traditional librarians and some would train information workers in the broader sense, and that Department names should reflect this”.⁴ In conjunction with the Dean of the Faculty of Social Science, the name “Information Studies” was chosen because Horton wanted to ensure that the Department was not limiting itself in any way to traditional librarianship, although it would, of course, be included. Horton's previous experience had convinced him “that librarianship is not “scientific”, but is rather an art form”.⁵ The new name more appropriately conveyed the sort of education and training being undertaken by the Department. As a result the HDLS was also changed to become the Advanced University Diploma in Information Studies (AUDIS).

The Department consolidated earlier developments by re-establishing the DSE course and appointing as a lecturer a South African educator/librarian, Rookaya Bawa, who had a Master's degree from Durham University in the United Kingdom, to co-ordinate the course. It also expanded the courses it offered by planning and introducing a Master's coursework programme, one of the first departments on the campus to do so. Two of the new staff members, Horton and Kaniki (in 1992), brought with them higher qualifications and new skills which enabled the Department to update its information technology offerings. Staff were involved in further re-curriculation, contextualising and, in many cases, Africanising their course offerings, updating and making them more appropriate for education and training in southern Africa in the 1990s.

During this period the Department experienced a general increase in student numbers, especially in the higher degree categories (see Appendix Three Table 1). Although the Department had been training students for the Transkei Department of Education for a number of years, interestingly it also began to attract applicants from beyond South Africa's borders, a trend which continued through the 1990s.

⁴ Horton, W.J. 1997. Letter to Fiona Bell. 24 June.

⁵ Horton, 1997: 1.

Horton was assiduous about acquiring more resources for the Department. For example, on his arrival the Department had one personal computer, funded by the University of Natal Research Fund, and when he left in 1995 the Department had seven computers. He was also responsible for the Department's 1991 move from the Old Arts Block to its more spacious premises, a house on the Milner Road section of the campus, where each staff member had an office, and facilities such as a small kitchen made extension activities more manageable. A new lecture room was added in 1994 and the old lecture room was converted to a computer laboratory.

8.2 New developments in the LIS sector

The Department helped to influence events and processes in the LIS sector and, in like fashion, its own direction was shaped by outside influences.

8.2.1 LIWO

Staff of the Department played a major role in LIWO (see section 7.5.1) from its formative stages onwards. Early in 1990, Stilwell and Bawa were involved in the discussions and meetings to form this alternative library organisation and a core committee of three people was nominated to draw up a draft constitution. An interest group was formed "to help keep people in touch and informed about the progress of the organisation"⁶ in the Pietermaritzburg area.

At the launch of LIWO in July 1990, Stilwell, Bawa and Leach, the latter a former student and part-time lecturer in the Department at the time, became founder members of LIWO. From its inception Stilwell and Leach held office on the LIWO committee. Leach served as the Treasurer and Stilwell held the Research portfolio. Verbeek and part-time staff-members, Bell and Krynauw, also joined LIWO. The very first social evening was held at Stilwell's home in September 1990. Thuli Radebe, a subject librarian in the University Library, was elected as the first chairperson of the

⁶ Bell, R. [1990] *Plans for a progressive library association* (LIWO file, University of Natal Library, Pietermaritzburg).

Pietermaritzburg branch of LIWO, a position she held for two years. Her role is highlighted because she later joined the permanent staff of the Department in 1993.

Staff were actively involved in a number of LIWO projects, which included surveys, research and “hands-on” work such as the Sobantu project, which involved practical assistance to a local black public library. While the Department was always available as a venue for meetings of other LIS groups, from 1990 it was used regularly as a venue for LIWO meetings. LIWOLET became an important source of alternative viewpoints and LIS news and, as such, was heavily used by the Department’s students doing assignments.

8.2.2 *Innovation: a new local journal*

As described in section 7.5.2, *Innovation*, launched in 1990, tackled controversial issues in LIS. From its inception, Stilwell has been a member of the editorial collective of the journal, staff members have been guest editors and both staff and students have made frequent contributions to *Innovation*.

8.2.3 National Education Policy Investigation (NEPI)

Most staff and some students of the Department were involved with the ground-breaking research and consultative process of NEPI and the subsequent influential report (see section 7.5.3).

The very first meeting of resource centre workers and librarians in South Africa “to discuss the feasibility of participating in the National Education Policy Investigation”⁷ was held at the Department in September 1991. Bawa was the first member of staff to become directly involved when she was elected as a co-convener, with Cathy

⁷ NEPI LIS Sub-Group. 1992. Invitation to the LIS consultative fora. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

Stadler, of the LIS Sub-group in its formative stage, late in 1991.⁸ She did not remain as a convenor beyond the end of 1991, but the Department continued to provide a venue and hosted many meetings and workshops for NEPI in Natal in the following year. Many of its staff members and students were selected to participate in the research process.

After Stadler's appointment as National Co-ordinator of the LIS Research Group the research process began in earnest and, in a letter to NEPI participants on 15 January 1992, she drew attention to the shortage of time for the completion of the LIS sub-group's research. She urged them to meet the strict deadlines given, as the final report was due on 31 May 1992.⁹ Thus followed a period of intense research investigation and activity for those members of staff involved. This additional research had to be accomplished in addition to their normal teaching requirements. Although Horton did not participate in the process himself, he allowed the facilities and the resources of the Department to be used for NEPI research and consultative purposes. The first report-back meeting was held at the Department on 22 January 1992.

Verbeek, Bawa, Rayner and Stilwell were chosen to participate and it was clear that the Department played a supportive and contributory role in the research work for the LIS Sub-group. Researchers were chosen "on the basis of their willingness to serve; their commitment to the democratic movement, and their ability to produce research".¹⁰ Staff members contributed to the process to differing degrees. Some were very involved early on with investigative work, but did not participate in the final stages. Stilwell was chosen as a researcher to assist Nassimbeni and Walker with the section on training of librarians and information workers. She took responsibility

⁸ NEPI Consultative Forum. 1992. Minutes. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 3.

⁹ Stadler, C. 1992. Letter to NEPI LIS Research Sub-Group. Pietermaritzburg: University of Natal, Department of Information Studies: 2.

¹⁰ NEPI Consultative Forum. 1992. Minutes. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 3.

for writing the “Emerging alternatives” section of the working paper on Education and Training and she edited the final draft of this combined paper before it was submitted to the Sub-Group. Verbeek was responsible for the co-ordination of the research group dealing with the distribution of library services and wrote two reports, “Analysis of comparative studies” and “Distribution of libraries and information services in South Africa: together with comment from libraries surveyed”, which were used as background papers. Bawa was initially part of the resource sharing and networking group and Leach, then Regional Librarian of the NPLS for Northern Natal in Dundee, was co-ordinating the section on philosophy with Chantelle Wyley, a Subject Librarian in the E.G. Malherbe (University) Library in Durban. Rayner was initially involved with the resource sharing and networking group.

Various regional consultative fora were held to make the research process as inclusive and consultative as it could be. Departmental staff arranged and organised the LIS Consultative Forum, which was held in the Colin Webb Hall on the campus. At this meeting brief report-backs were given on the progress of the research sub-groups. Verbeek and Stilwell both delivered short reports to summarise the ongoing work in their respective research areas. The meeting then broke up into small groups for discussion of the research and report-backs followed. Stilwell was responsible for summing up and concluding the meeting. All these meetings, including the small group discussions, were minuted. The minutes, passed through to the National Co-ordinator, were also included in the final draft of the report. Stilwell and Nonhlanhla Zwane, an Honours student, were responsible for minuting the consultative workshop held in the Colin Webb Hall.¹¹

Other NEPI report-back meetings were held in Durban, Braamfontein and Cape Town. Stilwell attended some of these meetings, which demanded considerable time and travelling expenses. Sometimes she attended as a LIWO representative and sometimes in her capacity as a researcher and member of staff of the Department.

¹¹ NEPI Consultative Forum. 1992. Minutes. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files.

In the final stages a policy options workshop was arranged and this was held at the Department on 13 July 1992. The workshop which preceded a national meeting held in Cape Town on 17 July was aimed at discussing the policy options contained in the first draft of the document for further comment and participation.¹²

A NEPI stimulus document for discussion referred to the “vast amount of intelligence, research, consultation, meetings and sheer hard work, [that] has gone into the process”.¹³ Staff members who participated gained from their experience of the research process on a personal and an academic level. The Department gained collectively from these individual experiences and from its involvement in a national research investigation of this kind. Of the individuals listed as having participated in the NEPI LIS research process, 20% of them were staff and students, or former students, of the Department.¹⁴

8.2.4 The 1993 IFLA Mission to South Africa

The Department took an interest in the visit of the IFLA mission to the country. Some members of the Department met the IFLA delegation in June 1993 in their meeting with LIWO on the Pietermaritzburg campus. The IFLA team also consulted publications, such as Stilwell’s MIS thesis,¹⁵ from the Department. The findings of the IFLA mission, published as a report, were useful to staff and students as a summary of the LIS situation in South Africa in 1993.

¹² NEPI. 1992. Minutes of a NEPI workshop. 13 July. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files.

¹³ Lee, R. 1992. NEPI Stimulus document for discussion. Pietermaritzburg: University of Natal, Department of Information Studies. NEPI files: 4.

¹⁴ NEPI, 1992. *Library and information services...*: 82.

¹⁵ Stilwell, C. 1991. The community library as an alternative to the public library in South Africa. MIS Thesis. Pietermaritzburg: University of Natal, Department of Information Studies.

8.2.5 TRANSLIS

As the Department had been so actively involved with the NEPI LIS project, it was inevitable that it would continue with its participation in the TRANSLIS Coalition (see 7.5.5). As stated, this was an important initiative consisting of seven library and information work constituencies which aimed to “popularise the research done by NEPI...to co-ordinate further research; formulate policy options...lobby for change...and facilitate regional networking”.¹⁶

Departmental staff have played a significant role in TRANSLIS since its launch. Kaniki, Stilwell and Leach have acted as Departmental and LIWO representatives on TRANSLIS and have been involved with the drafting of submissions, such as the one to the Ministry of Education.

8.2.6 LIS conference participation

Departmental staff took the opportunities offered and participated in an increasing number of conferences, even organizing their own conference on school libraries. Although Horton did attend two of the annual SAILIS conferences after his arrival in the country, Departmental staff, not being members of SAILIS, did not normally attend. Their participation on a national level started with the Info Africa Nova conferences.

8.2.6.1 Local conferences

One of the first local conferences was a small one-day conference held on the University campus in 1991. Entitled “An approach to the reading and library needs of the newly literate”, it was organised by the NPLS. Its significance for the Department lay in the fact that Stilwell presented a paper on community libraries and two of the

¹⁶ Leach, A.B., Stilwell, C. and Verbeek, J. 1994. The reading of black South Africans: a historical overview. *African Journal of Library, Archives and Information Science* 4(1): 10.

Department's students, Thembi Mini and Reigneth Nyongwana, presented short papers from their research carried out as Ford interns.

The School Libraries Conference was held on the Durban campus of the University in 1992.¹⁷ As co-ordinator of the DSE, Bawa identified the need for such a conference and was responsible for its planning and co-ordination. It was attended by school library personnel from all over the country, with papers given by LIS professionals from South Africa, Namibia and Botswana.¹⁸ The success of the conference indicated the Department's initiative and ability to organize a conference at national level.

8.2.6.2 Info Africa Nova Conferences 1992 and 1993

The first Info Africa Nova Conference, held in May 1992, was attended by Stilwell and Bawa, who travelled to Pretoria with other librarians from Natal. As outlined in section 7.5.6.2, by 1993 the Info Africa Nova conferences were well established on the LIS calendar. It was an important decision for the Department then, when it decided to submit four papers for presentation at the 1993 Info Africa Nova Conference from 3-7 May. This step reflected the Department's growing research capabilities and its potential academic contribution to the southern African LIS sector.

The University funded a group of six part-time and full-time staff members who travelled to Pretoria for the conference. The Departmental staff presented a set of wide-ranging papers and was therefore well represented in the different sections of the conference. Kaniki delivered a paper in the section on Community Information, entitled "Problems of access to agricultural information in southern Africa",¹⁹ which

¹⁷ School Library Conference proceedings: June 1992 [hosted by University of Natal, Pietermaritzburg, Department of Information Studies and READ] University of Natal, Pietermaritzburg, 1992.

¹⁸ Bawa, R. 1997. Taped interview with Fiona Bell. KwaZulu-Natal Provincial Library Services Headquarters, Pietermaritzburg. 15 August.

¹⁹ Kaniki, A.M. 1993. Problems of access to agricultural information in southern Africa. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 2: 562-577.

showed one of his areas of research interest. Bawa's paper "Information for development: the role and training of the teacher librarian in South Africa"²⁰ was delivered in the Human Resources/Training section. Her second paper was part of the School Libraries/Media Centres section. "The role of the public library in supporting education in the Natal region"²¹ highlighted the fragmented provision of library services which were largely ineffective in the province. Stilwell delivered her paper "More than mere novel reading: an examination of proactive South African librarianship"²² in the section on African Librarianship: Quo Vadis? Her paper elicited particular interest and was one of the papers singled out in reviews by Bester²³ and Merrett, who described it as a "solid historical account of South African public libraries".²⁴

For the Departmental staff the Conference had been a worthwhile and informative experience and they returned home having made new contacts and having renewed others with colleagues such as those from the University of Botswana²⁵ with whom Stilwell had originally made contact in 1991 when she visited Botswana.

The Department was determined to participate on a wider scale, as was demonstrated when it subsidized Fiona Bell as a joint Departmental/LIWO

²⁰ Bawa, R. 1993a. Information for development: the role and training of the teacher librarian in South Africa. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 2: 389-409.

²¹ Bawa, R. 1993b. The role of the public library in supporting education in the Natal region. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 1: 287-295.

²² Stilwell, C. 1993. More than mere novel reading: an examination of proactive South African librarianship. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, 3-7 May 1993, Pretoria*. Pretoria: Info Africa Nova. Vol. 1: 91-118.

²³ Bester, 1995: 36.

²⁴ Merrett, C.E. 1994b. Professional reading. *African Book Publishing Record* 20(3): 173.

²⁵ Stilwell, 1996.

representative to the launch of the National Book Development Council in Cape Town in May 1994.²⁶ Although the initiative appeared to have great potential, it has been relatively inactive and has achieved little, to date.

8.2.7 Summary of LIS participation

The Department's involvement in LIS events showed the increased contribution made by the Department on a regional and national level in the 1990s.

Because many of the Departmental staff regarded themselves as progressive and embraced the same ideals as LIWO, it was inevitable that they would become members and participate in the organisation. This was to bring them to the forefront of many contentious LIS issues of the time.

As noted in section 7.5.3, the NEPI LIS project was one of great importance to the LIS sector in South Africa, and the meaningful part played by staff and students of the Department in this process was outlined. The Department's involvement from the start possibly stemmed more from its affiliations to LIWO, rather than as a Department involved in education and training for LIS. With increased opportunities to attend and deliver papers at local and national conferences, the Department began to take on a higher profile in this sphere. In so many respects this was a period of greater involvement and consolidation for the Department.

8.3 New developments in the Department

A number of developments within the Department helped to consolidate its position during the early 1990s.

²⁶ Bell, F.R. 1994. The National Book Development Council of South Africa. *LIWOLET* 5(2): 7.

8.3.1 Re-launch of the DSE course

On taking up his position in the Department, Horton immediately recognised the need for re-launching the DSE course. This course had been suspended in 1988, mainly due to lack of staff. There had been a continued demand for the course and it fitted well with the aims of the University's mission to contribute to education and community needs. As stated above in section 8.1, one of Horton's first tasks was to motivate for the filling of a senior lecturer's post to co-ordinate the DSE course. The post was advertised and filled at the level of lecturer before the end of 1989, only six months after Horton's arrival.

Because the DSE course was still based in the Faculty of Education, Horton maintained that the incumbent was required to have an education background as well as LIS qualifications, as did the previous co-ordinator, Simpson, in the 1980s. Bawa was appointed to the position for a three-year contract, with effect from January 1990. Bawa had trained at the University of Natal as a teacher and was herself a product of the DSE course co-ordinated by Simpson in the mid-1980s. She completed her Honours degree in the Department before acquiring her Master's degree at the University of Durham in Britain. She regarded herself first and foremost as a teacher and an educator and she approached her new role from that perspective.²⁷

When the DSE course was re-launched in 1990, it was still based, as before, in the Faculty of Education. According to Bawa, this was logical, as the course belonged in education. The students entered the DSE course as teachers and left as teachers. Its base, accreditation and its impact on teaching and learning were in education.²⁸ Because of these links some of the modules were lectured by staff members in that Faculty (see section 4.12). Bawa was responsible for most of the lectures, with two modules taught by two other members of the Department. Although a good

²⁷ Bawa, 1997.

²⁸ Bawa, 1997.

relationship existed between the Department and the Faculty of Education, tensions later arose regarding the allocation of Full-Time Equivalents (FTEs), which all went to Education. As a result the Department believed that its administrative and teaching responsibilities towards the course were greater than those reflected in its official statistical gains, especially as all DSE students graduated in the Faculty of Education. This will be discussed in section 8.6.3 of this Chapter.

The demand for places on the DSE course far exceeded the number of students it could accommodate. The 1993 Review quoted figures of “190 applications for the 20 places which are offered each year”.²⁹ As stated in section 6.2.1.4.1, the restriction of numbers was due mainly to the limited number that could be taken for the Media Studies course, which was taught in the University Education Department's media laboratory. The criteria for acceptance into the course remained the same as in the 1980s. Students were accepted on a full-time or part-time basis. This involved careful administration, time-tabling and support every year. By the 1990s the students enrolling for the DSE course were predominantly black teachers, with a few Coloured and Indian teachers (Appendix Three Table 1). It was, however, ironical that, although there was a dire need for black school librarians (as the Department predicted when the DSE was established in 1983), most of the students would return to schools which had no libraries and would not have them in the foreseeable future.

8.3.2 The Coursework Master's degree programme

It was when the appeal of a coursework Master's degree as a research option became apparent in 1992 that Stilwell persuaded other staff of the need for the Department to offer such a programme. The coursework Master's programme was therefore designed in response to a need for such a course and its popularity with students has shown this to be valid. It was mainly Stilwell, who, with the help of other staff members, developed the curriculum. Although it appeared to be a new trend starting in the University at the time, few departments on the local campus offered

²⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

coursework Masters' degrees. Stilwell examined information from other library schools and departments such as at UCT and SISA (at Addis Ababa University), that offered coursework Masters' degrees and these helped to shape the structure of the Department's planned programme.³⁰

Horton admitted that he had been reluctant to agree to the establishment of the coursework Master's programme but had been persuaded by the staff to go ahead with it. Horton had reservations about the poor quality of student the course would attract, the amount of staff time the course would involve and a general lowering of standards.³¹

For the entry level course, Master's level one, electives were offered throughout the year and were planned to overlap with those which were being offered in the Honours programme. For each elective, three papers would be written and one would be examined externally. The wide range of electives allowed students to choose options which related issues to their particular interests and work situations. The first part of the second level of the programme involved a core course which provided "an immensely relevant focus on sub-Saharan library and information issues..."³² as well as a research methodology component. The core course consolidated and gave evidence of the Department's attempts at contextualisation over the years. It was an intensive course which amounted to 48 hours of classes over 12 weeks and was followed by a three-hour examination. On completion, candidates should have attained the mini-dissertation proposal level.³³ The mini-dissertation was required to be approximately 100 pages long, on the topic chosen in consultation with the course co-ordinator.

³⁰ Stilwell, 1998.

³¹ Horton, W.J. 1995. Letter to Fiona Bell. 4 February.

³² University of Natal. Department of Information Studies. [1993] Coursework Master's in Information Studies (Draft document): 1.

³³ University of Natal, Department of Information Studies. [1993]. Coursework Master's in Information Studies (Draft document): 1.

Students who had obtained the equivalent of an AUDIS or a B. Bibl. degree were eligible to enter level one of the programme. Any student possessing a B. Bibl. Hons. degree was admitted directly to the second year of study, including the core course, the mini-dissertation or an internship programme. If candidates did not have an Honours degree they had to “complete the requirements for five electives before proceeding to the core course...” as well as other requirements. For a short period only, if a student chose not to continue with the core course and mini-dissertation, they were allowed to exit with an Honours degree as long as the five electives had been satisfactorily completed. The rules regarding this exit option were subsequently changed.

It was planned that the existing staff should teach on the programme and that visiting lecturers from the southern African region would be invited to participate. Up until the time of writing the latter remains to be done. The first students registered for the programme in 1994. It was probably due to word-of-mouth from these students that after the first year there was a marked increase in applicants for the course. It seemed to attract students who were reluctant to embark on the daunting task of a full dissertation, those who did not have the confidence, perhaps, to embark on such an independent and lengthy period of study. The attraction of the coursework was that it offered the student a more structured course, with specific tasks and time limits which gave the degree a specific timeframe. It also attracted some candidates who had reached middle management positions in libraries and who had many years of experience. They were therefore able to contribute constructively to discussions on the basis of their experience of their work situations.

8.3.3 Education development

After the publication of the University's Mission Statement in 1989 there had been a need to redefine the role of ED in the University. Bulman believed that this was

brought about by “the rapidly changing nature of the context in which we operate, as well as the projected rapid change of the nature of our student body”.³⁴

In 1990 a restructuring process for ED resulted in a proposal to establish the Centre for University Education Development (CUED). The Centre and its University Education Development Programme (UEDP) replaced Student Support Services (SSS) in November 1991.³⁵ In future, EDP programmes “would be based within faculties” and the “function of the CUED is to provide resources development and research service to the faculty programmes”.³⁶

Ian Scott, who was asked by the Vice-Principal to review and report on ED structures and staffing on the Pietermaritzburg campus in 1993, outlined a shift in emphasis in ED which was applicable to most South African universities. In the 1980s

units such as Student Support Services... were geared primarily to providing academic and other forms of assistance for disadvantaged black students, who constituted a minority of the student body. In addition, these units saw the need to play a critical advocacy role in promoting understanding of the needs of black students as well as changes in the university that would facilitate the entry and success of increasing numbers of black students...

³⁴ Bulman, F. and Parkinson, C. 1991. Education development, moving beyond the *ad hoc*: a curriculum development approach. In: Starfield, S. ed. *Proceedings of the 6th Conference of the South African Association for Academic Development, University of the Witwatersrand, Johannesburg, 5-7 December 1991*. Johannesburg: University of the Witwatersrand: 7.

³⁵ History of Education Development at UNP. 1991: 12.

³⁶ Odendaal, M. 1990. Educational development on the Pietermaritzburg campus. *Education Development Update*. 2(3): 1.

With the current rate of increase in enrolments of black students (the majority of whom continue to come from relatively disadvantaged backgrounds) and the need to facilitate further increases in future, it no longer makes sense to consider ED work in terms of 'minority' programmes. Thus the key feature of the shift from 'support' to 'development' programmes is that the latter must aim to effect changes in the university's mainstream degree programmes that will enable them to respond effectively to the needs and aspirations of the changing student body as a whole, albeit with particular reference to disadvantaged students.³⁷

One of the difficulties which ED staff continually faced on the campus was suspicion from academic staff regarding their role and activities. This was partly due to the failure of the university authorities to explicitly state what their task was within the University.³⁸ It was also due to other factors such as "the legitimate concern among academics about conserving the integrity of their disciplines..."³⁹ and the fact that they often thought that ED staff were not sufficiently academically qualified to do their work. There was also a common tendency for Departmental academic staff "to regard the scope of ED work as being confined to 'add-on' initiatives which are not substantially different, in practice, from 'old' SSS/ASP [Academic Support Programmes] approaches".⁴⁰

The Department, with the assistance of UEDP, was actively involved with EDP programmes during this period. The programmes for AUDIS and Honours students in 1990 and 1991 have been described in section 6.1.7. Because of the EDP programme, which was developed for AUDIS, the Department was able to accept more students into AUDIS from under-prepared and second-language backgrounds,

³⁷ Scott, 1993: 4.

³⁸ Bulman, 1991: 7.

³⁹ Scott, 1993: 4.

⁴⁰ Scott, 1993: 4.

“who would not otherwise have been selected and who would not otherwise have succeeded”.⁴¹

In addition to this support for students, Bawa also saw a need for student orientation at the start of the DSE year. The course attracted teachers from vastly different backgrounds and cultures, some of whom were graduates and some non-graduates, and most of whom had trained many years previously in colleges of education.⁴² Some of them had never used a library before. It became “increasingly apparent that the expectations of the teachers being trained were not consistent with those of the university environment”.⁴³ The idea of discussion during a lecture was foreign to most of them and many “expected the lecturer to provide clear-cut factual answers...”,⁴⁴ in fact, they would have preferred to have been given notes by the lecturer. Many students were severely disadvantaged as they lacked language skills and other competencies such as topic analysis and essay writing. A large number of the DSE students were part-time, attending lectures after school. They would then return home “without much contact with other students and not being able to share experiences and resources”.⁴⁵ Bawa believed it was essential for them to have the opportunity to get to know each other as a group and to begin their own networks of support, encouragement and sharing.⁴⁶

Bawa requested Bulman's assistance from her CUED base to help her initiate an orientation programme which would be a type of bridging course at the start of 1991. A two-weekend orientation workshop was organised before the start of the academic

⁴¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

⁴² Bawa, R. 1991. Taking a new look at an old course. *Education Development Update* 1(4): 2.

⁴³ Bawa, 1991: 2.

⁴⁴ Bawa, 1991: 2.

⁴⁵ Bawa, 1997.

⁴⁶ Bawa, 1997.

year “to give students the opportunity to become familiar with one another, with the university environment and with the demands of the course”.⁴⁷ During the workshop they were introduced to listening skills, note-taking skills and reading strategies. A general campus orientation was also given to familiarize them with the campus and what services were offered to students. The success of the workshop was noticeable in the “marked difference in students’ attitudes towards the Diploma and its demands”.⁴⁸

The orientation workshops for the DSE course were a success and have continued to the time of writing. They were subsequently reduced to intensive two-day workshops, during which students were provided with accommodation to maximise the available time (payment for these workshops was over and above the normal fees). Bulman continued to facilitate the running of these workshops until 1994 and beyond. However, she gradually reduced her input as she insisted that the DSE co-ordinator and other lecturers on the course participate, with a view to taking over the planning and running of them in the future. She believed that lecturers familiar with the course content were in a better position to make the orientation more relevant to the students. This was done until Bulman felt that her input was no longer required.

Bulman remained in her position as EDP co-ordinator, but only for the Faculty of Arts, and in 1993 Desiree Manicom became the new EDP co-ordinator for the Faculty of Social Science. On taking up her appointment, she stated that

In the Department of Information Studies a three-year part-time tutorship will focus on research into staff and student development practices in the Diploma in Specialised Education and the Advanced University Diploma in Information Studies on evaluation and on curriculum development.⁴⁹

⁴⁷ Bawa, 1991: 2.

⁴⁸ Bawa, 1991: 2.

⁴⁹ Manicom, D. 1993. The Faculty of Social Science education development programme. *Educational Development Update* 3(1): 6.

This did not actually happen. In spite of a strong motivation on the part of the Department for its own part-time co-ordinator, the Faculty Board turned down the request as the Department was a post-graduate Department and the Board believed that the need was greater in other Departments. Although Manicom was not involved with any major workshops or projects in Information Studies, she helped a great deal with the Honours candidates by providing advice and assistance to individual students.

Generally it can be said that the staff of the Department worked closely and well with ED staff. They saw the necessity for ED and acknowledged the benefits of it. This was reflected in the various workshops and enrichment sessions which were held in the Department up to 1994 (see section 6.1.7). Departmental staff also appreciated the efforts which were made to help individual students with particular problems and to help the staff improve their teaching methods. There were occasions when staff members were reluctant to participate in certain programmes. This was due mainly to a lack of time because of heavy teaching loads, or the belief that they were not as qualified to help as the ED staff.

8.3.4 Internship Programme

Originally known as the Ford Foundation Programme, the Department continued to participate in the Programme as it had done since the start of the Programme in the 1980s (see section 6.1.7). Individual staff members were involved in one-to-one mentoring relationships with black students, some more successfully than others. Not only did it help students financially but in many cases it gave them skills and confidence which led to an improvement in their academic performance. It frequently gave staff greater insight into the problems facing individual students.

8.3.5 Opening up of regional contacts

The aims of Stilwell's furlough in 1991 were to further her "research in the field of public/community libraries and to build links with other library and information studies

departments"⁵⁰ in southern Africa. The furlough was successful in both these aims. Stilwell's trip was of particular value for the Department because she established or renewed contacts with a number of other departments in the region. This can be viewed as the start of a new initiative in the 1990s to build and maintain links on a regional basis, mainly within the SADC region. The academic boycott had been lifted and it was partly the Department's new-found confidence in itself which allowed this initiative. The importance of these regional links have continued to be recognised through the 1990s.

Stilwell's trip to the Western Cape in October 1991 included a visit to "a representative sampling of resource centres"⁵¹ and interviews with resource centre workers. Her visit to the School of Librarianship at the University of Cape Town enabled her to renew contact with Dr Mary Nassimbeni, who had completed research on community resource centres, and to meet Cathy-Mae Karelse, who was working on a research project involving two well-established resource centres. Of great significance were their discussions regarding the NEPI initiative. Nassimbeni, Karelse and, to a lesser extent, Stilwell, assumed major roles in the NEPI LIS process.

During her furlough period Stilwell obtained funding from the University to travel to Botswana and Namibia in November 1991. She observed the Village Reading Room Project at first hand and visited the University Library of the University of Botswana. It was Stilwell's visit to the Department of Library and Information Studies at the University of Botswana which was particularly rewarding. It was a large department, headed by Peter Havard-Williams, with eight full-time staff members, all with their own interesting areas of speciality. For example, Mchombu had recently completed the final report of the first phase of a research project on information provision for rural development in Botswana, Malawi and Tanzania. Having been given a copy,

⁵⁰ Stilwell, C. 1992a. Unpublished furlough report. Pietermaritzburg: University of Natal, Department of Information Studies: 1.

⁵¹ Stilwell, 1992a: 1.

Stilwell referred to it as an “extremely useful source”.⁵² She stated that it would be “invaluable in our teaching and research programme at all levels and was used by Professor Horton in the paper he gave at the Curriculum Conference in Pretoria in January 1992”.⁵³ Staff of the University of Botswana were keen to visit the University of Natal and wished to keep up the contact which had been formed. Havard-Williams also volunteered his services as an external examiner.

The significance of Stilwell's initial contact during her furlough trip in 1991 has to be recognised. Although not all the plans made at the time were realised, the importance of the development of this contact between the two departments was demonstrated over the following years. Havard-Williams was used as an external examiner by the Department and was appointed external assessor from the profession for the Departmental Review of 1993. Mchombu was part of the selection committee for the Chair in November 1995. There has been mutual external examining by the two Departments. Kaniki, at the request of the DSE (Deutsche Stiftung für Internationale Entwicklung), has been involved with an evaluation of one of their courses and Aina has included Departmental staff in his *Who's Who in library and information science training institutions in Africa*⁵⁴ booklet.

Namibia was the final destination on Stilwell's trip. She spent time at the University of Namibia's Department of Library and Information Science. She obtained Professor A-J. Totemeyer's reports on her national survey of school libraries and on the community/public library, which were “intended to form an important part of planning for provision on a national level in Namibia”.⁵⁵ Useful contact persons working in Stilwell's field were also provided by the staff of the department at the University of Namibia. Stilwell visited the University of Namibia's Library, the Namibian Information

⁵² Stilwell, 1992a: 2.

⁵³ Stilwell, 1992a: 2.

⁵⁴ Aina, L.O. ed. 1995. *Who's who in library and information science training institutions in Africa*. 2nd ed. Ibadan: Archlib and Information Services.

⁵⁵ Stilwell, 1992a: 3.

Workers' Association (NIWA) and the Katutura Community Library. It was especially important to her to see what had been achieved in the newly democratic Namibia and therefore what might be possible in a future democratic South Africa. Some of Stilwell's first-hand knowledge of these various projects was brought into the education and training document prepared for the NEPI report.⁵⁶

Stilwell summed up the benefits of a trip such as this when she said that it was “a useful source of research material and of important contacts for the department and the university”.⁵⁷ She highlighted the fact that the relationship with the Department and the University of Botswana would “prove especially rewarding as a link with African and international scholarship in Library and Information Science studies”.⁵⁸

8.3.6 Continuing education and liaison with the profession

Kaniki's recent article⁵⁹ indicates that tertiary institutions are very aware of the need for continuing education. Although the Department has recognised this need, it has not had the resources or staff time to pursue it in a formal manner. However, there has been an increasing informal programme of continuing education consisting of local and overseas visiting lecturers and practitioners speaking in the Department during the 1990s. These lectures and workshops on a wide variety of information-related topics attract both university staff and professionals in the field. For example, in 1994, Kay Raseroka, University Librarian from the University of Botswana and Head of IFLA, African section, delivered a lecture on “The role of IFLA in African Library and Information Services”.⁶⁰ In a small way, therefore, the Department has been able to fulfil its role in continuing education to the LIS profession informally by

⁵⁶ Stilwell, 1997b.

⁵⁷ Stilwell, 1992a: 3.

⁵⁸ Stilwell, 1992a: 3.

⁵⁹ Kaniki, 1997a: 1-5.

⁶⁰ Librarian from Botswana. 1994. *NU Info* 4(5): 8.

means of lectures and workshops rather than formally by offering courses. The Department recognises the importance of interaction with the profession and has made increasing efforts to consult with and include practitioners in various ways. Practising librarians have been invited to participate in student selection and occasional meetings have been set up to discuss certain issues. For example, in July 1992, Bell and Kaniki held a meeting for practitioners to discuss their requirements of students in the cataloguing and classification areas. This type of meeting helps to keep staff informed of developments in the field.

8.4 The 1993 Departmental Review

By 1993 the position of the Department had improved considerably on a number of levels. As mentioned earlier in this chapter, there had been an improvement in the staffing situation regarding the number of staff, their qualifications and their research output. Also mentioned was an improvement in the standard and variety of course offerings, (see section 8.1) and in the accommodation and resources of the Department (see section 8.1). There had been involvement with LIS agencies on a local, national and regional level and the potential for leadership was demonstrated as staff began to participate in various LIS processes (see section 8.2). The Department faced the prospect of evaluation in the 1993 Review with greater confidence and from a much stronger position than was the case in 1988 (see section 6.2.1).

The Departmental Review of 1993 recorded the consolidation process of the 1990s. The Review provided a useful yardstick by which to measure the growth and achievements of the Department in the early 1990s. It also confirmed what had been built on and achieved since the CUP Review. It was even suggested in the Review that the CUP recommendations had been carried out too conscientiously by Horton. The Department believed that its name change from Library Science to Information

Studies in 1989 was “a more appropriate description of its activities”⁶¹ as it approached the new decade.

The Review Committee constituted by the Faculty was to undertake the five-yearly review of the Department. Its members consisted of two members of staff from the Faculty of Social Science, *viz.* Professor Mike McGrath from Economics and Professor Graham Lindegger from Psychology, Margie Gray, an Assistant Director of the NPLS and Professor Peter Havard-Williams, the Head of the Department of Library and Information Studies at the University of Botswana. The latter two members were external Assessors. The process of gathering information for the Review began in 1992, with most of it being collected in that year and some of it being updated early in 1993, in preparation for the report. Numerous submissions from a variety of sources were made to the Committee. An important source for the Review was the Department's Self-evaluation, which was compiled from individual submissions by the staff of the Department. Submissions were also requested and received from external examiners, individuals representing professional and community opinion, graduates and diplomates of the Department and other University departments and the University Library. Student representatives were chosen from the various courses and a meeting was held between them and the members of the Review Committee. The preparation of this Review report was aided by the Department's experience of its 1988 Faculty Review and the CUP Review of 1989 and was presented to the Faculty Board in May 1993.

8.4.1 Departmental Self-evaluation⁶²

The staff gave a detailed overview of the Department's activities and achievements over the previous five years, “identified major shortcomings in resources, and

⁶¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

⁶² After circulating a questionnaire within the Department, Stilwell drew up the document in preparation for the Review and called it a Self-evaluation. As this aptly describes its contents, the name will be used throughout instead of the Internal Departmental Review, as it was referred to in the 1993 Departmental Review report.

identified opportunities for new development".⁶³ The Self-evaluation stated that the direction of the Department had, to a large extent, been driven by the CUP recommendations of 1989. The staff claimed that problem areas identified by the CUP had been addressed. They stressed that the Department was "very aware of its goals and its role in the information world".⁶⁴ The Department aimed

to educate and train qualified library and information workers from introductory to Ph.D. levels, who are able to be receptive, responsive and adaptive to the information requirements of all South Africans, and who may take the initiative in a re-oriented library and information system to address imbalances in the preparedness of students entering into study by whatever methods are appropriate to upgrade or re-orient the profession when necessary through in-service training programmes, advice or guidance.⁶⁵

It was important that the Department saw "itself as attempting to achieve the goals of the University mission statement, particularly with regard to redressing imbalances in society".⁶⁶ The Review noted this and drew attention to the Department's high level of commitment to the University's goals and stated that the Department was at the "forefront of adapting to the changing racial composition of the University's student population, with the accompanying demand for increased teaching input required of staff".⁶⁷ The Self-evaluation stressed the fact that major revisions had taken place in all courses to develop appropriate curricula for African and South African conditions.

⁶³ University of Natal. Department of Information Studies. 1993. Departmental Review: 5.

⁶⁴ University of Natal. Department of Information Studies. 1992. Self-evaluation: 2.

⁶⁵ University of Natal. Department of Information Studies. 1992. Self-evaluation: 2.

⁶⁶ University of Natal. Department of Information Studies. 1992. Self-evaluation: 3.

⁶⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 5.

Staff had not only increased their research output but had participated actively in community organisations.

The internal Self-evaluation gave evidence of the Department's "severe resource restraints, which threaten its ability to maintain the quality of its academic graduates".⁶⁸ Staff outlined various problems related to physical space, library resources, Departmental equipment such as computers and the lack of access to on-line teaching facilities and these were all raised in the Review.

The Review Committee was pleased to see in the Self-evaluation a statement of the Department's aims. It did, however, recommend that the Department should add to these: "research, advisory and consultancy aspects of service; and provision of service to the University".⁶⁹ The Assessors commended the Department on their achievements, but thought that the Department should motivate more strongly in its requests for resources.

8.4.2 Staffing

By the time the 1993 Departmental Review was presented the Department's situation was more favourable than it had been at any time before. The staffing position at the time can be summarized as follows: Horton held the Chair as Head of Department. With his Ph.D. qualification he led the supervision of students at doctoral level. Verbeek held the position of Senior Lecturer through personal promotion and had an M.A. in History. Stilwell graduated with her MIS in 1992 and was appointed as a Senior Lecturer from January 1992. Kaniki, with a Ph.D. from Pittsburgh, arrived from Zambia in July 1992 to fill the post of Lecturer. His Ph.D. qualification was seen as an important asset for the Department. Not only did it raise the general level of staff qualification but Kaniki would also be able to share the increasing demand for

⁶⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 5.

⁶⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 17.

doctoral supervision with Horton. Bawa held the position of Lecturer and had an M.A. in Education. Rayner vacated the post of lecturer at the end of 1992. Rayner and Fiona Bell, both with Honours degrees, subsequently filled this post as part-time lecturers on a contract basis, in 1993. It was important for the Department's recognition that at this stage its staff had a range of good qualifications from a variety of international institutions.

Regarding the qualifications of staff in Library Science departments in South African universities, generally, the CUP Review had noted in 1990 that "the formal qualifications of their academic staff are generally not as high as those normally expected of university departments, and the research output of staff in terms of publications as well as of conference papers has not reached the level which could reasonably be expected of staff at a University".⁷⁰

Staff members present during the 1988 Review acknowledged the importance of research but stated that they "had little opportunity to pursue postgraduate study or research, given the burden of their workload".⁷¹ This had then become possible with the arrival of a new Head and the increased number of staff in the Department. Horton was responsible, too, for encouraging staff to gain higher qualifications and to have research published. Horton indicated that he wished to increase the number of staff with doctorates. The Review had supported this idea "provided that it does not conflict with other aspects of University policy, or with particular staffing needs".⁷² By 1993 Stilwell and Bawa had, in fact, already embarked on research towards their doctoral theses.

⁷⁰ CUP, 1990: 8.70.

⁷¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

⁷² University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

8.4.3 Research output

The staff noted in their internal Self-evaluation that the “research output was adequate, with room for improvement, and drew attention to the increase in research activities since the CUP Review”.⁷³ This increase is reflected in the number of journal articles, chapters in books, conference papers and other publications produced and shown in Appendix One. Horton was able to provide advice and strategies for other staff members regarding the publication of their work. The Review commented on the lack of research from part-time staff and cited this as “an added reason for the reservation about employing part-time lecturing staff”.⁷⁴

During 1992 the Department instituted a series of research seminars, with the intention of stimulating research. The Review believed that this was “a positive initiative which should be sustained”.⁷⁵ Although the Department maintained in its internal self-evaluation that it did not normally practise co-authorship with students, the Review suggested that the Department “should look more closely at the possibility of joint publications with students”.⁷⁶

The Review acknowledged the research grants obtained by the staff, but also encouraged staff “to obtain a ‘research category’ and use the funding opportunities which are available from the University Research Fund and CSD”.⁷⁷ There had for many years been controversy surrounding the question of SAPSE ratings for journal

⁷³ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

⁷⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

⁷⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

⁷⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

⁷⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 10.

articles. The Review acknowledged the claim made by the staff in the Self-evaluation that there is “consensus about the arbitrary nature of the SAPSE ratings for journals”, but agreed that these were “considered important by those who decide on staff promotions”.⁷⁸ The staff struggled with this issue as they believed it was equally important to support local or regional publications. For this reason some not only increasingly supported the rather positivistic *South African Journal of Library and Information Science* (SAILIS) journal which was SAPSE rated, but were eager to support the journal *Innovation*, as noted in section 7.5.2. Published by a collective on the campus, this journal was not SAPSE rated but was abstracted in *Library and Information Science Abstracts* and indexed in Index to South African Periodicals (ISAP). For example, Stilwell served on the collective and Kaniki was prepared to be a guest editor for an issue on Education and Training. The Review went on to stress “the importance of publishing in peer reviewed internationally recognised journals”, and recommended “that the Department should concentrate on increasing its output of articles in refereed journals”.⁷⁹ (See Appendix One for a list of Departmental publications). Although not specifically noted in the Department Review, staff and students were making a significant contribution to the published literature of LIS. This was reflected in Dickson’s “An initial bibliography of changing librarianship in a changing South Africa”,⁸⁰ where 22% of the 541 publications listed were those of staff and students of the Department. Another significant publication which reflected the Departments’ progressive approach was Stilwell’s article on community libraries published in the 1991/1992 *Progressive Librarian*⁸¹ which was subsequently selected for publication in the 1992-1993 *Alternative Library Literature*.⁸² Stilwell’s contribution

⁷⁸ University of Natal. Department of Information Studies. 1992. Self-evaluation: 12.

⁷⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 11.

⁸⁰ Dickson, 1993.

⁸¹ Stilwell, 1991/1992.

⁸² Stilwell, C. 1994. Community libraries: a viable alternative to the public library in South Africa. In: Berman, S. and Danky, J.P. eds. *Alternative Library Literature: 1992-1993: a biennial anthology*. Jefferson, N.C.: McFarland: 237-242.

to this biennial anthology remains one of the few South African articles to have been accorded recognition in progressive LIS circles in the U.S.A.

8.4.4 Management of the Department and Faculty relations

As previously mentioned in this chapter, the appointment of the new Head, Horton, was beneficial to the Department in many ways. Under his leadership the staff grew more confident and formed a cohesive group.⁸³ In interviews conducted for the Review, staff generally made favourable comments on the improvements in staff morale and on the style of management of the Head.

All the full-time members of staff actively contributed to the affairs of the Board of the Faculty of Social Science and also served the University on numerous committees and other bodies.

8.4.5 Student enrolment and graduation

(See Appendix Three Table 1 for numbers of graduates)

An investigation by the Review into the FTE question revealed a few anomalies and a great deal of uncertainty as to which data could be regarded as accurate and reliable. This inaccuracy of data resulted in serious implications for the Department's cost and revenue analysis and therefore its assessment of its future viability in the University.

The Development and Statistics Division supplied data which yielded an FTE count for 1992 of 35,9 for the Department.⁸⁴ There was a problem in that this data did not include the DSE students. Although the Department taught approximately 75% of the DSE curriculum, these students were registered in the Faculty of Education.

⁸³ University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

⁸⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 3.

Furthermore, the FTE estimates for 1991 which were received from four different sectors of the University showed a wide variation. The estimate given by the Head of Department was 96 FTEs. The Department claimed that the University's estimate was 48 FTEs. To further confuse matters 33,5 FTEs was the figure supplied by the Development and Statistics Division, but when the DSEs were included in this count the FTEs rose to 48. The Financial Data Analysis report gave an FTE value of 74.

One of the Review's main concerns was the absence of the DSE registrations "from the 'official' estimate of FTEs for the Department of Information Studies...".⁸⁵ The Head of Department was asked to check that the Department's FTEs were correctly reflected in the statistics which were to be used for planning purposes by the University.

8.4.6 Cost and revenue analysis

Financial figures taken from the University's *Report Financial Data Analysis 1991* showed the Department's student fee revenue, its total subsidy earnings and its total income and expenditure.⁸⁶ From these figures it seemed to compare "very unfavourably with other Departments in the Social Science Faculty".⁸⁷ The Department spent R6 351 per FTE student, "compared to the Faculty average per FTE of R3 814".⁸⁸ The Review believed that the FTE value of 74 given by the Financial Data Analysis report may have overstated the Department's true position, thereby suggesting that its actual financial position was less favourable.

⁸⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 3.

⁸⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 3.

⁸⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 3.

⁸⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 4.

Even at the time of the 1988 Review, the Department's financial situation was not good, with a Weighted Staff Student Ratio (WSSR) of 19,49 with 3,5 academic staff. The 1988 Review had recommended 2,5 new posts but had only proposed "activities which would add not more than 25 new FTEs".⁸⁹ This had led to a worsening of the FTE/SLE ratio and therefore a much higher cost situation.

The Review believed that if its proposals to increase registrations were successfully implemented, the average cost per student would be lowered, but its average costs would still probably "remain substantially above the Faculty".⁹⁰ However, the Review recommended to the Vice-Chancellor's Review (VCR) that the Department should be treated "as a special case"⁹¹ when establishing planning targets for the Faculty of Social Science. There would have been severe pressures on the resources which would have been available to the Department if this was not done.

8.4.7 Academic courses

After the 1988 Review the Department undertook major revisions of all its courses and developed new ones. In doing so it "attempted to develop courses which are appropriate to the needs of information workers in the dualistic context which exists in Africa, attempting to educate its students to the information needs both of poor communities, and to the needs of hi-tech users, while at the same time retaining its academic standards".⁹²

⁸⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 4.

⁹⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 4.

⁹¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 4.

⁹² University of Natal. Department of Information Studies. 1993. Departmental Review: 5.

8.4.7.1 Diploma in Specialised Education (School Librarianship)

The re-launch of the DSE (School Librarianship) programme is described in section 8.3.1 of this chapter. The Diploma was accredited by the Committee for Education Heads and was “accepted by many of the relevant Departments of Education”.⁹³ As stated, the admission requirements for the Diploma were matriculation plus an education diploma and three years of teaching experience. It aimed to allow “qualified practising teachers to specialise as teacher librarians”.⁹⁴

The Diploma's curriculum, offered on a full-time and part-time basis, consisted of six courses. The initial orientation workshop and a two-week fieldwork visit for students to work in local school libraries were also part of the curriculum. The Diploma required a high level of student contact which involved over seven hundred periods of attendance at lectures and practicals for the full-time students. The intensive teaching on the DSE course also placed a heavy burden on the staff. In the review process, staff had urged that an Education Development Programme (EDP) tutor be appointed for the DSE group. The benefit of a model teaching library for the DSE was also recommended and it was suggested that “the EDP tutor could act as Librarian in the teaching library”.⁹⁵ Owing to the difficulties experienced with the EDP tutor system and a staff shortage this was not implemented.

The Review stated that the DSE course had an intentional South African emphasis and that it was “sensitive to the vast disparities which exist in South Africa”.⁹⁶ Not only did the Diploma directly upgrade the qualifications of school teachers but it also

⁹³ University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

⁹⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 6.

⁹⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

⁹⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

indirectly upgraded “schools in the Black schooling system”.⁹⁷ Bawa recognised the fact that most teachers came into the course in order to learn how to run a school library. However, the challenge was there to make them better teachers, to inculcate a culture of learning and teaching in a way that was resource based. For example, the organisation and management of information was something that they would always remember from the cataloguing and classification they had learnt. Therefore the skills which they had learnt would potentially always be of benefit to them. In this way the Department believed that although many of the students would not ultimately work in a school library, it was sending out better teachers, almost as missionaries who would instil a new spirit in their colleagues.⁹⁸

At the time of the Review, the Department was seriously considering teaching the DSE course during school vacations. Students who attended part-time classes in the afternoons had problems with public transport and students were drawn from Durban and throughout the Natal Midlands. Another factor was the possibility that, in the future, full-time students would not be granted paid study leave to attend the Diploma by their Education Departments. (The Education Department, amalgamated into one department after 1994, in fact did refuse study leave to students from 1996).⁹⁹ If the course was taught during vacations, there “would be greater flexibility and access to courses for students”,¹⁰⁰ and therefore the Department would have been able to increase its student intake. Although the Review requested that the Department investigate this further and report to the Faculty Board, this was not taken further, possibly because of Bawa's departure in June 1993. The DSE course continued as before on a full-time and part-time basis.

⁹⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

⁹⁸ Bawa, 1997.

⁹⁹ Radebe, T.E. 1998. Pers. comm. University of Natal, Pietermaritzburg. April.

¹⁰⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

8.4.7.2 Advanced University Diploma in Information Studies (AUDIS)

As it had always done, the AUDIS course offered a basic professional training for information workers. It was offered on a full-time basis over one year or on a part-time basis over two years. The programme consisted of eight courses: Cataloguing, Librarianship, Management, Readership, Information Science, Organisation of Information, Automation and Research Methods. AUDIS involved a heavy workload for staff and students. A full-time student had “730 contact periods in the course of the year”, and also had “to contribute 26 hours of community service, and participate in fieldwork visits”.¹⁰¹ Although the heavy workload for this course had been noted in the previous Review (see section 6.2.1.4.2) and staff had been willing to look at alternative methods of instruction, it had “not been possible to reduce the contact hours”.¹⁰²

Over the five years of the Review period, the Department made “extensive revisions” to the AUDIS courses to make them not only “appropriate to the African context” but it also recognised “the need to maintain the coverage of the internationally accepted basics”.¹⁰³ The AUDIS course was still accredited by SAILIS, and was given international recognition, as it was recognised by the LA.¹⁰⁴ While the researcher was unable to trace specific documents in support of this assertion made in the Departmental documents at the time, an enquiry to the LA in London casts some light on how this perception of LA accredited courses came about. In e-mail to the

¹⁰¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

¹⁰² University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

¹⁰³ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

¹⁰⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 7.

researcher, Kate Wood on behalf of the LA stated:

We received a number of applications from holders of South African qualifications, and in each case I wrote to the university for details and then again if we agreed to "accredit" that particular qualification.¹⁰⁵

8.4.7.3 Bachelor of Library and Information Studies (Honours)

Students with an AUDIS or equivalent qualification were considered for acceptance into the Honours programme. The Department preferred and encouraged students who applied to register for Honours to have had a few years experience in the field, as the student gained more from the programme by having experience. The Honours programme allowed students the chance to specialize and it aimed "to prepare candidates for research, as well as further professional advancement".¹⁰⁶ One of the features of the Honours programme was its particular emphasis of the South African situation.

Students needed to complete five papers from a choice of eight and the work was taught by means of seminars. The Honours curriculum was totally revised in 1991. In 1993 a full new course in Children's Books and Illustrations was offered for the first time, as was a course on Developmental Librarianship.

8.4.7.4 Master of Library and Information Studies

There were two programmes offered by the Department at the Master's level. The first programme was a Master's by dissertation. The candidate was responsible, together with the supervisor, for the choice of subject for the dissertation. The strong demand for this course had continued from the 1980s, when 17 students were registered for the course and nine applicants were waiting for admission. This

¹⁰⁵ Wood, K. 1998. Letter to Fiona Bell. 19 October.

¹⁰⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 8.

unmanageable situation, where “the Department did not have the resources to supervise the additional students who had been put on hold”¹⁰⁷ was mentioned in section 6.2.1.4.4. In spite of these difficulties within the four years since the 1988 Review “the Department had graduated 14 Master's students”.¹⁰⁸

One of the criticisms which the CUP Review had of the Department was the slow throughput of its Master's students. Horton had helped to remedy this, even though a number of problem students had been inherited from his predecessor. Improved throughput of Master's and doctoral students had been “facilitated by the adequate staffing of the Department and the allocation of workloads so as to allow for adequate Higher Degree supervision”.¹⁰⁹ The Faculty had also tightened up the entrance criteria by scrutinizing a full research proposal prior to registration. Horton was responsible for supporting all supervision at Master's and doctoral levels and encouraged new staff to co-supervise until they gained sufficient confidence to supervise on their own. A proposal to offer a new Master's degree by combined coursework and dissertation to follow on from the Honours degree was considered by the Review. They believed that a demand for this degree existed, and realised that it would be an important addition to the Department's offerings.

This two-year part-coursework, part-research Master's degree, which was designed by the Department in 1992, was also intended to accelerate the throughput process. A candidate with an Honours degree in any field was eligible for the programme but at the time of the 1993 Review there had not been any registrations for the programme. The Review supported its retention as it did not require any additional

¹⁰⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 8.

¹⁰⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 8.

¹⁰⁹ University of Natal. Department of Information Studies. 1992. Self-evaluation: 11.

resources.¹¹⁰ The introduction of the coursework Master's has been discussed in detail earlier in section 8.3.2.

8.4.7.5 Doctor of Philosophy

As mentioned in section 8.1, when Horton arrived in the Department, he supervised Johnson Govender, the Department's first Ph.D. student, who graduated in 1991. A second Ph.D. was awarded in 1992 and at the time of the compilation of the Review Report there were five candidates enrolled for the Ph.D. degree. Within three years the Department had established a reputable Ph.D. programme which enabled it to take up a leadership position in doctoral research in the region (see Appendix Three Table 1).

8.4.8 External examiners

Reports received from nine external examiners indicated the existence of satisfactory standards in the Department. However, because the Department usually appointed an external examiner for each paper, the Review maintained that the examiner was not able to give an overall assessment of individual students or individual programmes. To overcome this problem the Review suggested the appointment of one external examiner for all its programmes or one examiner for each programme. The examiner would then be able to have an ongoing overview of the courses and the students' performance. This was implemented soon after the Review when Leach, a Regional Librarian for the NPLS with an MIS qualification, was appointed as external examiner for all courses.

8.4.9 Opportunities for new developments

The Review Committee fully supported the proposal to offer an undergraduate course in Introduction to Information Retrieval (IIR), which was planned for the Social

¹¹⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 8.

Science undergraduate curriculum. The Review Committee believed that it was a very sensible course to offer. It would raise the FTEs and could not be compared to the orientation programme for students offered by the University Library.

The Review Committee recommended that the Department should attempt to offer various other training courses, such as “information studies training courses according to demand where spare capacity is available”.¹¹¹ They urged the Department “to proceed with the proposed winter school in resource centre training” as a follow-up from CRCTP and “to continue with the feasibility study of offering publishing courses”.¹¹²

8.4.10 Students

The Review Committee looked in detail at all statistics regarding students, the selection process, the intake, the throughput and student evaluation of the Department's courses.

8.4.10.1 Numbers

The number of students being attracted to the Department was “more than adequate for all programmes without advertising”.¹¹³ For both the AUDIS and DSE courses there were more applicants than places available in the 1990s. For AUDIS the intake was limited by the size of the lecture room and the serious shortage of copies of the 20th edition of the Dewey Decimal Classification Scheme and for the DSE it was the intake limit of 15 students (as noted in section 8.3.1) for the Media Studies course in Education and also, to a lesser degree of course, the size of the lecture room. Another consideration which limited the potential intake of AUDIS students,

¹¹¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 9.

¹¹² University of Natal. Department of Information Studies. 1993. Departmental Review: 9.

¹¹³ University of Natal. Department of Information Studies. 1992. Self-evaluation: 10.

particularly, was the employment possibilities. The staff were careful that the Department was not seen to be flooding the market with graduates who had no prospect of finding employment.

The selection of students at all levels was done very carefully. This process involved interviews, which were usually undertaken by the co-ordinator of the course and one other staff member. During 1992 practising librarians, alumni and present students were asked to participate in the selection process.¹¹⁴ This gave new insights to both staff, students and practitioners.

The Department was pleased that the total student intake “appropriately reflects the demographic composition of the country”.¹¹⁵ This was apparently unusual in a South African Department of Information Studies, according to the NEPI LIS research on education and training. From the early 1990s the Department began to attract students from beyond the country's borders. The 1993 intake included students from Kenya, Zambia and Lesotho (see Appendix Three Table 2). This development was, as it suggested, significant in that the Department's courses were an attractive option for other African students and recognised not only on a national level but also within parts of anglophone Africa. Added to this recognition was support for the Department by overseas funders, who, from the 1990s, were willing to sponsor students undertaking various programmes. The British Council was the first overseas agency to start sponsoring students in this way.

The staff was aware that the excellent numbers of applicants of the early 1990s might not last. They saw the new and expanded academic programmes of the

¹¹⁴ University of Natal. Department of Information Studies. 1992. Self-evaluation: 10.

¹¹⁵ University of Natal. Department of Information Studies. 1992. Self-evaluation: 10.

Department, which had been implemented, as a means of ensuring that they continued to attract students in the future.¹¹⁶

8.4.10.2 Evaluation of the Department by students

The Department conducted evaluations of its courses on a routine basis. The 1992 evaluations submitted to the Review showed a positive response, overall, from the students. Students generally regarded the standard of teaching as high. Six student representatives from the DSE, the AUDIS and the Honours courses met with the internal members of the Review and “unanimously expressed satisfaction with the relationship which they have with the staff, and felt that the courses...were very relevant in the South African context, [and] that the Department was very responsive to changing conditions in South Africa”.¹¹⁷ Some suggestions for improvement in certain areas were made. Once again it was the subject of resources available to students which was commonly raised, such as complaints about the lecture venue; the lack of accommodation for postgraduate students in the Department, such as an Honours work-room, the limited access to computer terminals for on-line searching, the restricted space for exhibiting displays, the shortage of African journals in the University Library and “a lack of access to photocopying facilities in the Department”.¹¹⁸ The Review Committee requested that the Department investigate the possibility of renting a photocopier for student use in the Department.

Students from the DSE course raised various problems: a need for tutors to assist classes on an ongoing basis; difficulties relating to vacation fieldwork and the fieldwork visits to schools and that the Cataloguing and Classification course was too

¹¹⁶ University of Natal. Department of Information Studies. 1992. Self-evaluation: 10.

¹¹⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 11.

¹¹⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 11.

compressed when offered in one semester. The Review made various recommendations to address these problems.¹¹⁹

Although the Review realised that very good relations existed between staff and students of the Department, it believed that a Staff/Student Liaison Committee should be formed, which could meet on a regular basis.¹²⁰

The Review received favourable comments about the Department from former graduates. They indicated a greater need, however, for practical applications, particularly in cataloguing and classification. These needs could only be addressed once the resource problems of the Department had been attended to.

Graduates of the Department rarely struggled to find employment once they had graduated. This was a particularly satisfying feature of teaching in the Department. Staff knew that at the end of the AUDIS, for instance, almost every student in the class would find a position in the field. The Department would liaise with prospective employers regarding employment and would in this way “monitor the market”¹²¹ and “facilitate the appropriate placing of students”.¹²² This became a well-known characteristic of the Department and was largely due to the efforts of Verbeek, who had a large network of personal contacts.

¹¹⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 11.

¹²⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 12.

¹²¹ University of Natal. Department of Information Studies. 1992. Self-evaluation: 11.

¹²² University of Natal. Department of Information Studies. 1992. Self-evaluation: 11.

8.4.11 Library resources

As mentioned above, both in the self-evaluation and in the interviews conducted with the staff, the adequacy of the Main Library's resources was questioned. The Department noted that the books purchased with its grant were used to such an extent that they were forced to place many items on Short Loan to ensure that they were available for Information Studies students. The Department also claimed that the grant for journals was inadequate; its journal collection needed updating for its changed teaching emphases, and new southern African journals were required. Staff also commented on the lack of two important LIS indexing and abstracting services on CD-ROM in the library or the Department. It was, staff argued, important that a LIS training department should have access to these facilities in order that students' searching skills could be reinforced.¹²³

The library's collection development policy had prevented it from acquiring children's literature. In order to teach the appropriate courses staff had to acquire their own material and also make it available for student use. As a solution the Department had proposed "that a suitable grant should be made to the Shuter and Shooter Library located in the Department for the development of an appropriate collection to support the area of children's literature".¹²⁴ The Department was requested by the Review to list its requirements in detail and to have these reported or submitted to the Faculty Board. The Review noted that although the University had agreed to support the Department's postgraduate programmes, the lack of library materials had indicated that this commitment was "not being fully honoured".¹²⁵ The Review then requested that the Department submit detailed inventories and costings of its needs to the

¹²³ University of Natal. Department of Information Studies. 1992. Self-evaluation: 15.

¹²⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 13.

¹²⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 13.

Campus Executive in order for them to make good the shortfall, even if it was over a number of years.

8.4.12 Departmental accommodation

As mentioned in section 8.1, the Department moved from its cramped accommodation on the first floor of the Old Main Building into a house situated in Milner Road, previously known as the Monastery, in January 1991. The new premises for the Department had increased the office space for staff members by 64% and had added almost 10% to the classroom space. The allocation of space was then approximately equal to the SAPSE entitlement.

In spite of the Department's improved accommodation, the Review received numerous complaints from staff and students who had problems. The main problem was the lecture room, which was poorly ventilated and staff and students experienced very high temperatures in summer. This made it almost impossible to teach and learn in the room. Before the move Horton had been unsuccessful in obtaining work-rooms for post-graduate students and this continued to be a problem. Honours students, in particular, complained about the lack of work space, which also restricted interaction in their group. Many black students expressed similar concerns, especially "because of the lack of work facilities in their own places of residence".¹²⁶

Although there were more offices available for the staff, offices varied considerably in their suitability and some still had to be shared. Some members of staff had better offices than they had ever had, whilst others occupied what was described as "battery chicken accommodation".¹²⁷ The Shuter and Shooter Library was unsuitably housed in the foyer of the Department. This was too small for practical teaching purposes and the heat in this area had caused deterioration of the books. The

¹²⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

¹²⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

Review made a number of suggestions as to how the Department might alleviate some of its space problems in the short term, but it agreed that the Department needed accommodation for its graduate students. It also recommended better housing for the Shuter and Shooter Library and the need for a small model library for teaching purposes.¹²⁸ The Review recommended that proposals should be brought to the Physical Planning Forum via the Faculty Budget Committee “in order to deal with the severe space problems being experienced”.¹²⁹

8.4.13 Equipment

As noted, staff and students expressed concern in their Review submissions about the availability of equipment which was seen as essential.

The shortage of copies of the Dewey Decimal Classification Scheme was a problem. The Department believed that each student should have the use of a copy for the duration of their course, as is the case in some other library schools. At the time of the Review, four AUDIS students had to share one copy. There was also a shortage of the second edition of the Anglo American Cataloguing Rules. Students needed their own copies and it was also essential for use in the open book practical cataloguing examination.

Space and staffing limitations had prevented the Department from establishing a small laboratory-type library, even though books had already been donated. This was regarded as “highly desirable”, because the AUDIS and DSE courses were “primarily practical career orientated courses...”.¹³⁰

¹²⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

¹²⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

¹³⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

The Department also maintained that its graduates were not being adequately trained for employment positions because of a lack of practical computer experience. Although there were many libraries in the country which were not computerised it was important that the Department should “keep abreast of the technology being used in modern libraries”¹³¹ and it was essential that graduates have this technical competence “because of the demands made by employers in the high income sector”.¹³² After investigation, the Review found that both the UCT School of Librarianship and the Department of Information Science at the University of Pretoria had their own computer laboratories containing ten to fifteen computers. They also had access to teaching libraries. It was only the Department at the University of Stellenbosch which did not have a computer laboratory or a teaching library.

The Department believed that access to SABINET was of vital importance and it was expected that once the Department was linked to the LAN system, SABINET would be accessed through the LAN. Students doing SABINET searches in the University library were restricted by time allocation. Any practical teaching was done on one terminal in the library. This situation was unsatisfactory as students watched and learned passively and did not gain the necessary confidence “through ‘hands-on familiarity’ with the systems...”.¹³³ The Department estimated that it needed at least fifteen terminals so that not more than two students would have to share a computer.

The Review was fully in support of the Department's claim that it lacked essential equipment. Horton was “requested to submit detailed proposals for meeting the backlogs...to the Faculty Budget Committee”.¹³⁴ Once again the Review commented

¹³¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

¹³² University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

¹³³ University of Natal. Department of Information Studies. 1993. Departmental Review: 14.

¹³⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

on the University's obligations towards the Department. Having recommended its continuation and having committed itself to maintaining standards, the Review maintained that “an investment in equipment to lift the Department out of its technological void”¹³⁵ was required.

8.4.14 Staffing recommendations

As already mentioned in section 8.1, the Head of Department had greatly improved the staffing position of the Department and this had resulted in a more satisfactory FTE/SLE ratio and cost analysis (see section 8.4.5).

The Assessor members of the Review maintained that the Department could not possibly function with fewer establishment posts for teaching staff because of the range of courses offered. The Review was aware of the large number of contact periods for the DSE and AUDIS courses. It noted that the increase in “the number of students from disadvantaged backgrounds”¹³⁶ had also caused an increased pressure on the teaching staff.

The Review recommended the upgrading of one of the Senior Lecturer's posts to an establishment senior lectureship, as one of these was due to personal promotion. They argued that the staff profile would then be more appropriate to “the postgraduate orientation of the Department”.¹³⁷ The Review believed that the Lectureship which had been filled since 1992 on a part-time contract basis by two lecturers should, in the interests of the Department, be filled by one full-time staff member. Problems had arisen with the arrangement as the part-time staff members

¹³⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

¹³⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

¹³⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 16.

had “not contributed positively to the research output of the Department”¹³⁸ and the student group interviewed stated that they had problems “with the accessibility of the part-time staff for consultation”.¹³⁹ Although the Head of Department had argued for an additional Administrative Assistant, the Review did not support this request.

Certain staff members and student representatives suggested the provision of additional education development. At the time of the Review, the Department depended on the advice and assistance of the Faculty Co-ordinator and offered a limited ED programme to the DSE and AUDIS students. Although the Review supported the need for an additional post of Tutor/Teacher Librarian in the Department, the Dean maintained that there was little hope that the Faculty would support another establishment post and therefore external funding should be sought.¹⁴⁰

8.4.15 Professional and community-related activities

Members of staff were involved in a wide variety of activities which were linked to their teaching and profession. The Departmental submission, however, recognised the need for “staff to be selective in undertaking obligations external to the Department”.¹⁴¹ Horton, particularly, believed that the staff were perhaps involved in too many ‘extra-mural’ activities and that their energies should be more focused on their own research and publication.¹⁴² It was, however, these outside contacts and links which staff members made that were in many cases invaluable for the future. As

¹³⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 16.

¹³⁹ University of Natal. Department of Information Studies. 1993. Departmental Review: 16.

¹⁴⁰ University of Natal. Department of Information Studies. 1993. Departmental Review: 15.

¹⁴¹ University of Natal. Department of Information Studies. 1993. Departmental Review: 12.

¹⁴² Horton, 1995.

stated in section 7.5.1, staff had played a leading role in the development of the new LIS association LIWO, formed in 1990, "as an alternative to the existing SAILIS".¹⁴³

The Review highlighted the fact that three members of staff had been chosen as researchers for a sub-group of the NEPI investigation. This was significant as it pointed to a recognition of the "pioneering contribution which the Department has made to developing appropriate Information Studies in South Africa...".¹⁴⁴ This was also evident in its being the first institution in the country to organise a resource centre training programme. Although this training programme had been discontinued there were plans to resume the programme as a winter school course in the future. Members of staff sat on the Executive of the Natal Resource Centre Forum (see section 6.3.3).

The Department had links with READ and was also involved in liaising with schools. Bawa met regularly with the heads of Education Departments "to determine direction and policy"¹⁴⁵ and Verbeek liaised with local school librarians. Bawa participated as a member of the Accreditation Review Discussion Committee for the Edgewood and Eshowe Training Colleges. Several members of staff had been involved with advising on local school and community projects at the following places: Taylor's Halt, Wembezi, Willowfountain and the Michaelhouse farm school.

In 1993 staff served as external examiners to the Universities of Fort Hare and Durban-Westville and to the Edgewood College of Education. The Review Committee noted the Department's accreditation by the LA and considered this significant. Although the Review recognised the Department's increasingly active role

¹⁴³ University of Natal. Department of Information Studies. 1993. Departmental Review: 12.

¹⁴⁴ University of Natal. Department of Information Studies. 1993. Departmental Review: 12.

¹⁴⁵ University of Natal. Department of Information Studies. 1993. Departmental Review: 12.

within the wider LIS community, the Assessors suggested that it “should market itself more actively in the University, and in the information studies profession”.¹⁴⁶

8.4.16 Recommendations

Recommendations that have been included in the relevant sections of the Review discussion above will not be repeated in detail here. An important recommendation was made with regard to reducing the cost per student. The Review Committee recommended expanding the range of courses offered by the Department and offering continuing education courses which were economically viable. However, even if the Department were to intensify its activities, the cost per student would still remain relatively high. The Review believed that the staffing and cost profile of the Department was more like a Science Faculty Department than one in the Social Science Faculty. Havard-Williams explained that similar cost difficulties had been experienced by Information Studies Departments in the United Kingdom during the 1980s. It was recommended there that LIS students should be attributed “to a cost centre other than social studies”.¹⁴⁷ This had made a significant difference when implemented at Loughborough University in the United Kingdom. The Review then recommended to the relevant University committees “that a special dispensation should be given to the Faculty of Social Science for allocating resources to the Staffing, Capital and Operating Budgets of the Department of Information Studies, and that appropriate norms should be established for this Department quite independently of other Departments in the Faculty of Social Science”.¹⁴⁸ The Executive of the University was requested to raise the problems of the cost of the Department with the Committee of University Principals and to seek additional subsidy.

¹⁴⁶ University of Natal. Department of Information Studies. 1993. Departmental Review: 13.

¹⁴⁷ University of Natal. Department of Information Studies. 1993. Departmental Review: 17.

¹⁴⁸ University of Natal. Department of Information Studies. 1993. Departmental Review: 17.

The Review process was positive in that it recognised the competencies of the Department, fully supported the courses it offered, and planned to offer, and endorsed the requests for resources and equipment which were essential. The recommendations made by the Review were substantial and helpful for the future planning of the Department, particularly in the areas identified as requiring improvement.

8.5 Developments in the Department during 1994

A new era in the country's political history dawned with the democratic elections of April 1994. A Government of National Unity was formed, with the ANC in the majority. Although these events signified further change, it was not immediately evident and did not impact upon the universities or the Department in any significant way before the end of the period covered by the thesis.

In 1994 the University was finalising its strategic planning with the completion and adoption of the VCR planning guidelines. It continued to face the prospect of further cuts in its government subsidy and this was to lead to staff retrenchment in the following years.

8.5.1 Continued involvement with LIS developments

The consolidation of the Department continued as it developed its courses and participated in many activities in the LIS sector. An example of the Department's continued involvement with developments in LIS was with the CEPD and the draft IPET document (see section 7.5.7).

One proposal in the CEPD draft working document, to reduce the number of legal deposit libraries in the country, caused great concern amongst librarians in Natal, particularly as it was indicated that one of the sites to be closed down was the Natal

site for legal deposit, the Natal Society Library. The Task Team was accused of a lack of consultation with the wider LIS community.¹⁴⁹

Staff in the Department joined LIWO and other concerned librarians in the province to protest the lack of consultation in the process of drawing up the CEPD LIS document and, in particular, the legal deposit issue. The Department provided a venue for the meetings and assisted in the statements of protest which were drawn up. The protest group from Natal drew the attention of the LIS sector to the situation and helped to ensure a more democratic decision-making process. It was in matters such as this that the Department could be seen to be playing an active role in the wider LIS community.

8.5.2 Staffing

Bawa left the Department in 1993 and was replaced in July 1993 by Thuli Radebe, a Subject Librarian from the University Library, who took over the position of DSE co-ordinator. Fiona Bell, a part-time lecturer, was appointed to the post of Lecturer from January 1994. Horton aimed to ensure that there was a limited number of temporary lecturers employed to do regular teaching in the Department. He believed that to have the bulk of the teaching performed by permanent staff was the ideal situation. Apart from specialist guest lecturers who taught for a single lecture session, by the end of 1994 this was largely achieved.

8.5.3 Marketing

By 1994 the Department had become more aware of the importance of public relations. Bell received this portfolio in the Department. From 1994 numerous photos and items of information relating to the Department have appeared in *NU INFO* to draw attention to its activities. A portable display promoting the Department was

¹⁴⁹ Legal deposit libraries... 1994: 1.

devised to enable easy handling for staff travelling to conferences. Newspaper advertisements were also used to attract students to the academic courses offered.

8.5.4 Academic courses

8.5.4.1 Records and Document Management

In 1994 Horton had the foresight to include a new module on Records and Document Management in the AUDIS curriculum. The introduction of this course was “dictated by the market place”.¹⁵⁰ It replaced Research Methods which was more appropriately moved to the Honours level, as this was a module with which AUDIS students generally struggled. Since 1996, Records and Document Management had been taught by an alumnus of the Department, Pat Stabbins, a local expert in the field.

8.5.4.2 Coursework Master's

The first intake of coursework Master's students registered early in 1994. The Department experienced no major problems with the running of the course. Thirteen Master's students graduated at the end of 1995. This increased number of students gave the Department a considerable advantage with regard to its FTEs.

8.5.5 Horton's retirement

Horton, who had contributed so much to the development of the Department since 1989, retired in 1994 due to the re-occurrence of a health problem. His retirement, as of 31 January 1995, was noted in the minutes of the Faculty Board. Horton returned to the USA early in 1995. Kaniki, who had been promoted to Senior Lecturer in January 1995, was made Acting HOD from 14 January 1995. He was appointed to the post of Professor and Head of Department with effect from 1 January 1996. The Kaniki era, which has brought many of the CUP Review recommendations to fruition, falls outside the scope of this research.

¹⁵⁰ University of Natal. Department of Information Studies. Proposed new AUDIS syllabus for 1995. [Filed with staff meeting minutes]

8.6 Developments in the Department since 1994

Although this period strictly falls outside the period covered by the thesis it is important to highlight two new academic courses which had their origins in 1994 or before and the transfer of the DSE (School Librarianship) from the Faculty of Education to the Faculty of Social Science.

8.6.1 Introduction to Information Retrieval (IIR)

In the early 1980s Verbeek had given tutorials to senior students and junior staff of the Faculty of Arts on sources of information.¹⁵¹ Horton, during his interview for the Chair, had shown interest in and knowledge of an introductory course in information skills. Out of this grew the Introduction to Information Retrieval course as an undergraduate offering. Initially conceptualized by Verbeek, the task of developing the curriculum fell to Leach on his appointment as Lecturer in February 1996. Leach enlisted the help of other Departmental staff in fleshing out the content and in the teaching. The course was first taught in the second semester of 1996 and offers considerable potential as a campus-wide offering. Fifteen students registered and completed the course in 1996.

8.6.2 Post-Graduate Diploma in Museology

This new one-year course has been designed “to provide a professional qualification for those interested in pursuing, or already embarked upon, a career in Museum work”.¹⁵² The Departments of Historical Studies (Pietermaritzburg campus) and the Classics Department (Durban campus), together with the Killie Campbell Africana Library and practitioners from local museums, have also been involved with the

¹⁵¹ Verbeek, 1998.

¹⁵² University of Natal. Department of Information Studies. 1996. Annual Report.

planning of this course.¹⁵³ It will be offered for the first time in 1998, thus fulfilling one of Mornet's aims at specialization in the 1970s (see section 4.8.2).

8.6.3 Transfer of the Diploma in Specialised Education (DSE) (School Librarianship)

The DSE course had always been administered by the Faculty of Education and the diplomas granted by them. During the 1990s the Department of Information Studies maintained that it was not gaining the necessary credits in terms of FTE's for this course, that the teaching component from the Education Faculty had been reduced and that the Department shouldered a greater responsibility for the administration of the Diploma than previously. It was for these reasons that the Department sought a transfer of this course into the Faculty of Social Science which was successfully completed in 1997. The transfer involved a number of rule changes but the content of the course remained essentially the same. The course will continue to include a module on Education and the Media Studies course will be run in the Faculty of Education.¹⁵⁴ The name of the course changed with the transfer to Diploma in School Librarianship (DSL).

8.7 Summary

From 1990 to 1994 the Department was able to consolidate its position in teaching and research. After its successful evaluation by the CUP Review Committee in 1989 and the 1993 Departmental Review, its improved status and contribution has been noticeable within the University and within the profession. Further growth and development has continued up to the time of writing. The Department's direction was influenced by LIS events of the period and it, in turn, contributed significantly to the process of change in the LIS sector. The position of the Department has fitted comfortably with the aims of the University as it entered a period of restructuring of

¹⁵³ University of Natal. Department of Information Studies. 1996. Annual Report.

¹⁵⁴ Radebe, 1998.

higher education. The approach of the University to restructuring in terms of the new government and higher education is discussed briefly in Chapter Nine. This chapter will evaluate the role the Department has played and the contributions it has made to the various sectors in the first twenty-one years of its existence.

CHAPTER NINE

WEIGHING UP THE ROLE OF THE DEPARTMENT OF INFORMATION STUDIES

In weighing up the role of the Department in this chapter, the important themes from the literature of education for librarianship in Africa and the worldwide context are considered. The broad trends described in Chapter Two are used as a lens through which to assess the contributions of the Department. The main concern of this chapter is to investigate the Department's role in South African LIS education and training and its contribution on a provincial, national, regional and international level. The role of the Department is assessed in the following three areas, which are derived from a broad categorization of the issues identified in Chapter Two. These are in today's terminology: quality assurance in teaching; resourcing; and professional and institutional involvement and recognition.

Whilst the concern of the thesis is with the role of the Department of Information Studies in South Africa, education and training for librarianship and information science is not isolated and relates increasingly to education and training in an African and international context and therefore important issues from the international and African literatures on education and training are drawn on in the assessment. Developments which occurred after 1994, the end of the period covered by the study, are referred to if they are important for indicating the development of an area of endeavour by the Department.

In the period of twenty-one years covered by this study, the Department of Library Science at the University of Natal grew from small beginnings in 1973, with thirteen students and one full-time member of staff, to a Department with approximately one hundred students and six full-time members of staff in 1994. It expanded its course offerings from a single post-graduate diploma course to the full range of higher degrees, including doctoral studies. In line with international trends and a change in focus, it changed its name to the Department of Information Studies in 1989. It

successfully passed through both internal and external review processes to become a viable library school in southern Africa in the 1990s.

9.1 Quality assurance

A wide range of concepts of quality exist from “ ‘value for money’, ‘quest for zero defect’, and ‘exceptionally high standards’ to ‘fitness for purpose’ “. ¹ While concepts of quality such as these have existed in universities for many years, the introduction of quality assurance systems is seen as an international trend in education today. ² Quality assurance involves ensuring that regulatory mechanisms are in place and functioning, assessing achievement of results in the light of stated intentions, standards or norms and reporting to the public, government or clients. ³

Until the mid-1990s universities have used various mechanisms to determine quality assurance. For the Department of Information Studies these have included the Departmental Reviews and Faculty Plans, the CUP Review and SAILIS accreditation.

As mentioned in section 2.3.6, South Africa has established SAQA to oversee the effective implementation of the NQF in an attempt to overcome apartheid education and to comply with international trends in quality assurance. Universities, as tertiary education institutions, form an integral part of the new system and experience an urgent need to assure and advance the quality of university education in South Africa. South African universities have indicated a preference for “quality assurance

¹ University of Natal. 1997. Report on quality audit process: 1.

² Ngara, E. 1998. The African renaissance, institutional vision and outcomes-based education: implications for curriculum development. Paper presented at the conference: Educational Leadership in the African Renaissance: the role of the University of Natal in the 21st century, 26 & 27 March 1998, University of Natal, Durban: 1.

³ Kells, H.R. 1992. *Self-regulation in higher education: a multi-national perspective on collaboration systems of quality assurance and control*. London: Jessica Kingsley: 17-18.

systems which constitute a combination of (internal) self-evaluation and (external) peer review, i.e. a self-regulatory system, in which they could be in charge of the review processes".⁴

The University of Natal's quality processes are being assessed "in the light of the University's own conception of 'quality' and in the light of its mission and objectives".⁵ The broader framework of this process would be the new national quality assurance system. Bearing the new concept of quality assurance in mind, the researcher reviews commonly reported aspects of education and training for LIS programmes which are seen as essential. The researcher believes that the following factors are considered necessary in determining a level of quality assurance for an LIS department in a South African university today.

9.1.1 Appropriateness of curricula

The appropriateness of curricula has wide-ranging significance and includes the origins of, and influences on, education and training for librarianship, the balance between theory and practice, potential for specialization, the necessary IT and market-related skills affecting curricula outcomes, student numbers and throughput, student support and, finally, the standards and accreditation which make up the quality assessment process.

9.1.1.1 The origins of, and influences on, education and training

Evidence presented throughout the thesis has pointed to the strong Anglo-American and, to a lesser extent, European influences on African, and specifically South

⁴ Du Toit, H.C., Lolwana, P. and Strydom, A.H. 1995. Quality in South African Universities in relation to articulation, accreditation, quality assurance and management in a (self-) regulation system. *South African Journal of Higher Education. Research Supplement. The future role of universities in the South African tertiary education system* 9(2): 146.

⁵ University of Natal. 1997. Report on quality audit process: 1.

African, librarianship (see sections 2.2, 2.3.2). The Anglo-American legacy is particularly evident in education and training for librarianship, which was originally based on models from Britain and the USA. Some of these effects were beneficial and others have been regarded as drawbacks to development of education for librarianship in Africa. For various reasons such as a lack of, or unevenness of, quality in training facilities in Africa, many students have chosen, and still choose, to obtain higher degrees at universities in the USA and Britain. The relevance of such degrees and the ability of students to adapt their training to their home countries has been questioned.⁶ Sturges and Neill, however, have also queried the relevance of Africa's own library education programmes.⁷

As mentioned in section 4.4, the Department initially based its syllabus on that of RAU, which had been strongly influenced by European LIS programmes. Although Mornet maintained that courses would be adapted to the conditions pertinent to Natal, this was not achieved to any noticeable extent in the 1970s.

It was in the 1980s that the calls for Africanisation and an alternative approach to librarianship and community librarianship influenced individual members of staff to start adapting their courses to the needs of South African society. Interviews with alumni and staff indicated gradual curriculum changes in the Department. These changes could be perceived from the mid-1980s. The Department heeded the University's call to become community oriented at an early stage. In many respects the Department was ahead of its time, in developing curricula which were appropriate to local and national needs, as a university department and as a participant in the LIS sphere. By 1986 it was running READ courses for black teachers, in 1987 it started the Pietermaritzburg Resource Centre Library (see section 6.3.2) and in 1988 it was the first tertiary institution to introduce an appropriate training course for resource centre workers with the Community Resource Centre Training Project (see section 6.3.3). It had accepted what

⁶ Mchombu, 1991: 34.

⁷ Sturges and Neill, 1990: 90.

Nassimbeni called 'the imperative for change'⁸ and built on these ideas into the 1990s. With its participation in LIWO, NEPI and TRANSLIS , the Department continued on this trajectory of change within the larger South African LIS community.

At a Standing Conference of Eastern, Central & South African Librarians (SCECSAL) Conference in 1986 Mchombu declared that the call for relevance "had simply led us to dress up conventional subjects in an 'African shirt' ".⁹ He went on to say that "Library schools have only succeeded in producing librarians who are capable of serving an elite - we have failed to produce people appropriate to our real needs".¹⁰ By the 1990s, more relevant programmes were beginning to emerge, such as those at Moi University and the University of Botswana, referred to by Mchombu.¹¹ The Department, above all else, believed that it, too, had a role to play in providing relevant and appropriate education to its students and it made the effort to start doing so. The 1993 Review outlined the curriculum changes which had taken place (see section 8.4), for example "African librarianship" was introduced as a core course in the coursework Master's degree.

9.1.1.2 The balance between theory and practice

The need to balance the theoretical and practical content of programmes has been a constant theme in education for librarianship and has often been a point of

⁸ Nassimbeni, 1988.

⁹ Mchombu quoted in Sturges and Neill, 1990: 90.

¹⁰ Mchombu quoted in Sturges and Neill, 1990: 90.

¹¹ Mchombu, 1991: 34.

contention between practitioners and educators.^{12 13} The Department has attempted to achieve a balance between theory and practice in its formal offerings such as Cataloguing, Classification, Reference work, Readership and Automation. These courses have become increasingly practical over the years, especially as the Department's computer facilities improved. Courses such as Cataloguing moved from being half theory, half practical, to becoming almost totally practical, as reflected in the examination papers over the years. These curriculum changes sometimes resulted from perceived needs of the workplace and employer expectations. Other changes resulted from the Department's awareness of a need for curriculum change to make it more practical and relevant to local needs. For instance, Readership has a practical component, in that it teaches hard skills in needs assessment, repackaging information and primary research investigation and reporting.

Practical experience in the field is provided by the fieldwork practicum and in South Africa the SAILIS standards set down minimum requirements for this practical training at the first professional level. The amount of time required, however, varies from course to course.¹⁴ Guided by the SAILIS standards, the Department had always followed the normal pattern of placing students in libraries for their three-week practical fieldwork experience. Owing to the inadequacies of this system, however, as experienced in Natal and described in section 6.4, a new fieldwork practicum for the AUDIS course, devised by Vietzen and Stilwell, was introduced in 1988.

¹² Hacker, R. 1986. The role of practical work in library and information science curricula. In: Hu, J.S.C. ed. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taiwan: National Taiwan University, Department and Graduate Institute of Library Science, 1986: 157.

¹³ Nassimbeni, M. 1990b. Student learning in a fieldwork programme. *Education for Information* 8: 99.

¹⁴ Van Brakel, 1992: 191.

The apparent success of the new fieldwork practicum can be attributed largely to the shared responsibility between the library school and the practitioners and the careful planning of its content by both parties. The choice of the University Library as a venue is suitable not only for this library's proximity but more for the wide range of professional tasks which are usually performed in an academic library. The Department is satisfied that each student was receiving a consistent programme of activities which provided them with an appropriate variety of skills. It is assumed that the skills learned "would be transferred to other library situations".¹⁵ Although student evaluation of the fieldwork has been built into the process, the evaluation process needs to be formalized so that outcomes can be assessed more exactly. This assessment has been introduced after the period covered by the study. Greater participation by Departmental staff would ensure that there would be better correlation between the curriculum and the tasks performed during fieldwork.

Circumstances in the University Library have caused an alteration in the fieldwork programme in operation at the time of writing. The preliminary week in the University Library has been replaced by a week of monitored and systematic working experience in the local public library, the Natal Society Library. This alternative has yet to be assessed systematically, particularly in the light of the requirements of the NQF.

9.1.1.3 Potential for specialization

Although some writers have suggested that library education is moving into a stage of increasing emphasis on specialization,¹⁶ there is on-going debate as to whether

¹⁵ Stilwell and Vietzen, 1995: 32.

¹⁶ Hayes, R.M. 1986. The management of libraries: an assessment of library and information science curricula In: Hu, J.S.C. ed. *Library and information science education: an international symposium: papers presented at the International Conference on Library and Information Science Education sponsored by the Department and Graduate Institute of Library Science, National Taiwan University, November 29-30, 1985*. Taipei: National Taiwan University, Department and Graduate Institute of Library Science: 143.

library schools should offer such specializations and, if so, to what extent? As Kaniki perceived, of vital importance to any LIS department is whether there is an identified need within a specific environment and whether such a course would be cost-effective.¹⁷ Van Brakel, in his 1992 survey,¹⁸ showed the current and future trends in specialization in South African library schools. Specialization can occur at various levels and in different forms.

Universities in South Africa appear to be divided on the issue of specialization at the undergraduate/diploma level.¹⁹ The policy of the Department at the first professional level, the AUDIS diploma, has been not to introduce specialization because the diploma aims to provide a basic first professional qualification. The one-year duration of the post-graduate diploma imposes particular constraints. However, in the choice of assessed work, such as the Readership seminar and the Reference work mini-bibliography, the student can concentrate on a specific area of interest and every effort is made to accommodate the student's particular interests or requirements.

In 1983 the Department introduced a stand-alone specialist programme in the form of a one-year diploma in school librarianship (see section 4.12). This was in response to a shortage of trained teacher-librarians in schools belonging to the various Education Departments in Natal. Designed for non-graduate teachers, the demand for this course remained high and has necessitated it being offered both full-time and part-time. The course was transferred from the Faculty of Education to the Faculty of Social Science in 1997, to allow for its sole administration by the Department.

¹⁷ Kaniki, 1994b: 36.

¹⁸ Van Brakel, 1992: 190.

¹⁹ Van Brakel, 1992: 190.

Although resource-based teaching in schools has been accepted as the ideal,²⁰ with school libraries playing an increasingly important role in the outcomes-based education concept, many schools in the region do not have a school library. The Department has always faced the problem of training students who do not have a library to go to. Inadequate funding has exacerbated the situation. Another problem, which developed after 1994, relates to the removal of a salary increment for completion of the DSL course and the removal of paid study leave which, in the past, enabled teachers to complete the course full-time. These problems, which will have to be addressed soon, may result in a reformulation of the DSL course to enable it to accommodate the new circumstances confronting prospective students.

A new specialist programme, to be introduced by the Department in 1998, is the Post-Graduate Diploma in Museology, planned for individuals already employed and working in this field (This was previously planned in the 1970s, see section 4.8.2). It is highly likely that further specialized courses will be introduced in the future and offered during the Winter School held, since 1997, during July and August.

Other possible specialist courses may focus, for example, on the Internet, further offerings in Children's Books and Illustrations and Rural Librarianship.²¹ The possibility of these courses being modularized to become credit-bearing courses towards the appropriate degree is very likely. In this way these courses will address some of the challenges of the NQF, in that they will have the dual role of providing specializations and continuing education, not only for enrolled students but also for practitioners in the field. The Department continues to respond to changing needs on an ongoing basis.

The post-graduate programmes, Honours, Master's and Ph.D., have all addressed the need for specialization. The Honours course and the first year of the coursework Master's provide for core courses and electives. The coursework Master's, year two,

²⁰ Radebe, 1998.

²¹ Kaniki, 1998.

has a set core course and a choice of mini-thesis topics. The Master's by thesis has, of course, a choice of a research topic, as does the Ph.D. Most topics are based on research in local LIS and contribute to the knowledge base in this area (see Appendix Two).

9.1.2 Curricula outcomes

These are of great importance in the light of the new outcomes-based system of education. Apart from education and training in the professional core competencies at each level, the following curricula outcomes are noted as especially significant.

9.1.2.1 Information technology skills

The dramatic impact on librarianship of technology has necessitated a complete shift in emphasis which, in many cases, involved important changes to curricula. Woodsworth *et al.* stated that "The infusion of computing and telecommunications into the work of libraries and the information profession has altered curricula in schools of library and information studies since the 1960s".²² Fokker traced the start of computerization in South Africa to 1967, but maintained that the rate of adoption of computerization in South African libraries by the late 1980s had been relatively slow.²³

The Department introduced its first course on computerization in the late 1970s, and by 1988 employed a part-time lecturer to update its Automation course in an effort to keep up with the ever-increasing demands of information science and technology. A worldwide trend amongst library schools was a change of focus from library science to information science or studies. This caused a change in the Department's name to reflect a change in focus. It was largely the expertise of Horton, followed by

²² Woodsworth *et al.* 1994: 27.

²³ Fokker, D.W. 1988. Biblioteekrekenariserings as innovasie in Suid-Afrika. *South African Journal of Library and Information Science* 56(3): 161.

Kaniki, which improved the course content of Automation and allowed its adequate conceptualisation as a higher degree subject. Nevertheless, the 1993 Review still referred to the Department's inadequacies in this area in terms of resources. The establishment of the Department's own computer laboratory in 1995 saw the fulfilment of a requirement which had been identified years earlier and it became the impetus for the greater assimilation of IT into the courses. The access to computers for all levels of students has allowed the benefits of essential "hands-on" teaching in areas such as Internet searching. An increasing infusion of IT into all courses in the Department is anticipated. This infusion, which could take many forms, will happen seamlessly if the Department is able to appoint a dedicated IT expert in its sixth post. At the same time the Department recognises that technology is a means to an end and not an end in itself.

9.1.2.2 Research skills

Through the coursework Master's the Department has made significant contribution to demystifying and teaching research skills to a wide variety of LIS personnel on the eastern seaboard. Since the inception of this course in 1994, 20 students have graduated with a coursework Master's. Of these, seven are employed (six since acquiring the qualification) in LIS teaching in tertiary institutions. In this way the Department contributes to opening access both to research skills and to employment opportunities in academic positions for black, Indian and Coloured persons.

9.1.2.3 Market-related skills

In a recent editorial Johnson has referred to changes

in the place of information in society; in the availability and sophistication of information technology; indeed, in the nature of the information and communication industry; and the added complexities these have brought to the task of maintaining and developing information services.²⁴

²⁴ Johnson, 1997: 3.

These changes have brought with them a changing job market and a new demand for market-related skills which have affected library school curricula. Not only do curricula have to accommodate IT skills and technical competencies but they have to meet a growing need for management and leadership skills. Many organisations are “actively looking for information professionals who possess skills beyond traditional librarianship”.²⁵ Aina and Ocholla²⁶ have stressed that “library and information educators in Africa must ensure that their course can accommodate the challenges of the emerging market”.²⁷

In response to an emerging need from the job market, the Department introduced a Records and Document Management course at the AUDIS level in 1994. This replaced a course in Research Methodology, which was seen as more appropriately taught within the various AUDIS subjects and as a separate module in a higher level course. An expert practitioner was brought in on a part-time basis to teach Records and Document Management. The number of graduates being absorbed by organizations needing these types of skills appears to warrant its retention. A good local example is that of Umgeni Water, which has employed a number of the Department's graduates because of their knowledge base in this field.

The Post-Graduate Diploma in Museology, which will be introduced in 1998, is another example of a specialization in training to fulfil the information requirements of the wider profession, while the reformulation of Information Management as a core course at the Honours/MIS 1 level can be seen as an attempt to develop the skills and attitudes necessary to meet a growing demand for ‘information managers’.

The challenge for the Department is to continue its mainstream offerings with vigour while also determining what is needed in the alternative employment sector and further developing new programmes to meet the need for versatile and resourceful

²⁵ Aina, 1993: 198.

²⁶ Ocholla, 1997: 20.

²⁷ Aina, 1993: 198.

practitioners. Johnson quite rightly points out that “to prepare a new generation of professionals, we need the support of practitioners and of the commercial companies supplying the information world”.²⁸ It would be important for the Department to enlist the support of other relevant sectors such as archives in their quest to supply relevant courses for the information professions. This sort of opportunity is presented by the University of Natal's restructuring of departments into schools of cognate disciplines.²⁹

9.1.3 Student numbers and throughput

As shown in the 1993 Review, the throughput of students improved in the 1990s (see Appendix Three Table 1). This was an area which the CUP Review found lacking and on which Horton specifically concentrated. The issue of numbers and the throughput of students has always been a crucial one for the Department, as it is directly related to funding. There had been a worrying decline in student numbers in the early 1990s. Not only should the Department be aiming to cover its own costs but it should also be making a contribution to the university's overall expenditure. FTEs have traditionally been used to measure the viability of departments in the University. However, although there are indications that the requirements of the NQF will mean a move away from the University's FTE measure, demand, that is actual student enrolments, is likely to be used as the yardstick for assessing the success of programmes in the future.

The growing numbers of foreign students registering for the Department's programmes has been an interesting phenomenon of the 1990s. These are students who are not South African citizens but residents of other countries, particularly African countries. A Ghanaian student accepted for AUDIS in 1991 was the Department's first foreign student (see Appendix Three Table 2 showing the number and origin of foreign students in the 1990s). While the Department remains strongly

²⁸ Johnson, 1997: 7.

²⁹ Stilwell, 1997a: 214.

committed to local students, the incoming foreign students bring benefits to local students and indicate that the Department is a significant contributor to education for librarianship on the continent.

While racial categorization is rejected as offensive, it is important to show the composition of the Department's student body in the light of the apartheid era and the changes which occurred during the thesis period (see Appendix Three Table 1). The Department could be regarded as a pioneer in the University for its demographically representative student enrolment. By 1994 the racial composition of the University, as reflected by the Department's students, interestingly showed that while the University is not an Historically Disadvantaged Institution (HDI), the Department's students are largely black.

9.1.4 Student support

With the changing student population from the 1980s onwards, the Department soon recognised the necessity of education development (ED) (see section 6.1.7). Even though at that time its HDLS and Honours students were post-graduate, it acknowledged the benefits of ED even for this level of student and worked closely with ED staff from 1987, to improve the capabilities of educationally disadvantaged students by increasing their study skills and confidence. The improved results of the students involved in such programmes indicated that the workshops, enrichment and orientation sessions, discussed in sections 6.1.7 and 8.3.3, made a substantial difference to them by making it easier for them to benefit from the content of the courses. Not only were students assisted in reaching their full potential but the participation of staff enabled the latter to assess their teaching methods and the appropriateness of their course content. It was this latter evaluative process which was probably of especial benefit to the staff and enabled them to view their courses from a student perspective.

9.1.5 Evaluation - standards and accreditation

An issue which emerges strongly in the literature is that of maintaining standards and accreditation.³⁰ In terms of assessing its performance the Department has been subject to evaluation by the professional body, SAILIS, and to a review system within the University. In addition, LIS departments were reviewed by the CUP in 1989. As suggested in section 8.3, Horton took the CUP recommendations as his basis for the development of the Department and this resulted in substantial improvements in areas such as the throughput of students and staff qualifications. The increasing number of staff who were doctoral graduates enhanced the Department's capacity for higher degree supervision and research (see section 8.1).

It was, however, the University's own departmental review system that provided the Department with the kind of in-depth analysis and feedback which allowed far-ranging improvements in its offerings and in the acquisition of the resources necessary to back education and training programmes. The review system was based on peer review, interviews with staff, practitioners, and past and present students and these interviews took place without the HOD being present. The reviews formulated substantive guidelines concerning, for instance, specifics of staffing, that would be recognised by sister departments within the Faculty, in particular, and in the University. The 1993 Review, based as it was on thorough self-evaluation by the staff and interviews with the groups noted above, assisted by the experienced and empathetic Havard-Williams as external Assessor, enabled the Department to solve its immediate staffing problems, acquire a new lecture room, focus more appropriately on competencies and outcomes for each level of offering and boost its research output.

Over the years SAILIS evaluation forms have been used for report-back by external examiners and since the 1990s each course has been evaluated regularly by its students. This sort of peer and student feedback was useful to staff in the delivery of

³⁰ Ocholla, 1997: 13-14.

courses, but the main value was the self-examination of purpose and mechanism for delivery of education and training, both by individuals and by the Department.

Mechanisms for students' evaluation of courses have been strengthened since 1996, with a standard instrument from TESU being adapted for individual courses which are evaluated upon completion. Data analysis is carried out by TESU. This objectivity in evaluation practice, and the clarity with which the desired outcomes of courses have been articulated over recent years, places the Department in a good position in terms of the quality assurance mechanisms which will be introduced in 1998.³¹

An acknowledged weakness of the period studied, that of the lack of a large-scale regional needs analysis, is being addressed by Kaniki in preparation for SAQA accreditation. A formal follow-up study of past students has already been identified as a research area by the researcher. Thus far the DSE (School Librarianship) diplomates have been assessed to some extent and a database of alumni and their current places of employment has been created. These follow-up studies have been prioritized as areas for further study.

9.2 Resourcing

This section will discuss the Department's access to various resources, which include foreign aid, staff, libraries, research projects, equipment and space.

9.2.1 Foreign aid

A new-found resource for the Department which emerged in the 1990s was foreign aid. Funding given to foreign students by outside agencies, such as the British Council, DSE and DAAD, indicated an acknowledgement of the Department's usefulness in southern Africa as an alternative to overseas training. Sponsorship by

³¹ University of Natal. Tertiary Education Studies Unit. 1997. Reports of courses in Information Studies.

DSE, which provided staff with invaluable opportunities to attend workshops and seminars in Africa, followed after 1994.³² Not only did this involvement improve the Department's exposure as an affordable alternative to overseas study amongst neighbouring states but it attracted further students and inevitably increased the Department's research output. It also gave staff and students the opportunity to learn about librarianship in other African countries. The Department experienced the benefits of foreign aid without becoming dependent on it or without undue influence or interference by outside agencies, such as that experienced in the past by other African countries.

9.2.2 Staff

Staff quality, the size of the staff establishment, and its expertise, are critical factors in any university department.³³ Ocholla noted that “the quality of staff is measured by their professional experience and academic qualification as well as relevant achievements and responsibilities...”.³⁴ This was reiterated by Aina³⁵ and has been substantiated through the Department's own experience over the years.

9.2.2.1 Numbers and Qualifications

Starting in 1973 with only one full-time member of staff, who was Head of Department, the Department struggled to obtain an adequate full-time staff complement and its reliance on part-time staff proved unsatisfactory. The situation improved considerably in the 1990s, after Horton took up the issue of the value and importance of the staff as a resource in the Department. His encouragement and his determination to ensure that staff had more time to obtain higher qualifications and increase their research output also improved the morale and confidence of the staff

³² Kaniki, 1998.

³³ Ocholla, 1997: 12.

³⁴ Ocholla, 1997: 12.

³⁵ Aina, 1994: 102,104.

and ultimately the standing of the Department. The appointment of Kaniki in 1992, with his doctoral qualification, accelerated the rate of expansion of the fledgeling doctoral programme begun by Horton. At the end of 1994 the Department had come very close to the minimum requirements for lecturers in a LIS department. By 1994 the full-time staff complement stood at six, with two Ph.D.s, three Master's and only one member of staff still studying towards a Master's degree. The award of Stilwell's Ph.D. in 1995 replaced the Ph.D. qualification lost with Horton's departure. Although the total number of full-time staff dropped to five after 1994, the freezing of a post, and further subsidy cuts prevented the appointment of a replacement, the size of the Department appears to be in line with an alleged norm in other LIS departments in South Africa, which have an average of four or five teaching staff.^{36 37}

It is evident from the growth in student numbers, and especially the growth of the doctoral programme, that the question of staff qualifications has a direct bearing on the Department's ability to attract students. A well-qualified staff has allowed for confident and innovative teaching, together with an increased ability for research output (the latter will be discussed in the following section 9.2.3). The improved qualifications of staff appear to have enhanced recognition by the profession and fellow academics. This will be further discussed in section 9.3.

From its inception the Department aimed to employ staff members who had professional experience as LIS practitioners. Staff in the Department have also been able to utilize opportunities to further their experience through their involvement in the activities of professional bodies and associated LIS projects (see section 7.5). The administrative staffing situation improved from having one part-time position to having one full-time position in 1994. This, to some extent, freed academic staff from administrative duties and allowed greater opportunities for research.

³⁶ Reference is made by Ocholla, 1997: 12, to Van Brakel, 1992 concerning the size of teaching staff in LIS departments in South Africa. This, however, could not be traced in Van Brakel's article.

³⁷ Fang, Stueart, and Tuamsuk, 1995: 367-384.

9.2.3 Research output and other endeavour

In spite of the dual role of a university department being teaching and research, inevitably it is the research output of the staff which is regarded as the measure of their academic excellence. In the 1970s Mornet had expressed the necessity for, and desirability of, research for this Department, which was the first in the region (see section 4.1). Inadequacies of staff, in relation to numbers and qualifications, can partly be blamed for the lack of research in the early years. Although the academic boycott generally affected the publication or research of academics, it appeared not to have had a direct influence on the Department. The first journal articles published by staff appeared in the mid-1980s. The gradual but steady increase in staff publications in the 1990s has shown a direct correlation with its higher qualifications, an increase in the staff establishment and the prioritization of allocating time for staff to engage in research.

Appendix One gives a list of staff publications over the period studied. One of the difficulties encountered by staff in publishing research has been the South African system of SAPSE-rated journals. The Department has been instrumental in getting at least one LIS journal, *African Journal of Library, Archives and Information Science*, accepted as a SAPSE-listed journal. Staff have published in local and international journals. After the demise of the *Wits Journal of Librarianship and Information Science*, the establishment of *Innovation: appropriate librarianship and information work in southern Africa* and *African Journal of Library, Information and Archival Studies* have given staff a local and regional alternative to the *South African Journal of Library and Information Science* in which to publish. In 1996 Stilwell and Kaniki had their conference papers 'published' on a World Wide Web (WWW) site instead of being produced in hardcopy (see Appendix One).

Hand in hand with the increase in the number of publications emanating from the Department came an increase in attendance at conferences and the delivery of conference papers in the 1990s (see section 9.3.2).

Recognition of the Department's growing research capabilities in the 1990s, for example, brought the invitation for Departmental staff to participate in the nationally important NEPI LIS research initiative in 1992 (as discussed in section 7.5.3). The important contribution by staff, as well as by ex-students, was widely acknowledged.

Participation in conferences and research initiatives has been of benefit to the Department in a number of ways. It has allowed staff to present research findings and has increased publishing opportunities. It has given the Department's innovative research directions a visibility not experienced previously.

9.2.3.1 Community-linked projects

The community-oriented approach to research and projects advocated by the University in the 1980s was adopted by the Department with the establishment of the PRCL.

9.2.3.1.1 Pietermaritzburg Resource Centre Library (PRCL)

This joint project by the Natal Society Library and the Department attempted to make information more accessible to the community (see section 6.3.2). The information collected at the PRCL developed into a unique resource-sharing network which benefited many sectors of society. It was also used as an experimental library by the post-graduate Diploma students. When funding ceased in 1991 the collection was moved to Tembaletu and incorporated into their resource centre library.

9.2.3.1.2 Community Resource Centre Training Project (CRCTP)

The Department's initiation of the CRCTP in 1988 provided much-needed training for resource centre workers throughout the country (see section 6.3.3). For Departmental staff it provided invaluable experience in the setting up and co-ordination of an alternative type of training course, the appointment of temporary staff and the management of finances from an outside funding source. The

realisation of the worth of such a project led to research and publication in this field by the project and Departmental staff.^{38 39} The sudden termination of this viable project through lack of financial resources in 1991 was regrettable. The Department has expressed its commitment to reintroducing an equivalent project because it sees that it has a contribution to make to relevant training at the grass roots level.

9.2.4 Equipment

Figures for equipment, space and library allocations were repeatedly requested by the researcher from the SAPSE office in Durban but they were not forthcoming. Although there was an on-going improvement in budgetary allocations for equipment, the Department believed this was inadequate.

9.2.5 Space

In 1973 the Department was housed in cramped and inadequate quarters in the basement of the University Library. A few years later it transferred to better accommodation in the Old Arts Block, but with increasing numbers of students and staff this soon proved to be too small. Horton's securing the Monastery, a stand-alone house, to which the Department moved in 1991 and where each staff member had their own office, improved the Department's accommodation dramatically. The second lecture room, built in 1994, allowed for the allocation of space to a dedicated computer laboratory.

9.2.6 University Library

The Department's allocation for books and journals substantially grew over the years. There was a marked development in the size of the collection on African librarianship. There were problems regarding the feasibility of a collection of

³⁸ Dreyer and Karlsson, 1991.

³⁹ Stilwell, 1992b: 213-220.

children's books which were needed for a course on Children's Books and Illustrations. This had not been developed. The relationship between the University Library and the Department has improved since the first years of the Department's existence (see section 4.9.1). One aim of the fieldwork project was to achieve rapprochement between the University Library and the Department. This type of co-operation is unusual⁴⁰ and since the introduction of the joint fieldwork programme relations with the University Library have improved. The University Librarian and the Subject Librarians have co-operated with Departmental staff in the planning and organizing of the fieldwork and this has produced the desired outcomes. Other Library support staff have assisted with the arrangements for student observation sessions. As mentioned in section 6.4, the situation has changed slightly since 1997. The fieldwork experience has shown that the support and co-operation of the University Library staff is of significant importance for the Department.

Particular mention must be made of the various Subject Librarians for Information Studies, for their invaluable support to staff and students of the Department, as recorded in the 1993 Review. The incumbent at the time of writing is particularly aware of the need to produce Information Studies diplomates and graduates who are not only able academically but are skilled in practice.

9.2.7 Other resources: local libraries

The placing of the Department in a medium-sized city with a variety of types of libraries in close proximity was given as one of the justifications for its establishment on the Pietermaritzburg campus of the University of Natal. This location has proved a distinct advantage. Firstly, the Department has been able to depend on co-operation and support from libraries in both the formal and non-formal sectors for supplementary teaching in specific areas. Secondly, it has been able to expose its students to various types of libraries through visits, as part of the fieldwork programme. The Tembaletu Community Resource Centre has been used as an

⁴⁰ Stilwell and Vietzen, 1995: 25.

example of an alternative NGO resource centre. The Natal Society Library, as the city's public library, and one of the five legal deposit libraries in South Africa, has always been of special interest. Both the Natal Society Library and the headquarters of the KwaZulu-Natal Provincial Library Services have willingly hosted students for practical fieldwork experience. Umgeni Water has allowed students to visit its headquarters and this has given the students invaluable exposure to information management systems in operation.

9.3 Professional and institutional involvement and recognition

This section assesses the Department with regard to staff membership of professional bodies and organizations; conference participation; its contribution to training outside the Department; editorships and reviewing; external examination and review; involvement in the university; awards and continuing education and training.

9.3.1 Membership of professional bodies and organizations

The thesis has demonstrated how the Department developed strong participatory roles in various professional bodies and LIS organizations. This involvement enhanced its position in the LIS sphere and attracted recognition at the local, national, and, more latterly, at the international level. It was important that staff became members of LIWO, an alternative to SAILIS, which did not challenge the *status quo*. The Department's involvement in TRANSLIS as a body which indicated that co-operation between organizations was possible and productive was a useful learning experience.

The acceleration of the overall development of the Department in the 1990s has made it particularly difficult to view its activities and achievements up to and including 1994, as distinct from an increasing pattern of involvement in the mid- to late-1990s. Before 1994 the Department fulfilled its potential described in the CUP Review, becoming a leader in provincial LIS and becoming active in the SADC

region. Since 1994 the Department has become increasingly active on an international level (see section 9.3.2 for detail).

9.3.2 Conference participation

Stilwell's attendance at the conference in Birmingham was significant, coming as it did in the late 1980s, when South African academics seldom attended overseas conferences (see section 5.2.3). During the early 1990s staff seized opportunities to deliver papers at the increasing number of conferences being held (see section 8.2.6). Invitations to present papers, chair conference sessions, participate in seminars and training workshops and deliver keynote addresses have become a growing feature of the 1990s. These opportunities presented themselves at all levels. From 1991, with local conferences such as "An approach to the reading and library needs of the newly literate", organised by the NPLS, to national conferences such as the Info Africa Nova Conferences in the following years, staff have participated by attending, delivering papers and chairing sessions. This has given the Department a higher profile, particularly nationally. The Info Africa Nova Conferences were important because of the exposure to many delegates from other countries in Africa, such as the staff of the University of Botswana, which facilitated future liaison with them. The Info Africa Nova Conferences, and in particular the 1993 Conference, provided an opportunity for the Department to make its mark. Stilwell's, Kaniki's and Bawa's contributions have been described in section 8.2.6.2.

The Department's responsibility for the organization of conferences was demonstrated by the successful School Libraries Conference in 1992. It was evidence at the time that the Department was at the forefront of school library developments and was aware of the need for such a conference. It demonstrated the proactive leadership and practical ability of the staff in the Department to organise a large-scale conference of note.

Since 1994 there has been evidence of an increasing trend towards participation and involvement outside the country, initially mainly in the SADC region. This was

probably due in part to the new dispensation in South Africa and also to the links which Kaniki had with colleagues outside the country. In June 1994 Kaniki presented a paper on education and training for information provision to rural communities in Africa at a seminar in Gaborone, Botswana.⁴¹ From the mid-1990s the Department's work was given recognition by the DSE. This was of value and importance to the Department, as it resulted in a closer relationship with the DSE, an organisation committed to education for librarianship in Africa and one of its principal funders. In the years after 1994, the cut-off date for this thesis, this trend was to increase markedly. Kaniki, for instance, was invited to present a paper at a DSE seminar in Namibia in 1995 and another in 1996 at a DSE seminar in Germany. Radebe was invited by the DSE to present a seminar in Uganda as a representative of the school library sector in South Africa and presented a paper at the International Conference on Children's Literature in Pretoria in 1995. It was obvious that the expertise of individual staff members was being acknowledged, both nationally and internationally. A highlight of the Department's history is Kaniki's nomination, in 1997, to IFLA's Standing Committee on Education and Training.

9.3.3 Contribution to training outside the Department

The contribution which the Department has made towards training outside the formal programmes of the curriculum first occurred in the 1980s, with READ Courses (see section 6.3.1) and with CRCTP (see section 6.3.3), and has continued in the years after 1994. Stilwell and Radebe successfully ran a Workshop on Academic Publishing for the Human Sciences Research Council in 1996. Stilwell travelled to Maseru in 1997 as one of three resource persons for a training workshop on scientific writing for agricultural researchers and librarians in Lesotho and Swaziland. Their contributions display a potential which could be developed further in the future,

⁴¹ Kaniki, A.M. 1994a. Library and information science education and training for information provision to rural communities in South Africa. In: Johanssen, E. ed. *Seminar on information provision to rural communities in Africa: proceedings of the seminar held in Gaborone, Botswana, 22-25 June 1994*. Uppsala: Uppsala University Library, 1995: 98-107.

especially in continuing education (see section 8.3.6) and in terms of contributing to the skilling of fledgeling academics.

9.3.4 Editorships and reviewing

Staff were invited to serve on various editorial boards and this was an indication of their professional competence and the high regard in which they were held. Stilwell has been part of the editorial collective of *Innovation* since its inception in 1990 and other staff members have been co-editors of individual issues. Since 1992 Kaniki has served as a reviewer for the *Quarterly Bulletin of the International Association of Agricultural Information Specialists*. He also serves on the editorial boards of the *African Journal of Library, Archives and Information Science* and the *University of Dar es Salaam Library Journal*.

9.3.5 External examination and review

An indication of peer recognition in the 1990s has come in the form of growing requests for external examination, at all levels, from a number of other tertiary institutions. In 1998 all members of staff are engaged in external examining for at least one institution. Kaniki and Stilwell examine theses for UCT, UNISA, and the University of Botswana.

When the DSE, as a major funder of LIS programmes at the University of Botswana, needed to review these in 1997, it invited Kaniki to perform the important and responsible task of external reviewer. Stilwell, too, in 1998, performed a similar role as a member of a Certification Council for Technikon Education (SERTEC) review team of the M.L. Sultan Technikon's LIS programmes. It is this type of significant contribution which reveals a new role played by the Department's staff as experienced educators and trainers in the southern African region.

9.3.6 Involvement in the University

On an academic level within the University it was important that a university department should be seen to be contributing to the functioning of the University of Natal as a whole. This thesis, to a certain extent, reveals the increasing part played by the Department in the Faculty and in the wider University. However, evidence of this is not always documented and is difficult to ascertain and portray. It is often something more subtle, such as casual comments of commendation by a Dean or another member of staff. The simple increase in the size of the Department, with regard to both staff and students, has meant that the Department holds more weight in the Faculty and the University. The improved research and publication record has brought noticeable recognition from peer academics and contributed to the University's Research Fund with SAPSE articles. In recognition of exceptional research progress Kaniki received an additional research grant in 1995. All staff are assessed for University of Natal Research Fund (UNRF) funding and all have been the recipients of various funding awards.

All members of staff are part of various committees on the campus, some of more importance than others. For instance, Kaniki and Stilwell hold positions on the Higher Degrees Committee. Since the Department has been part of the Social Science Faculty, it has taken a more active role in Board meetings and Faculty decision-making processes. From events of the past the Department can justifiably maintain that it has played and continues to play a role in the University's affairs.

9.3.7 Awards

Apart from the 1989 SAILIS Certificate for Research received by Rona Van Niekerk for her MLS thesis⁴² and the SAILIS student awards, recent awards received recently by two members of staff are a reflection of the high level of professional competence which the Department has built up, both within the University and in the

⁴² Van Niekerk, R.V. 1998. Pers. comm. Pietermaritzburg. June.

LIS profession. Stilwell received a Certificate of Excellence from the Distinguished Teacher's Award of the University in 1996, in recognition of her teaching ability and the development of courses. Radebe's award from SAILIS for the best article published in the *South African Journal of Library and Information Science* in 1995 was a recognition of the quality of research and publication achieved in the Department. The article was based on the research she undertook for her MIS Thesis.

9.3.8 Continuing education

The international and South African literature reflects an increasing demand for continuing education in LIS, with debate concerning the share of responsibility of the library school, the professional association and the profession.^{43 44 45} Although the Department has been aware of this need for continuing education, as voiced in the national literature, it has only provided this on an informal basis in the form of an ever-increasing number of talks by local and foreign visiting lecturers, which have been open to all those interested.

Members of the profession have always been welcome to update their knowledge in a particular subject area by auditing or sitting in on the lectures of a course. The staff shortages and lack of resources in the Department have hindered the development of any formal programmes of continuing education. The addition of the computer laboratory in 1995, however, enhanced the opportunity to initiate such a programme, as was demonstrated by a successful Internet course arranged mainly for those working in libraries held over two mornings in December 1997.

⁴³ Stone, 1986: 489-509.

⁴⁴ Stilwell, 1997a.

⁴⁵ Kaniki, 1997a.

As noted in section 2.3.6, the effects of the NQF are very likely to lead to an increased demand for continuing education.⁴⁶ The Department should endeavour to contribute more to continuing education, but will have to ascertain carefully the demand for specific courses to ensure that actual enrolments cover the costs incurred in mounting the courses. The newly created winter semester presents the Department with the opportunity of a convenient time-period in which to launch these programmes.

The Department should be aware that it is not only retraining and continuing education for information practitioners, but also for educators and this is "crucial for sustained professional and academic excellence".⁴⁷

9.4 Summary

The role of the Department of Information Studies has been examined in the areas of quality assurance, resourcing and professional and institutional involvement and recognition. Its role in education for librarianship in South Africa has expanded considerably in the period covered by the thesis. Initially limited to a teaching role for the post-graduate diploma, it developed to cover the full range of higher degree courses and specialized courses, a leading role in the region and a participatory role in professional development and university development. The early 1990s saw the building of solid foundations for its expanded role in the future. Being responsive to the need for change, preparing to meet the demands of the profession and the required outcomes of the educational structures, the Department should move forward with confidence into the next century.

⁴⁶ Stilwell, 1997a.

⁴⁷ Kisiedu, 1994: 73.

CHAPTER TEN

CONCLUSIONS AND RECOMMENDATIONS

This chapter restates the purpose of the study, summarizes what has been achieved by the Department and makes recommendations for further action and research.

The purpose of the study was to ascertain the role played by the Department in education for librarianship in South Africa, within the context of changing socio-political conditions during the period 1973 to 1994. A literature search provided the material for a review of the relevant literature within which to establish the position of the Department in education for librarianship in the international, African and local contexts. A contextualized analysis of the data relating to the history of the Department was undertaken to determine how it developed and changed in response to circumstances. The Department's position and contribution within the University was also assessed. In Chapter Nine the role of the Department in South African education for librarianship was assessed.

10.1 Conclusions

The following section summarizes aspects of the Department's role in education for librarianship in South Africa. A secondary aspect of the chapter deals with the contribution the Department made to the University.

In weighing up the Department's role in Chapter Nine, the thesis established that the Department had fulfilled one of its earliest intentions, which was to provide trained personnel for the libraries and information centres of Natal and then, later, KwaZulu-Natal. Its contribution ultimately went considerably beyond that originally envisaged as it has functioned as a leader in education for librarianship in the province, on the eastern seaboard and, to some extent, in the national and regional contexts. Through its effective participation in research and teaching, the 1990s saw its leadership role extending to a national one and after 1994 this expanded to include

the southern African region and other parts of the continent. With the relaxation of South Africa's border control and with an increase in the numbers of foreign students, it is destined to play a more important role in education for librarianship within the southern African sub-region, a role which will be determined, to a large extent, by its resources, staff establishment and available funding. This increased regional role is likely to establish the Department more strongly on a national level as well.

Chapter Four showed that the Department's initial weaknesses in the 1970s were its lack of support from the University, resulting from the attitude that the Department 'did not belong in a university', the shortage of staff, inadequate accommodation and its limited academic offerings consisting of the single HDLS Diploma. All these areas of weakness showed remarkable improvement and change during the period under study.

With the introduction of the Master's and doctoral degrees in 1978, the Department gradually expanded its academic courses to include the introduction of a specialized course in 1983, the DSE (School Librarianship); a coursework Master's in the 1990s; preparations for the introduction of an information retrieval course for undergraduates, known as the Introduction to Information Retrieval (IIR); and a Diploma in Museum Studies in 1998. The increasing numbers of graduates at all levels (see Appendix Three Table 1), eventually including those from elsewhere in Africa (see Appendix Three Table 2), is a clear indication of the Department's success in attracting students to its various programmes.

Chapters Five and Six showed the 1980s to be a tumultuous period for the country, the university, the profession and the Department. The social, political and economic developments in the country demanded change at all levels. The Department quickly and successfully adapted to the changing and growing student population, being one of the first Departments to be demographically representative of the country's population and to become involved in education development programmes for educationally disadvantaged students. Its involvement in community services

and training coincided with the University's call for community participation. It began to revise its curricula as it heeded the first calls for the Africanization of librarianship and responded to the necessity for appropriate and relevant training to address the LIS needs of the entire population. In addition there was an increasing emphasis on information technology in the curriculum as the importance of the latter and LIS at national and international levels grew.

The Department weathered an internal crisis in the mid-1980s due to a staff shortage and a lack of leadership as a result of the HOD's absence through illness. Its survival was largely due to the determination of Verbeek and Stilwell. The strong support received from the University Vice-Principal certainly played a role in the survival of the Department at this crucial time, as did the important and positive move to the Faculty of Social Science and the invaluable and informed support received from its Dean, Irvine, which played a major part in the Department's recovery and indicated increasing acceptance of the Department within the University. This acceptance of the Department was evident when the University committed itself to supporting the Department after the Review process that began in 1988, and again after the 1989 CUP Review.

By the 1990s the Department had overcome its weaknesses to a large extent. The new HOD had ensured that there was a larger permanent staff and by 1991 the Department was in more spacious accommodation. The Department appeared to be nearing its potential and its strengths became increasingly evident in this period of consolidation. The Department's research and publication record, both in South African and international journals, for instance, showed a dramatic improvement. Its participation and involvement in the regional and national LIS sphere, its membership of organisations, its policy role in NEPI and TRANSLIS and its attendance at conferences were important in raising the profile of the Department and helping it to gain recognition from the profession. Student numbers, too, continued to rise or to remain steady.

The Department played an increasingly significant role in the University through its participation in the Social Science Faculty during a period of transformation and restructuring in higher education. Through the University's review system and its accreditation from the professional association the Department passed successfully through evaluative processes to achieve recognition from its parent institution for its burgeoning student and research programmes.

During most of the period covered by the study the Department had a vision of what was required in the field and in the university. It is difficult to know exactly what to attribute this to, but it was probably due to a combination of factors. The progressive political and professional attitudes of some staff members were a contributory factor. The Department's student population became racially mixed and thus more demographically representative from the 1980s, earlier than was the norm in the University and in many other South African library schools. This factor possibly intensified awareness of the need for Education Development and a new approach in teaching methods. The Department's involvement in the profession and the community contributed to that awareness and provided an insight into what was required. The Department's Mission Statement¹ is a reflection of what it is doing and, to a large extent, what it has done. The Department has always had an enthusiastic creativity which has been an inspiration to staff and students alike, stemming mainly from an individual like Verbeek. The caring attitude of the staff of the Department has been an asset, often reflected in student evaluations, even though Horton complained that the staff were "too caring" and that this limited their contribution in other areas. The accommodation of the Department in a renovated house in the early 1990s enhanced the atmosphere of friendly informality detectable in the Department.

The leadership and management styles of the HODs in the Department and their personalities played a vital but not always obvious role in the Department. The lack of leadership and progress during Mornet's period in office resulted largely from his

¹ University of Natal. Department of Information Studies. 1994. Mission Statement.

illness. Initially, Mornet worked extremely hard and devoted his attention to his Department. However, he did not involve himself in wider University affairs. In retrospect, this was to the Department's detriment.

Horton came into the Department as a widely-travelled person, with a Ph.D., a long list of publications and considerable and varied practical experience, which gave him great confidence and a wisdom and intelligence not experienced by the Department in the previous incumbent of the Chair. He conceded to the democratic style of management insisted on by the staff and helped to consolidate the position of the Department in the University and LIS in the 1990s.

Kaniki, the HOD from 1996, an extremely well-qualified academic, with an excellent research record and with practical experience of LIS work and heading a Department, inevitably led the Department to achieve a higher profile position in the LIS sector within KwaZulu-Natal, South Africa and Africa. His election to the IFLA Committee on Education and Training in 1997 confirms his and the Department's growing international reputation.

In spite of the use and analysis of a multiplicity of sources, the evidence presented in the thesis still does not portray the entire picture. No document or interview can make sufficiently apparent the reason that the Department was able to achieve what it did was due largely to the personalities involved in the Department, both staff and students, within the University and within the profession. It is the researcher's view, however, based upon the research presented in this thesis, that the strengths of the Department lay primarily in its staff and the commitment of the staff to the Department, to the profession and to the University; in the ability of the Department to adapt and respond to the changing needs of society; in its ability to shift its education and training away from the traditional, neutral or technicist approach to an alternative or structuralist approach which emphasizes the importance of social and cultural contexts and its ability to link integrally with the aims of the University and higher education generally in its process of transformation and restructuring.

10.2 Challenges for the future: recommendations for action

New developments in the field of quality assurance will have profound implications for LIS education and training and for the Department itself in the future. In the national context, the establishment of SAQA and the NQF will have an impact on LIS education and training. Kaniki, in his paper presented to the 1997 SAILIS conference, confirmed that LIS training programmes and qualifications would have to conform to the requirements of the NQF in order for them to be registered with SAQA.² He urged LIS bodies and personnel to focus their efforts on fitting LIS education and training qualifications into the NQF. The Department faces two challenges: not only does it have to ensure that its own programmes meet the required standards and outcomes, but its members are required to respond to a need, as professional educators, to guide the process itself.

Kaniki³ and Stilwell⁴ have both pointed out that it is essential that both LIS practitioners and educators be involved in developing guidelines for LIS qualifications in relation to the NQF. There is a need to identify the expected outcomes for each programme and to set measurements and standards for such programmes. The qualifications and programmes should be agreed upon by practitioner stakeholders and educators. Johnson echoes this view when he states that “to prepare a new generation of professionals, we need the support of practitioners and the commercial companies supplying the information world”.⁵ The Department will increasingly need to focus on what it offers that other LIS departments do not and it will need to use this for its promotion and benefit. Kaniki himself has embarked on a regional needs analysis in KwaZulu-Natal for a project

² Kaniki, 1997b: 9.

³ Kaniki, 1997b.

⁴ Stilwell, 1997a.

⁵ Johnson, 1997: 7.

aimed at developing work level guidelines and curricula for LIS workers in South Africa.⁶

It will be important for the Department to participate in the negotiations which will be needed to determine who will sit on the Education and Training Quality Assurance (EQTA) bodies and who will be responsible for decisions about LIS education and training. Another challenge will be to assist in the articulation of education and training between technikon LIS departments and those of the universities.

The Department will have to continue its process of regular self-evaluation and assessment to produce a report in preparation for the requirements of the University's Quality Audit process which will take place in 1999. Part of this process will include academic quality assurance, which will involve a rigorous examination of a variety of issues, for instance, to what extent are the educational outcomes of courses being achieved? The various review processes already discussed have prepared the Department for this type of evaluation and Kaniki believes it already goes a long way to measuring up to the University's quality processes.⁷ The fact that the Department's Mission Statement fits so well with the newly-proclaimed objectives of the University's strategic initiatives is a case in point. The Department can go ahead in the confident knowledge that it is achieving the goals of the parent institution, together with its own.

A major challenge for the Department is to continue to achieve its goals in the face of ongoing financial constraints imposed by the subsidy cuts on universities in South Africa. For this reason it is recommended that the Department investigates the procurement of outside funding from commercial and foreign sources for specific projects, such as the purchase of expensive IT hardware. This funding would give the Department a measure of independence from the financial restrictions of the University's present situation and would open up opportunities for the Department

⁶ Kaniki, 1997b: 15.

⁷ Kaniki, 1998.

for further development in various areas. The DSE's recent offer of funding to the Department to hold a workshop on harmonization of LIS education in South Africa is an example of what could be offered.

In terms of areas for attention:

It is of crucial importance for the Department to keep ahead in the rapidly-changing field of information technology. It will have to ensure regular upgrading of its computers and the further integration of IT skills into the curriculum.

It will need to continue to engage in and report on important research projects. The re-introduction of research seminars to create an awareness of current research among staff members is important.

Should the need arise to increase access to training, the Department should explore the possibilities of part-time and after-hours classes. The question of distance education, as well as mixed mode offerings should also be addressed and their feasibility determined.

The Department's obligations and role in the need for continuing education should be further explored and investigated.

The primary challenge of the Department, however, lies in the education and training of future LIS professionals. It will have to ensure that its students acquire the information, skills and experience needed for personal development and effective contribution to the country. Students should be encouraged to think analytically, critically and creatively and they should be provided with skills and knowledge which will be useful in the work environment.⁸

⁸ Kaniki, 1997b: 10.

10.3 Recommendations for further research

A large-scale comparative study of tertiary institutions offering education and training in library and information science in South Africa is needed to ascertain exactly what the present overall situation is. This assessment should include universities, technikons and Colleges of Education and could precede a process of rationalisation which has been recommended by Horton,⁹ the 1993 IFLA mission¹⁰ and Dickson.¹¹

Formal follow-up studies of graduates should be undertaken as an essential element in the Department's attempts at evaluation. Apart from a follow-up study of some DSE students, the compilation of a mailing list of alumni and the publishing of an irregular newsletter, there have been no other attempts in this area. A survey of alumni to assess whether they are satisfied with their training at UNP, to find out what sort of jobs they have, and the extent of their career satisfaction, would be beneficial in the present circumstances of the Department and would provide invaluable data which could be used for future planning such as curriculum revision.

To determine the emerging trends in the job market, an analysis of newspaper advertisements of LIS posts should be carried out to ascertain the skills that employers are seeking and which sectors of LIS are advertising the greater number of posts. This should be a relatively straightforward analysis which could be performed by a Graduate Assistant.

A survey should be undertaken to determine the level of satisfaction of employers with the graduates produced by the Department's programmes. The results of such a survey might assist in the determination of gaps in the education and training

⁹ Horton, W.J. 1990. *The structure of the information profession in South Africa: the development of a rational pattern*. Inaugural lecture delivered at the University of Natal, Pietermaritzburg, 1 August 1990. Pietermaritzburg: University of Natal Press.

¹⁰ IFLA, 1993: 14.

¹¹ Dickson, 1994: 7.

offered and might also be useful for the adjustment or adaptation of courses, where necessary, to meet the requirements of the employer. These perceived gaps in the training, or the absence of certain skills, could also be a valuable indication of continuing education requirements. To some extent this information will be forthcoming in Kaniki's regional needs analysis.

If the present trend of attracting increasing numbers of foreign students continues, a study of the Department's past and present foreign students would be informative for future planning. The aim of such an investigation should be to provide details such as their country of origin, their reasons for choosing the Department for a course of study, their satisfaction with the Department's offerings and their future study and, employment intentions and, later, their success in meeting the demands of their placements.

10.4 Summary

The study has traced the development of the Department from its inception to 1994 and, where appropriate and necessary, beyond that date, up to 1998, through a contextual analysis of the available historical evidence. It has identified the role played by the Department in education for librarianship in the country and found that this role has expanded considerably in the 1990s. The intention of the study was to provide an historical analysis of the development of the Department in a period of great change and transformation in the country. It is hoped that this analysis will be used as a basis for further research. Finally, through this examination of the Department's role it is hoped that the Department will be able to build on the foundations it has laid, learn from the weaknesses of the past and go forward with confidence to face the particular challenges of the tertiary education sector in South Africa and the demands of education for librarianship in the next century.

APPENDIX ONE

CHRONOLOGICAL LIST OF PUBLICATIONS BY DEPARTMENTAL STAFF, 1984-1998

1982

Mornet, C. The information utility. Inaugural lecture delivered in the University of Natal, Pietermaritzburg, 12 May 1982. Pietermaritzburg: University of Natal Press.

1984

Verbeek, J.A., Nathanson, M. and Peel, E. *comps. Webb's guide to the official records of the colony of Natal. 3rd ed.* Pietermaritzburg: University of Natal Press.

1985

Simpson, A.B. The provision of career information and guidance in the secondary school, with special reference to the school library. *Mousaion* Series 3. 3(1): 18-31.

1986

Verbeek, J.A. Racially segregated school libraries in KwaZulu/Natal. *Journal of Librarianship* 18(1): 23-46.

1988

Verbeek, J.A. and Stilwell, C. Speculations on the nature of an alternative school library system for post-apartheid South Africa. *Wits Journal of Library and Information Science* 5: 21-39.

1989

Horton, W.J. Inter-library loan turnaround times in science and engineering. *Special Libraries* October: 245-250.

Stilwell, C. Community libraries: a brief review of their origins and nature with particular reference to South Africa. *Journal of Librarianship* 21(4): 260-269.

1990

Horton, W.J. Computer literacy in information studies: a first world/third world perspective. *Computers in Libraries* 10(6): 40-41.

Horton, W.J. Education: University of Natal. *SAILIS Newsletter* 10(9): 9.

Horton, W.J. Microcomputer workstations as complements to a fully automated library system. *Computers in Libraries* 10: 20-21.

Horton, W.J. The structure of the information profession in South Africa: the development of a rational pattern. Inaugural Lecture. University of Natal, Pietermaritzburg: University of Natal Press.

Leach, A. Indaba on the neo-literate reader. *Innovation* 1: 43.

1991

Horton, W.J. A paradigm for the functional application of critical path management to the internal and external variables of interlibrary loan. *Journal of Interlibrary Loan and Information Supply* 2(1): 25-31.

Horton, W.J. South African librarianship: entering an era of change. *Library Association Record* 93(1/2): 62 and 64.

Kaniki, A.M. Information seeking and information providers among Zambian farmers. *Libri* 41(3): 147-164.

1992

Horton, W.J. The medical librarian and the health care team. *Medical Librarian/Mediese Bibliotekaris* March: 3.

- Horton, W.J. The medical librarian as clinical librarian. *Medical Librarian/Mediese Bibliotekaris* June: 3.
- Kaniki, A.M. Continuing education programmes for library documentation and information personnel in Zambia. *Zambia Library Association Journal* July: 29-41.
- Kaniki, A.M. Education and training, and the professionalization of librarianship in Zambia. *African Journal of Library, Archives and Information Science* 2(2): 111-118.
- Kaniki, A.M. Meeting the needs of agricultural researchers in Africa: the role of unpublished reports. *Information Development* 8(2): 83-89.
- Kaniki, A.M. Re-entry of international students to home library environments. In: Bonta, B.D. and J.G. Neal. eds. *The role of the American academic library in international programs*. Greenwich, Conn.: JAI Press: 175-195.
- Leach, A.B. Reading interests of newly literate black adults within the Durban metropolitan region. *South African Journal of Library and Information Science* 60(1): 47-52.
- School Library Conference proceedings: June 1992 [hosted by University of Natal, Pietermaritzburg, Department of Information Studies and READ] University of Natal, Pietermaritzburg 1992.
- Stilwell, C. The resource centre forums: democratic and alternative information networks for South Africa. *International Information and Library Review* 24(3): 213-220.
- Stilwell, C. Community libraries: a viable alternative to the public library in South Africa. *Progressive Librarian* 4: 17-27.
- Stilwell, C., Aitchison J.M.H., Bowen, J. and Shaw, M. 1992. Report of the Working Group into Public Library Provision in the Pietermaritzburg metropolitan Region. *Innovation* 3: 30.

1993

- Bawa, R. The role of the public library in supporting education in the Natal region. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, Pretoria 3-7 May. Pretoria : Info Africa Nova. Vol. 1: 287-295.*
- Horton, W.J. Libraries and information technology: historical perspective and a view of the future. *University of Transkei, Department of Information Science, Occasional Papers*, 1 February: 48-50.
- Horton, W.J. Research methods and data gathering techniques in the arts and social sciences. *Education for Information* 11(1): 65-67.
- Horton, W.J. The structure of library education in South Africa. *Journal of Education for Library and Information Science* 34(3): 253-254.
- Kaniki, A.M. Problems of access to agricultural information in southern Africa. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, Pretoria, 3-7 May. Pretoria: Info Africa Nova. Vol. 2: 562-577.*
- Leach, A. and Verbeek J.A. The reading habits of adults in anglophone sub-Saharan Africa: an historical overview. *African Journal of Library and Information Science* 3(2): 95-105.
- Nassimbeni, M., Stilwell, C. and Walker, C. Education and training for library and information work: an analysis of the current South African situation with a view to the way forward. *Innovation* 6: 30-44.
- Stilwell C. More the mere novel reading; an examination of pro-active South African Librarianship. In: Coetzer, A.G. ed. *Proceedings of the Info Africa Nova Conference, Pretoria, 3-7 May. Pretoria: Info Africa Nova. Vol. 1: 91-118.*

1994

- Horton, W. J. Fragmentation and destruction. *National Librarian* 19(4): 7.
- Kaniki, A.M. Community resource centres and resource centre forums in the transformation and post-transformation era in South Africa. *African Journal of Library, Archives and Information Science* 4(1): 47-54.

Kaniki, A.M. Information seeking and information providers among Zambian farmers. In: Machet, M.P. *comp. Information user studies*. Pretoria: UNISA: 298-315, 369.

Kaniki, A.M. Library and information science, education and training for information provision to rural communities in South Africa. In: Johansson, E. *ed. Seminar on Information Provision to Rural Communities in Africa: proceedings of the seminar held in Gaborone, Botswana, 22-25 June*. Uppsala: Uppsala University Library: 98-107.

Kaniki, A.M. Specialist training for information provision to rural communities in South Africa. *Innovation* 9: 35-42.

Leach, A.B., Stilwell, C. and Verbeek, J.A. The reading of black South Africans: a historical overview. *African Journal of Library Archives and Information Science* 4(1): 1-14.

Radebe, T. Training school librarians in South Africa: a personal view. *Innovation* 9: 43-47.

Stilwell, C. Towards transformation? An update on the resource centre fora of South Africa. *International Information and Library Review* 26: 303-313.

1995

Horton, W.J. An application of double exponential smoothing to interlibrary loan forecasting. *Journal of Interlibrary Loan, Document Delivery and Information Supply* 5(3): 97-100.

Horton, W.J. and Ilcheva, S. A university on the World Wide Web: a case study of the University of Natal, South Africa. *African Journal of Library, Archives and Information Science* 5(2): 99-108.

Kaniki, A.M. Agricultural information user populations and critical tasks in Africa. In: Aina, L.O., Kaniki, A.M. and Ojiambo J.B. *eds. Agricultural information in Africa*. Ibadan, Nigeria: Third World Information Services: 12-31.

Kaniki, A.M. Educational responsibilities of public libraries and information services from the information needs perspective. In: Totemeyer, A.J., Loubser, J. and Marais, A.E. eds. *Educational responsibilities of libraries and information services in Namibia: Papers of the Seminar in Midgard/Windhoek, 26 May - 2 June 1995*. Bonn / Windhoek : DSE / Republic of Namibia - Ministry of Basic Education and Culture, University of Namibia.

Kaniki, A.M. Exploratory study of information needs in the Kwa-Ngwanase (Natal) and Qumbu (Transkei) communities of South Africa. *South African Journal of Library and Information Science* 63(1): 9-18.

Kaniki, A.M. Library and information science education and training for information provision to rural communities in South Africa. *Quarterly Bulletin of the International Association of Agricultural Information Specialists* 40(1): 21-29.

Kaniki, A.M. and Sewdass, P. Analysis of book theft at the University of Durban-Westville Library. *South African Journal of Library and Information Science* 63(4): 206-212.

Radebe, T. The reading interests of Zulu-speaking Standard Two children in Pietermaritzburg. *South African Journal of Library and Information Science* 63(4): 161-172.

Stilwell, C. and Vietzen, C. Improving education for library and information work: the simulated fieldwork practicum at the University of Natal. *Education for Information* 13(1): 21-34.

1996

Kaniki, A.M. Continuing education and training programmes for library and information personnel in South Africa's educational institutions. In: Huttemann, L. ed. *Continuing education programmes for library and information personnel in educational institutions : papers and proceedings of the Information experts meeting held in Zschortau, Germany 25 - 30 September 1995*. Bonn: DSE-Education, Science and Documentation Centre: 32-42.

Kaniki, A.M. Information for all: challenges for South African library and information science education and training. Inaugural lecture. Pietermaritzburg: University of Natal.

Kaniki, A.M. Virtual digital libraries : whither South African academic libraries?
Paper presented at the *Conference on Information Technology in Tertiary Education (CITTE) University of Cape Town, 10-12 April*. Cape Town: URL,
Publication site available from
<http://www.uct.ac.za/conferences/citte/abstract.htm>
(Accessed on: 13 July 1998)

Radebe, T. The school library movement in South Africa: recent policies and development. In: Abidi, S.A.H. ed. *School libraries in Uganda: papers and proceedings of a DSE/EASL/MOES Seminar, Kampala, 20-25 November 1995*: 48-76. Bonn / Kampala : ZED / East African School of Librarianship.

Radebe, T. Context and culture as factors in black children's responses to books. In: Machet, M., Olen, S. and van der Walt, T. eds. *Other worlds; other lives: children's literature experiences: proceedings of the International Conference on Children's Literature, 4-6 April 1995*. Pretoria: Unisa Press:184-202.

Stilwell, C. Global information issues: LIS educators and the public good. Invited paper for *The Global Information Internet Conference, 31 April*. URL
Publication site available from:
http://www.mcb.co.uk/services/conferen/apr96/global_information/stilwell/glo.htm (Accessed on:13 July 1998)

Stilwell, C. Staff perceptions of the structure of the provincial library services in the light of socio-political circumstances; 1990- April 1994. *South African Journal of Library and Information Science* 64(4): 177-185.

1997

Kaniki, A.M. Continuing education and training programmes for library and information personnel in South Africa's educational institutions. *Education for Information* 15(1): 1-15.

Radebe, T. Experiences of teacher-librarians in the workplace after completion of the school librarianship programme. *South African Journal of Library and Information Science* 65(4): 218-226.

Stilwell, C. Community information services: a view of the theoretical foundations. *Desidoc bulletin of information technology*. Forthcoming.

Stilwell, C. Democracy and its emergence in South African public librarianship, or, Why public libraries plus a change of name don't equal community libraries. *Innovation* 15: 17-29.

Stilwell, C. First professional, in-service and continuing education and training: provincial library staff perceptions. *South African Journal of Library and Information Science* 65(4): 207-217.

Stilwell, C. Information and library support for sustainable development: some research findings on the KwaZulu Natal situation, South Africa. *African Journal of Library, Archives and Information Science* 7(2): 169-172.

Stilwell, C. Transformation and renewal in South Africa's provincial library services: staff perceptions of required changes. *African Journal of Library, Archives and Information Science* 7(1): 1-17.

1998

Kaniki, A. M. Library and information science education and training in Zambia and Zimbabwe. In: Wise, M. ed. *Education for librarianship in Sub-Saharan Africa*. London: Mansell: Forthcoming.

APPENDIX TWO

DEPARTMENT OF INFORMATION STUDIES

LIST OF THESES, 1981-1998

1981

- Simpson, A.B. Die verskaffing van beroepsinligting en-leiding in die skoolsituasie met besondere verwysing na die rol van die skoolbibliotekaris.
M.Bibl. (Degree awarded with distinction).

1982

- Haffajee, G.H. Information gathering habits among bio-medical users of the Medical Library, University of Natal.
M.Bibl.

1985

- Van Niekerk, R.V. Marketing agricultural information: the value of a planned public relations approach in a special library, with particular reference to Cedara Library.
M.Bibl. (Degree awarded with distinction).

1986

- De Cupis, A.L.M. A description of videotex systems and an evaluation of videotex as an information retrieval medium.
M.Bibl.

1989

- Dubbeld, C.E. A bibliography of South African short stories in English with socio-political themes between 1960 and June 1987.
M.Bibl. (Degree awarded with distinction).

1990

- Du Toit, M. Onderwysdepartementbiblioteke - riglyne vir 'n model na aanleiding van 'n vergelykende studie van geselekteerde stelsels in die R.S.A.
M. Bibl.
- Engelbrecht, J. H. Recorded music collections with particular emphasis on jazz and with special reference to the organisation of the Malcolm Hunter collection.
M.Bibl.
- Pim, J. A. A history of the Killie Campbell Africana Library.
M.Bibl.

1991

- Abbott, M. A. Towards an understanding of the meaning of the word "use" in the phrase "use of literature".
MIS (Degree awarded with distinction).
- Buchanan, N. The use and management of government publications in a university library.
M.Bibl.
- Govender, G. The application of microcomputer technology for information retrieval in library resource centres of Indian secondary schools in South Africa.
PhD.
- Immelman, H.F.L Museum documentation: suggested principles for its future development.
MIS.
- Stabbins, P.A. A comparative analysis of internationally selected library codes of ethics: with particular reference to the code proposed by the South African Institute for Librarianship and Information science.
MIS.

1992

- Bell, R. J. User education in the academic library: designing and evaluating a library instruction programme for underprepared students on the University of Natal, Pietermaritzburg campus. M.Soc.Sci. (Library Science).
- Brann, J. L. The nature and function of fantasy in children's literature and the implications for book selection in libraries. MIS. (Degree awarded *cum laude*).
- Kistan, G. Perceptions and utilization of media centres in South Africa. Ph.D.
- Leach, A. B. The reading interests of the newly literate urban black adult. MIS.
- Rajcomar, R.D. Biblioculture of the Indian professional school librarian and library assistant in the Durban Municipal Area. M.Bibl.
- Roberts, F.M. The integration of computers into white and multi-racial school media centres with emphasis on cataloguing and circulation systems. MIS.
- Stilwell, C. The community library as an alternative to the public library in South Africa. MIS.
- Zondi, L.E. Library use skills and information seeking patterns of first-year students at the University of Zululand. MIS.

1993

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1994

- Chetty, K. The development of an integrated database for manuscripts based on the requirements of the Anglo-American Cataloguing Rules, second edition (AACR 2) and the National Register of Manuscripts (NAREM).
MIS.
- Henning, J.M. Information and the architect.
MIS.
- Immelman, H.F.L. Principles for museum documentation.
Ph.D.
- Moodley, G. The marketing practices of public libraries in Natal/KwaZulu with special reference to the public library administrator's knowledge of marketing principles.
MIS.

1995

- Jacobs, D. Information seeking patterns among the natural scientists, social scientists and humanities scholars at the University of Transkei.
MIS. (Degree awarded *cum laude*).
- Kalley, J.A. The effect of apartheid on the provision of public, provincial and community library services in South Africa with particular reference to the Transvaal.
Ph.D.
- Karlsson, J.A. An evaluation of the Natal Resource Centre Forum's definition of a resource centre.
MIS.
- Lamoral, D.K. South African university libraries: a proactive response to changing circumstances.
MIS. (Degree awarded *cum laude*).

- Majaja, V.V. An analysis of the curricula of school librarianship programmes in colleges of education in Transkei, Venda, Boputatswana and Ciskei.
MIS.
- Ntsala, M.J. Library orientation-instruction: an analysis of the expectations of black post-graduate students registered with the University of Natal.
MIS.
- Pierce, J. An investigation of the effect of an accelerated programme concentrating on the upgrading of literacy and numeracy skills on Standard 6 pupils in a black secondary school in KwaZulu-Natal.
Ph.D. (Education).
- Pholosi, T.J. The effects of teacher-librarianship training at the colleges of education in the former Transkei on school libraries.
MIS.
- Radebe, T.E. An investigation of the reading interests of Zulu speaking Standard Two children in the Department of Education and Training (DET) in Pietermaritzburg 1 Circuit.
MIS. (Degree awarded *cum laude*).
- Raju, J. An examination of the principles of privatisation and the implications for public library services in South Africa in the decade February 1980 to February 1990.
MIS.
- Raju, R. A case study of the application of the Peromnes method of job evaluation to the University of Natal, Durban Libraries.
MIS.
- Sentoo, N.R. A determination of the optimum operating hours of the Joe Ryan Dental Library, University of Durban-Westville.
MIS.

- Shah, T.D. An investigation into the *raison d'être* of the autonomous libraries on the Howard College campus of the University of Natal, Durban.
MIS.
- Siddiqui, M.A. A comparative study of interlibrary loan functions and the development of a model interlibrary loan network among academic libraries in Saudi Arabia.
Ph.D.
- Thompson, J.E. "SASH" and human rights : a content analysis (1976-1990).
MIS.
- Vahed, L. An investigation into the effects of closed market book distribution on libraries in KwaZulu-Natal.
MIS.
- 1996**
- Chanetsa, B. The impact of the economic structural adjustment programme on small and medium-sized special libraries in Zimbabwe.
MIS.
- Gordon, W.F. The vocational perceptions of library and information diplomates from M.L. Sultan Technikon between 1989 and 1994.
MIS.
- Pretorius, C.E. An investigation into the impact of system migration on library staff.
MIS. (Degree awarded *cum laude*).
- Stilwell, C. An analysis of staff perceptions of the structure of the provincial library services and their affiliated public libraries in the light of socio-political circumstances, 1990-April 1994.
Ph.D.

1997

- Bawa, R. An implementation plan for the development of school libraries in the KwaZulu-Natal region.
Ph.D.
- Breakfast, K. An evaluation study of the psychology collection at the University of Transkei.
MIS.
- Dube, L. The school-community library model as a solution to the lack of library services in the Umtata district of the former Transkei.
MIS.
- Gallagher, J. The relevance of popular English language fiction to Black adult readers in libraries affiliated to the KwaZulu-Natal Provincial Library Services.
MIS.
- Mini, T.P. Community participation in the establishment of public libraries : a one-shot case study of the Georgetown Public Library.
MIS
- Van Rooyen, K-M. A performance evaluative study of the Pietermaritzburg Cluster of Theological Libraries (PCTL) in order to determine whether it meets the demands of its users.
MIS.
- Wyley, C.H. The application of a participatory evaluation method to the public library: the case of Tholulwazi Library, Besters Camp, Inanda, Durban.
MIS.

1998

- Aitchison, J. Access to books and journal articles by postgraduate students of a coursework Masters programme in the Department of Information Studies, University of Natal (Pietermaritzburg).
MIS. (Degree awarded *cum laude*).

- Ilcheva, S.A. Authoring and information seeking on the world-wide web: an experimental study.
MIS.
- Lombo, S. An evaluative study of a resource centre within a community learning centre with particular reference to Tembeletu Education Centre.
MIS.
- Makopi, Z. N. The role of the Transkei College of Education Library (TCE) in the preparation of lectures: an analysis of the lecturers' views.
MIS.
- Mhlongo, M.A. The preparedness of technikon-trained library and information science diplomates for the work situation: an evaluative study.
MIS.
- Msimango, H.L. Mangosuthu Technikon Resource Centre and its involvement in the Umlazi Community with particular reference to high schools: 1991-1997.
MIS.
- Ridley, H. The KwaZulu-Natal Provincial Museum Service, 1974-1995: a brief history.
MIS.

1998 THESES IN PROGRESS

- Abbott, B.S. Records management in South Africa: A survey of the top ten companies.
MIS.
- Addo, H.G.K. An investigation into the role of computers as information sources in environmental education with specific reference to the water audit and water quality projects in the greater Pietermaritzburg schools KwaZulu/Natal, South Africa.
MIS.

- Bell, F.R. The Department of Information Studies, University of Natal: its role in education for librarianship in South Africa, 1973-1994. MIS.
- Bokhari, S. A. M. Information needs of health professionals in Saudi Arabia. Ph.D.
- Chailla, A. Documentation and dissemination of agricultural information and its impact on the socio-economic development: the case of Tanzania. Ph.D.
- Choonoo, P. A comparative study of the effectiveness of the application of concept-based and procedural teaching methods in user instruction of online PAGE (OPACS). Ph.D.
- Dansoh, W. A. A study of the flow of information between low cost housing providers and beneficiaries in selected areas in KwaZulu Natal Province. MIS.
- Howell, S.R. Radio as an information provider (Umlazi as a case study). Ph.D.
- Jacobs, D. A bibliographic study: the publication patterns of the South African Scientists. Ph.D.
- Jonas, N.P. An investigation into the possible school library service delivery models for the Eastern Cape Province. MIS.
- Katundu, D.R.M. Use and sustainability of information technology in academic research libraries in Tanzania. Ph.D.

- Kebede, G. Computer aided instruction for the Internet user modelling/hypertext.
Ph.D.
- Kimotho, J. Public secondary school libraries in Nairobi and the satisfaction of the curriculum needs among history teachers.
MIS.
- Kiondo, E. Access to gender and development information by rural women in the Tanga region, Tanzania.
Ph.D.
- Magubane, M.V. User education at Umbumbulu College of Education in Natal: An evaluation of the initial model.
MIS.
- Mambo, H. Development of library networks amongst higher learning institutions in Tanzania.
Ph.D.
- Mcunu, N. The availability and use of information technology in education college libraries in KwaZulu Natal.
MIS.
- Moodley, K.R. The relationship between the availability of journals, with special reference to the cancellation of journals and the satisfaction of internal and external inter-library loan requests at the medical school library, University of Natal, Durban.
MIS.
- Moshoeshoe-Chadzingwa, M.
Performance assessment of technical reports.
Ph.D.
- Mpeta, N. A study of the impact of consortia on the document delivery aspect of inter-library lending in South Africa.
MIS.

- Mukangara, F. Information management in government ministries in Tanzania.
Ph.D.
- Munoo, R. The use of CD ROMs in an Eastern Cape academic Library.
MIS.
- Ndudane, R.Z. User satisfaction with library services at UNITRA.
MIS.
- Notshe, X. L. Community information needs for rural development at
Zweledinga Village in Peddie, Eastern Cape Province, South
Africa.
MIS.
- Ntuli, N.C. Collection development of Audio-Visual materials in South
African University Libraries.
MIS.
- Nyamato, R.M. Utilisation of information technology in decision making and
policy formulation process in the Ministry of Health, Kenya.
MIS.
- Pantshwa, V.Z. Information seeking, providers and use among aurally impaired
school children in the Eastern Cape.
MIS.
- Peters, D. The conservation of library and archival material in the sub-
tropical climatic region of KwaZulu-Natal.
Ph.D.
- Pillay, S. Provision of computer training and user support services to
District Health Management teams.
MIS.
- Puzi, M. A contextualised study of the historical development of college
libraries in the Transkei: 1882-1994.
MIS.

- Rowan, P.A. Computer mentoring for electronic information sources at the Natal Law Society.
MIS.
- Rubushe, B.P. Awareness and use of public library services in Mdandsane among high school students.
MIS.
- Sewdass, P. An investigation of the UDW undergraduate music students knowledge of the use and care of music technology.
MIS.
- Webster, L.E. Development of a mainstream information skills course at the M L Sultan Technikon.
MIS.

APPENDIX THREE

TABLE 1*

Department of Information Studies: Student Graduates 1974-1998					
YEAR	AUDIS	HONS	MIS	DSE	PHD
1974	12 (12W)				
1975	19 (19W)				
1976	17 (17W)				
1977	23 (23W)				
1978	16 (16W)				
1979	22 (22W)				
1980	11 (11W)	2 (2W)			
1981	13 (13W)	2 (2W)	1 (1W)		
1982	8 (8W)	4 (4W)	1 (1I)		
1983	5 (5W)	2 (2W)			
1984	5 (4W;1B)	2 (2W)			
1985	8 (7W;1B)	1 (1W)	1 (1W)	14 (4W;1B;9I)	
1986	10 (9W;1I)	5 (5W)	1 (1W)	11 (3W;1B;7I)	
1987	7 (6W;1I)	10 (4W;2B;3I)		1 (1W)	
1988	24 (15W;5B;4I)	7 (4W;3B)		12 (4W;2B;6I)	
1989	19 (14W;2B;3I)	4 (2W;2B)	1 (1W)		
1990	19 (11W;5B;3I)	9 (1W;7B;1I)	3 (3W)		
1991	27 (13W;9B;5I)	7 (4W;3B)	4 (4W)	3 (3B)	1 (1I)
1992	19 (9W;9B;1I)	12 (4W;7B;1I)	7 (5W;1B;1I)	19 (1W;14B;3I;1C)	1 (1I)
1993	20 (6W;10B;1I;1C)	8 (2W;4B;2I)		18 (1W;16B;1I)	
1994	24 (14W;8B;2I)	9 (2W;5B;2I)	3 (1W;2I)	20 (17B;2I)	1 (1W)
1995	18 (3W;14B;1I)	12 (2W;6B;4I)	13 (3W;4B;5I;1C)	19 (17B;2I)	3 (2W;1O)
1996	26 (13W;12B;1I)	11 (2W;5B;4I)	3 (2W;1B)	12 (12B)	1 (1W)
1997	14 (5W;9B)	6 (1W;5B)	6 (3W;3B)	14 (13B;1C)	1 (1I)
1998	12 (4W;6B;2I)	17 (1W;14B;1I;1C)	7 (3W;4B)	6 (6B)	

W= White; B= Black; I= Indian; C= Coloured; O= Other

* TABLE 1 reflects graduates (not enrolled students) in the year in which they graduated. Statistics taken from Graduation booklets and Departmental records.

APPENDIX THREE

TABLE 2

Department of Information Studies: International Graduates 1992-1998		
Year	Course	Name
1992	AUDIS	Gyimah, B. (Ghana)
1993	AUDIS	Dansoh, W.A. (Ghana)
1994		
1995	PHD HONS AUDIS	Siddiqui, M.A. (Saudia Arabia) Dansoh, W.A. (Ghana) Chikowore, E. (Zimbabwe) Kimotho, J.M. (Kenya) Lwendo, H.Y. (Zimbabwe)
1996	MIS HONS AUDIS	Chanetsa, B. (Zimbabwe) Lesaoana, B.V. (Lesotho) Addo, G.H.K. (Ghana) Chikwana, L. (Zimbabwe) Sakala, C.M. (Zimbabwe)
1997		
1998	AUDIS	Khumalo, L.G. (Swaziland) Mariti, L.M. (Lesotho)
Current International Students 1998		
1998	PHD MIS HONS AUDIS	Bokhari, S.A.M. (Saudi Arabia) Katundu, D.R.M. (Tanzania) Kiondo, E. (Tanzania) Kebede, G. (Ethiopia) Mambo, H. (Tanzania) Moshoeshoe-Chadzingwa, M. (Lesotho) Mukangara, F. (Tanzania) Addo, H. (Ghana) Dansoh, W. (Ghana) Kibakaya, N. (Tanzania) Kimotho, J. (Kenya) Nkhale, P. (Lesotho) Nsengiyumva, A-M. (Rwanda) Nyamato, R. (Kenya) Mariti, L. (Lesotho) Nsanzya, R. (Zambia) Janneh, F. (Gambia) Phoofolo, M. (Lesotho)

APPENDIX THREE

TABLE 3

Department of Information Studies: Permanent Members of Staff 1973-1998		
NAME	POSITION HELD	DATE
Mrs F.R. Bell	P/T Lecturer Lecturer	1984 - 1985 01/08/1989 - 31/12/1993 01/01/1994 - Date
Mrs D. Holtz	P/T Administrative Assistant Senior Administrative Assistant Assistant Administrative Officer	19/02/1980 - 31/09/1989 01/10/1989 - 31/07/1994 01/08/1994 - Date
Professor W.J. Horton	Professor and Head of Department	01/01/1989 - 03/01/1995
Professor A.M. Kaniki	Lecturer Senior Lecturer and Acting Head of Department Professor and Head of Department	01/07/1992 - 31/12/1994 01/01/1995 - 31/12/1995 01/01/1996 - Date
Mr A.B. Leach	P/T Lecturer External Examiner P/T Lecturer External Examiner Lecturer	1989 - 1990 01/08/1993 - 30/07/1994 31/07/1994 - 31/12/1994 01/01/1995 - 30/12/1995 01/01/1996 - Date
Professor C. Mornet	Senior Lecturer Professor and Head of Department	01/01/1973 - 1981 1981 - 31/05/1988
Ms C. Pretorius	Lecturer	01/02/1975 - 1981
Mrs T.E. Radebe	Lecturer Senior Lecturer	01/07/1993 - 28/02/1997 01/03/1997 - Date
Mrs L. Rayner	Lecturer External Examiner	01/01/1988 - 31/12/1993 01/01/1994 - 31/12/1994
Mrs A.B. Simpson	Lecturer	1982 - 1985
Dr C. Stilwell	P/T Lecturer Lecturer Senior Lecturer	1978 - 1985 01/07/1986 - 31/12/1991 01/01/1992 - Date
Mrs J. Thomson	P/T Administrative Assistant P/T Senior Administrative Assistant P/T Assistant Administrative Officer	14/01/1991 - 30/06/1992 01/07/1992 - 30/06/1994 01/07/1994 - 30/11/1997
Mrs J.A. Verbeek	P/T Lecturer Lecturer Senior Lecturer	01/08/1974 - 31/12/1975 23/02/1976 - 31/12/1985 01/01/1986 - 31/12/1994

METHOD USED IN LIST OF REFERENCES

As stated in section 1.5.1, published and unpublished documents relating to the University and the Department are recorded in the list of references. Published sources are listed first as author/date entries followed by unpublished sources arranged alphabetically by the second element of the entry, for example, "University of Natal. Board of the Faculty of Arts. Minutes." files before " University of Natal. Council. Minutes." Annual Reports of the University of Natal are listed separately as a group at the start of the listing of published sources.

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