

**USER PREFERENCES IN THE USE OF LAW LIBRARY COLLECTIONS: A
CASE STUDY OF THE BRAND van ZYL LAW LIBRARY OF THE
UNIVERSITY OF CAPE TOWN**

BY

CHARLES AKWE MASANGO

**Submitted in partial fulfilment of the requirements for the degree Masters in
Library and Information Science**

In the Faculty of Education

University of Cape Town

September, 1997

Supervisor: Dr. Mary Nassimbeni

The University of Cape Town has been given
the right to reproduce this thesis in whole
or in part. Copyright is held by the author.

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

Dedication

This piece of work is dedicated to my mum MAMA ESTHER EMADE, who

I always refuse to believe is of blessed memory

Acknowledgements

My sincere thanks to my supervisor Dr. Mary Nassimbeni for her guidance and willingness to see and discuss with me at all times. For your devoted love as a mother, may the Almighty give you more days on earth.

I am equally grateful and indebted to Professor P.G. Underwood, Dr. K. de Jager, J.G. Smith, L. Parker, and Barbara Hatherill for their openness and constant assistance.

My gratitude goes to Professor Leeman and Julien Hofman of the Faculty of Law, University of Cape Town for their friendly gestures and courage they gave me when they read through some of my script.

Equally, I wish to extend my thanks to Ms. Latifa Omar, Mauricia Davids, Linda Krawitz, Pamela Snyman for all the assistance they gave me at the Brand van Zyl Law Library of the University of Cape Town. I wish to remind them that I enjoyed working in their company because of the love and openness they extended to me.

Finally, I extend my thanks to the respondents for the time and efforts they spent in answering the questionnaires.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	ix
LIST OF ACRONYMS	xi
ABSTRACT	xii

CHAPTER 1

INTRODUCTION	1
1.1 BACKGROUND TO THE PROBLEM	1
1.2 THE RAISON D'ÊTRE OF THE DISSERTATION	2
1.3 METHODOLOGY	5
1.3.1 CONTEXTUAL BACKGROUND	5
1.3.2 THEORETICAL APPROACH	6
1.3.3 LITERATURE SURVEY	6
1.3.4 EMPIRICAL APPROACH	7

CHAPTER 2

ACADEMIC LAW LIBRARIES AND THEIR COLLECTIONS	10
2.1 INTRODUCTION	10
2.2 ACADEMIC LAW LIBRARIES	10
2.2.1 NATURE AND FUNCTION OF LAW LIBRARIES	11

2.3 ACADEMIC LAW LIBRARIES AND THEIR USES	14
2.4 ACADEMIC LAW LIBRARIES AND THEIR USERS	15
2.5 THE ACADEMIC LAW LIBRARY COLLECTION	17
2.6 PROVISION OF LAW COLLECTIONS IN A LAW LIBRARY	20
2.7 LAW COLLECTIONS AND THEIR USERS	21
2.8 LAW LIBRARIES AND THE ADVENT OF MODERN INFORMATION TECHNOLOGY	24

CHAPTER 3

TECHNICAL SERVICES OF LAW LIBRARIES	31
3.1 INTRODUCTION	31
3.2 ACQUISITION OF MATERIALS	31
3.3 WEEDING	35
3.4 PRESERVATION	37
3.5 CATALOGUING OF LEGAL MATERIALS	38
3.6 CLASSIFICATION OF LEGAL MATERIALS	38
3.7 MISSING BOOKS	40

CHAPTER 4

GENERAL ADMINISTRATION OF LAW LIBRARIES	41
4.1 INTRODUCTION	41
4.2 POLICY AND PLANNING	42
4.2.1 COMMITTEES	43
4.2.1.1 ACCOUNTS RECORDS	45

4.2.1.2 BUDGET	45
4.3 USER NEEDS AND SERVICES IN A LAW LIBRARY	46
4.3.1 USER NEEDS IN A LAW LIBRARY	46
4.3.2 USER SERVICES IN LAW LIBRARIES	48
4.3.2.1 WHEN TO DO TRAINING PROGRAMMES	53
4.3.2.2 WHAT SHOULD BE DONE AFTER A TRAINING EXERCISE	55
4.4 STOCK	56
4.5 SHORT LOAN	57
4.6 REGULATIONS REGARDING MANAGEMENT	57
4.7 NOISE CONTROL	58
4.8 SPACE	59

CHAPTER 5

BRAND van ZYL LAW LIBRARY OF THE UNIVERSITY OF CAPE TOWN

5.1 INTRODUCTION	62
5.2 FOUNDATION OF THE BRAND van ZYL LAW LIBRARY AND ITS COLLECTION	62
5.3 PRESENT STATUS OF THE BRAND van ZYL LAW LIBRARY	64
5.4 LEGAL MATERIALS IN THE BRAND van ZYL LAW LIBRARY	66
5.5 USERS AND STAFF OF THE BRAND van ZYL LAW LIBRARY	66
5.5.1 USERS OF THE BRAND van ZYL LAW LIBRARY	66
5.5.2 STAFF MANAGING THE SMOOTH FUNCTIONING OF THE BRAND van ZYL LAW LIBRARY	67

CHAPTER 6

EMPIRICAL SURVEY	68
6.1 INTRODUCTION	68
6.2 DESIGNING THE RESEARCH INSTRUMENTS	68
6.2.1 DESIGNING THE RESEARCH INSTRUMENTS FOR STUDENTS AND LECTURERS	68
6.2.2 DESIGNING THE RESEARCH INSTRUMENTS FOR MEMBERS OF LIBRARY STAFF	70
6.3 DATA COLLECTION	71
6.4 PROBLEMS ENCOUNTERED	73
6.5 DATA ANALYSIS	75
6.5.1 DATA ANALYSIS OF LECTURERS' AND STUDENTS' QUESTIONNAIRES	75
6.5.2 DATA ANALYSIS OF LIBRARY STAFF RESPONSES	90

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS	98
7.1 CONCLUSIONS PERTAINING TO THE RESPONSES OF PATRONS AND STAFF IN THE SURVEY	98
7.1.1 RECOMMENDATIONS PERTAINING TO THE RESPONSES OF PATRONS AND STAFF IN THE SURVEY	100
7.2 RECOMMENDATIONS PERTAINING TO THE ANTIQUARIAN, RARE AND OLD COLLECTION	106
7.3 RECOMMENDATION FOR FURTHER INVESTIGATIONS	110

APPENDICES	112
APPENDIX A: PATRONS QUESTIONNAIRE USED IN USER PREFERENCES IN THE USE OF LAW LIBRARY COLLECTIONS AT THE BRAND van ZYL LAW LIBRARY OF THE UNIVERSITY OF CAPE TOWN	112
APPENDIX B: QUESTIONNAIRE FOR LIBRARY STAFF/MEMBERS	123
REFERENCES	129

LIST OF TABLES

TABLE 1: DISTRIBUTION OF QUESTIONNAIRES	73
TABLE 2: NUMBER OF PATRONS SAMPLED IN THE SURVEY	73
TABLE 3: NUMBER OF QUESTIONNAIRES ADMINISTERED TO THE VARIOUS RESPONDENTS	74
TABLE 4: DEMOGRAPHIC PROFILE OF LECTURERS AND STUDENTS	75
TABLE 5: DIVISIONS USED IN THE LIBRARY	76
TABLE 6: PURPOSE OF LIBRARY VISIT	77
TABLE 7: FREQUENCY OF USE	78
TABLE 8: TIME OF USE PER DAY	79
TABLE 9: HOURS OF USE PER WEEK ON AVERAGE	80
TABLE 10: AVAILABILITY OF MATERIALS	81
TABLE 11: NATURE OF OBSTACLES	82
TABLE 12: PERIODS OBSTACLES ARE ENCOUNTERED	83
TABLE 13: SOLUTIONS TO OBSTACLES	84
TABLE 14: SUGGESTIONS ABOUT SHELVING	85
TABLE 15: SOLUTIONS TO DIFFICULTIES WITH ELECTRONIC SOURCES	86
TABLE 16: SOLUTIONS TO LOCATING MATERIALS	88
TABLE 17: VENUES FOR DISCUSSIONS	89
TABLE 18: REASONS FOR VENUES SUGGESTED	90
TABLE 19: NATURE OF OBSTACLES	92
TABLE 20: SOLUTIONS TO OBSTACLES	92
TABLE 21: SOLUTIONS TO DIFFICULTIES WITH ELECTRONIC SOURCES	93
TABLE 22: SOLUTIONS TO LOCATION DIFFICULTIES	94

TABLE 23: PROBLEMS ENCOUNTERED WITH PATRONS	95
TABLE 24: SOLUTIONS TO PROBLEMS	96

ACRONYMNS

BIALL	British and Irish Association of Law Libraries
CA	Constitutional Assembly
CALICO	Cape Library Co-operative
CD-ROM	Compact Disc-Read Only Memory
FTE	Full Time Equivalent
IT	Information Technology
LEXIS	Database of legal research materials
LIS	Library and Information Science
LISA	Library and Information Science Abstracts
OPAC	On-line Public Access Catalogue
SABINET	South African Bibliographic and Information Network
SPTL	Society of Public Teachers of Law
UCT	University of Cape Town
UGC	University Grants Committee
UNISA	University of South Africa
WESTLAW	Software that summarises cases prepared as part of its hard copy publishing programme
WWW	World Wide Web

ABSTRACT

Law libraries are specialised libraries consisting primarily of printed and electronic legal literature which assist their patrons in legal research and the teaching of law. The use of the law library by the entire university often causes concern on the part of the legal patrons and staff who use and manage the library and its collection. This dissertation investigates the nature and purpose of the law library of the University of Cape Town, with a view to establishing patterns of use and revealing the problems encountered by patrons and members of staff in the use of this library and its collections.

In the investigation, two types of questionnaires were prepared and administered to the patrons and members of staff of this library in order to establish their library usage and preferences. The researcher undertook the quantitative approach since the qualitative approach in the form of interviews and observations had earlier been effectuated by the researcher during his internship in this library.

In the investigation during which a total number (60) of students, academics (14) and four members of staff responded, it was revealed that the patrons encounter problems of space, noise and movements. The members of staff noted inter alia that in addition to the problems of space, noise and movements, there were also problems of mutilation of the library's materials (underlining passages and tearing pages) and of the deliberate mis-shelving of materials.

In the light of these identified problems, this dissertation makes a number of recommendations designed to alleviate the problems experienced by the respondents.

CHAPTER 1

1. INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

The contents of a law library are traditionally made up of primary and secondary sources of law. The primary sources are Acts of Parliament and Reports of cases. The secondary sources are treatises, journals, commentaries, bibliographies and other publications which are centred on the literature of law. These primary and secondary sources of law are principally what make up collections in a law library (Blunt, 1980:9).

Law as a demanding profession, has its own way in which its collections, especially its primary sources, should be used. The assumption is that these collections are considered reference collections because loaning of materials which is usually one of the activities of other types of special libraries is not always the case with law libraries. This is because law libraries' primary materials are not lent to patrons. Patrons wishing to use these primary materials have to use them in the library where they are shelved.

In defining law collections, it is pertinent to first look at the definition of law. Since there are numerous definitions of law, a representative definition will be considered in order to arrive at an accepted definition for the purpose of this study. Ivamy (1993:153) quote that law, as defined by Blackstone, "is a rule of action prescribed or dictated by a superior, which an inferior is bound to obey." Jowitt et al (1977:1068) define law as "a rule of action to which men are obliged to make their conduct

conformable; a command, enforced by some sanction, to acts or forbearances of a class." Black (1990:884) defines law as "that which is laid down, ordained, or established, a rule or method according to which phenomena or actions co-exist or follow each other."

For the purpose of this dissertation, following the above three definitions of law, it is pertinent to say that law collections are collections of rules of actions, of acts or forbearances of a class; arranged by alphabet, by number or by subject, with the purpose being to enable a patron of a collection to find the physical location of information.

Law collections are *stricto sensu* used by judges, advocates, attorneys, academic staff and students. Many law firms and Attorneys' General offices have their own law libraries principally used by these categories of patrons. This dissertation will not consider the use and supervision of these types of libraries, but will address the use and management of the Brand van Zyl Law Library collections of the University of Cape Town, where the teaching and learning practices of the patrons often put pressures on the use of the collection.

1.2 THE RAISON D'ÊTRE OF THE DISSERTATION

This dissertation investigates the problems users of the Brand van Zyl Law Library of the University of Cape Town and its management encounter. This investigation is pertinent as law libraries experience specific and general problems that often call for investigation.

The general problems mostly experienced by law libraries are lack of enough space to display their books; noise, as students often like discussing issues that arise from their reading; movements in search of materials as one reference referred to cannot be replaced by another; deliberately mis-shelving and hiding of materials especially where such materials are in high demand. These general problems experienced by law libraries, including the Brand van Zyl Law Library of the University of Cape Town stem from the fact that law materials, especially the primary materials, are often supposed to be consulted simultaneously by working through a reading list as one reference may lead to another (Tanguay, 1973:15).

As law libraries experience these general problems, they equally experience specific problems. Steynberg (1991), carried out two quantitative surveys at the Brand van Zyl Law Library because the Law Students' Council complained at several Law Library Committee meetings of shortage of seating space at certain times of the year.

Reporting on the results of the first survey that was conducted from 13-23 March 1991, she not only confirmed the aspect of seating space as a problem in the library. Other problems such as noise, insufficient photocopy machines, limited copies of legal materials mostly at the short loan were also raised by the students. In the second survey that took place from 24 May to 2 June 1991, a few criticisms were made about the short-loan collection. The students perceived still a significant lack of seating places especially in the mornings and before examinations, and the chatty, noisy non-law students. The second survey was conducted to confirm the data obtained from the

first survey, as opposition came from the Commerce Faculty against the implementation of access control in the library. Because of these surveys, some of these problems have been attended to, as this library has implemented strict access periods from Monday through Friday to non-law students from 08:30-1 p.m. This is to allow the law students exclusive access to seating places in the library during these times.

Masango (1996) during his internship in this library, also reported that patrons using this library's collections and staff managing this library's collections, faced a number of problems. The patrons encountered problems such as noise, movements in the library, the arrangement of the primary sources, the lack of adequate consultation or reading rooms, problems in retrieving materials using the automated information technologies as well as problems of eating and drinking in the library.

The librarians encountered problems such as stealing and hiding of books, tearing out of pages in books, underlining in books. Professor Leeman who works with the staff of the law library, in the antiquarian, rare and old collection observed that they encountered difficulties in this division of the library. This division experience problems of acquisition, inadequate description of these materials in catalogues, the lack of knowledge and respect on the part of the patrons as to how to use and handle these materials as well as the need for more space and adequate shelving of these antiquarian, rare and old materials.

Generally with the advent of modern information technology, such as the On-line, CD-ROM data bases and the World Wide Web where many libraries including law libraries go digital in this century, many scholars may have thought that these general and specific problems would be solved. Although to an extent these technologies have modified these problems as they provide means whereby scholars can acquire information regardless of where the information is based, specific investigations have shown that further problems are still encountered by scholars using law materials at the Brand van Zyl Law Library of the University of Cape Town.

In the face of the problems faced by both patrons and staff in this library, as reported by Steynberg (1991), and Masango (1996), this dissertation will further investigate these problems and others and propose recommendations that will help both patrons and staff of this library.

1.3 METHODOLOGY

1.3.1 CONTEXTUAL BACKGROUND

A user study involves the study of users in its totality. This includes the overall aspect of the users and the systems they use. A user study may be library-specific or discipline specific. The user population selected for the purpose of the user study may be user of the library or belong to a particular discipline or profession (Prasad, 1992:83).

As a user population selected for the purpose of a user study may be users of the library or belong to a particular discipline or profession, this research will cover the

law patrons using the Brand van Zyl law library collections and the staff managing this library's collections.

1.3.2 THEORETICAL APPROACH

This dissertation will examine academic law libraries, the use of their collections, their technical services, and general management. By examining these aspects of law libraries, this dissertation will explore the nature of law libraries, how their collections are used, the impact of modern information technologies on law library collections, the general management of law libraries as well as the technical services of law libraries. This theoretical framework in Chapters two, three and four will inform the empirical research that is based on the problems identified by the researcher in the internship he carried out at the Brand van Zyl law library. The empirical component will be presented in Chapter six of the dissertation.

1.3.3 LITERATURE SURVEY

This dissertation will be based on the literature methodology often used in library research, and more broadly in social sciences research. In this regard, the literature of academic law libraries (Blunt, 1980; Marke, 1993), the use of its collections (Dane et al. 1996; Banks et al., 1994), general administration and its technical services which are the main themes of this dissertation, will be examined.

The researcher undertook a comprehensive bibliographic search of CD-ROM's, South African Bibliographic and Information Network (SABINET), On-line Public Access Catalogue (OPAC) i.e. (BORIS), and the Internet. The major indexing and abstracting

sources, such as the Library and Information Science Abstracts (LISA), were consulted for this dissertation.

It should be noted that, although most of the literature that was explored from these sources was not *stricto sensu* based on the Brand van Zyl Law Library of the University of Cape Town, the sources reflected a broad coverage of law libraries and their collections.

1.3.4 EMPIRICAL APPROACH

There are two approaches used to establish user information preferences. These are the quantitative and qualitative approaches. Though Prasad (1992:86) is of the opinion that user studies have seen some change from quantitative to qualitative methods, it is worth stating that both approaches are relevant when carrying out user studies research.

This investigation has employed a combination of qualitative and quantitative methodologies. Qualitative methods were used in the underpinning exploration of the library during the internship. The findings and insights emerging from the internship informed the design of the questionnaire administered in this dissertation.

Also, a number of interviews were conducted with particular experts in order to elucidate specific problems. The persons interviewed were Professor Leeman, Faculty of Law, University of Cape Town, an expert in the antiquarian materials. Julien Hofman, Faculty of Law, University of Cape Town, an expert on the virtual law

library; Mrs. Mary Lister of the University of Cape Town Libraries; and Ms. Latifa Omar, the Law Librarian of the Brand van Zyl Law Library of the University of Cape Town.

In the questionnaire the following questions were investigated: how frequently patrons use the law library; the hours they normally use the law library; how many hours per week they use the law library; if they are able to find the materials they need in the library; if there are obstacles they encounter in the law library when they want to work there; when they normally encounter these obstacles; how they think these obstacles can be solved; if they feel that law reports and statutes are suitably located in the library; if not, how they think these law reports and statutes can be arranged for them to better use in the library; if they have difficulties retrieving materials in the library using OPAC (BORIS), CD-ROM e.g. LEXIS; how they think these difficulties can be solved; if they have difficulties locating law materials in the law library; how they think this can be solved; if they feel the need to discuss among themselves issues that result from their reading of law materials; if so, where they think such discussions should take place most effectively; why they think such discussions should be held; why they think such discussions should be held in the places they have identified.

With regard to members of staff, the following questions were investigated: if they have observed obstacles that hinder law patrons from working in the library; if they have, how they think these obstacles can be solved; to know if patrons often come for help because they cannot retrieve materials in the library using OPAC (BORIS), CD-ROM e.g. LEXIS; if they do, how they think this can be solved; to know if patrons

often come for help because they cannot locate law materials in the library; if they do, how they think this can be solved; to know if they feel that law reports and statutes are suitably located in the library; if not, how they think these law reports and statutes can be arranged for patrons to better use them; to identify problems they encounter with patrons as they use law library materials; how they think these identified problems can be solved.

Further information gathered from the law patrons was: their status in the University; which divisions they use in the library; to know the purpose for which they usually visit the library.

Regarding the staff, further information gathered related to their status, i.e. library qualifications; and the length of their working experience in a law library.

It is hoped that the investigation through the use of these questions with a view to proposing recommendations, will benefit both patrons using these collections and staff managing these collections.

CHAPTER 2

ACADEMIC LAW LIBRARIES AND THEIR COLLECTIONS

2.1 INTRODUCTION

This chapter will consider the special nature of University law libraries and their collections, the dominant characteristics that arise from the nature, needs and proper role.

The first section of this chapter will examine the nature of academic law libraries. This will be followed by an examination of academic law libraries and their uses. Here, the significant features of academic law libraries will be viewed. Thirdly, academic law libraries vis-à-vis their users will be examined. Here, the focus will be on the user body of the library. The next area to be examined will deal with academic law library collections in view of the clienteles they are supposed to serve. In the following section, the provision of law collections in a law library will be focused upon. Furthermore, law collections and their users will be examined. This section examines how law libraries are different from other special libraries. Lastly, the impact of modern information technology will be considered.

2.2 ACADEMIC LAW LIBRARIES

There are numerous accepted definitions of academic law libraries. For the purpose of this dissertation, a few representative definitions will be considered in order to arrive at an accepted definition of academic law libraries.

Blunt (1980:13) says that “a law library is an organised collection consisting primarily of legal materials. In the survey of major law libraries in the United Kingdom..., that definition is taken as including a number of major law collections which form just one part, sometimes a relatively very small part, of a more general library.”

Marke (1993:436) furthermore says that, “a law library is a specialised library defined by its subject matter. Its functions, collections, and services are determined by the nature of legal information and research.”

The Law Librarian editorial (1996:29), reproducing the standards prepared on behalf of the Society of Public Teachers of Law (SPTL) says “law library means printed, electronic and other materials held by the University library which are directly concerned with law, wherever those materials may be located and however they may be arranged; and the services provided by the library in relation to those materials.”

Following these definitions, it is pertinent to say that an academic law library is a specialised library consisting primarily of printed or electronic legal materials.

2.2.1 NATURE AND FUNCTION OF LAW LIBRARIES

Generally academic law libraries assist their patrons in many aspects, for example the support of legal research and the teaching of law. This library equally holds a special position among libraries in the training of students as it forms the foundation and the framework of the law school.

Furthermore, the special nature of law materials require special knowledge and techniques for their effective utilisation by patrons (Bailey et. al., 1974:25).

The special position of law libraries in regard to the training of students extends to the accommodation that is allocated to legal patrons. This is seen in the light of the additional space that the University Grants Committee (UGC) of the United Kingdom recommended. According to this committee, extra space was necessary for each law student in the library given the fact that the norm per full-time equivalent (FTE) student number is 0.80 m² (8.6 sq.ft.) (International Library and Information Action for Development (I.L.I.A.D) 1995:212).

Also, academic law libraries assist their patrons in many respects including legal research and law teaching since their holdings are mostly made up of legal material. This notion is accepted by Tanguay (1973:13) who argues that "because of the special exigencies of legal research and the nature of the materials that compose it, the law library is essentially a reference library." The law library is considered a reference library since its collections are principally primary sources which are not allowed to be carried out of the library. These primary materials are meant to be used as reference materials in the library. This makes a law library different from other libraries because as Tanguay (1973:13) says, "loaning books is usually one of the basic activities of a library. However, most law libraries do not circulate their materials, or if they do so, it is on a very limited basis."

As law libraries are primarily reference libraries, they attempt to keep the entire working collection intact. This is because most of the materials are in constant demand. Their absence from the library on loan, even for a short period, would seriously inconvenience a large number of readers (Blunt, 1980:103-104).

The peculiar nature of research in law usually involves the use of a considerable number of books in each one of which only a small portion may be of interest to the user. This is because the user may have to read from various sources to solve a particular problem. As Tanguay, (1973:15) says, "...from one work to another, a real chain of references is found to be formed, the use and the citation of which give to the reasoning all the desired aspects of a scientific basis."

The law library is a reference library of which the parts comprising the collection form an indivisible whole which must be situated close to its users. This is because the user must consult at the same time statute materials, case law materials, and doctrine and, in consequence, a considerable number of materials, to solve a single legal problem (Tanguay 1973:15).

The law library is also considered a laboratory, because of the role it plays in teaching and legal research. To bring out clearly the important place it occupies in the study of law, it has often been seen as the heart, the centre of the law school. It is more than a storehouse of books, more than a study hall, more than archives. It is a laboratory, the workshop of the professors and students of the law school (Tanguay 1973:15).

If the idea that a law library is an organised collection consisting primarily of legal materials as Blunt (1980:13) says, and these materials are what forms the jurist's sole instrument of work, then it is pertinent to say that a law library is a workshop where legal patrons apply themselves to the basic activities of legal science (Tanguay 1973:15).

2.3 ACADEMIC LAW LIBRARIES AND THEIR USES

One significant feature of academic law libraries is their emphasis on research, both historical and theoretical. These collections are intended to support the needs of the faculty and students for critical review and analysis of law systems (Panella, 1990:5).

As academic law libraries stock legal materials, they can be said to be the library that serves both the legal and non-legal professionals. While the legal professionals use this library to meet with their legal demands, the non-legal professionals use it to search for legal literature that might have some bearing on what they are studying. The undergraduate students use this library to get access to the basic materials required for their degree course. The teaching staff use this library for general and specialised materials. The postgraduate students use the library to search for provisions in their special fields of study. The lawyers use this library to search for materials for their litigation in court, and the legal researchers use this library to carry out their legal research.

It is necessary for the lawyer and with much more reason, the professor of law to generally consult legislation, case law, and doctrine at the same time in order to track

down separately each element of the solution sought in each of these three written sources of law (Tanguay, 1973:14).

Legal patrons hence use law libraries to search for the most recent doctrinal work bearing on the question under study. This they do through the use of bibliographical compilations which are found in law libraries. The law library contributes directly to the training of future lawyers.

2.4 ACADEMIC LAW LIBRARIES AND THEIR USERS

Academic law library users are so demanding that anything less than perfection may negatively affect the outcome of their findings or influence their legal argument (Panella, 1990:10). Thus it is necessary for them to collect all the facts surrounding the case they are studying. By collecting all these facts, they need all the relevant laws, regulations, and similar court decisions pertaining to the problem in hand.

Because they need all the relevant laws, regulations and similar decisions pertaining to the problem in hand, they need to know or be taught how to use these materials. The use of these collections is quite different from the way other library collections are used. This is because frequently the materials in the study of law are consulted simultaneously. Tanguay (1973:15) observed that law materials "must be consulted at once, since each of them may contain various elements of the matter being studied or of the problems being researched." This is because from one reference the patron may be referred to another work or various works that are pertinent to the research that the patron is undertaking. During such cross references a real chain of references is found

to be formed, the use and the citation of which give to the reasoning all the desired aspects of a scientific basis.

Usually, the average law library patrons are highly educated, intelligent individuals. They are usually people who will not be satisfied with partial or incorrect answers. Since they are trained to think fast, to analyse, to challenge, and to cross-examine, they can be a difficult group to satisfy as their expectations and demands are always high (Panella, 1990:10).

This statement by Panella can be said to be true, following Klopper's description (1991:113) of the different user bodies of the academic law library. Kloppers categorised the user body of the academic law library into lecturers attached to the faculty, registered students of the faculty, and students and lecturers from different disciplines. As the lecturers are chiefly concerned with furthering their knowledge in a particular field of law, they need to be kept up to date on the latest developments in their area of specialisation. Also, since the students need to look up and read certain sources that are prescribed for them both for their assignments and thesis, they need to make the most extensive and intensive use of the wider range of materials.

The extensive and intensive use of the wider range of materials by students may not apply in Universities where distance education is carried out. For example at the University of South Africa (UNISA), which is a distance education institution, the practice as to how students use the law libraries is different. Jaspan (1982:85), from his investigation into how students use the law library and its collection in UNISA,

concluded that generally these students used only prescribed materials and a limited number of law journals. Those who made the most extensive and intensive use of the wider range of materials are the law professors, lecturers and research workers. This is because they need these materials for the training of graduates and to participate in conferences and symposia.

The students do not make extensive and intensive use of the wider range of the materials in the library. This is so because they are provided with either photocopies, bibliographies and articles of all relevant literature they are expected to study for their courses by their lecturers. This practice results in an untenable situation as regards to these students' knowledge of searching in the basic legal sources. This, following Dugard (1977:131), "makes many law students qualify without knowing how a law library functions and how to use the fundamental legal tools."

2.5 THE ACADEMIC LAW LIBRARY COLLECTION

Law library collections reflect the characteristics of the clientele they are designed to serve. This is because as the core collections will be similar in libraries serving different categories of legal patrons, the expanded collections will vary in accordance with the information expectations of the users (Taylor, 1993:441).

In academic law libraries serials comprise the largest proportion of primary materials. This is so because of the nature of the law itself. The state legislatures produce volumes of laws, which when codified become codes or statutes and when reproduced by vendors along with cases and notes become annotated codes or annotated statutes.

Courts usually expound their opinions in decisions that are published as reports. These published reports when consolidated become annotated reports, digests, encyclopaedias, and finally annotated statutes or codes (Taylor, 1993).

Furthermore, in academic law libraries, indexing and finding tools are indispensable in legal research. As the scope of legal research activity widens, the library has to expand that activity by providing the information resources to support the demand. Law libraries hence have to collect nationally and selectively in international fields to meet such activity (Taylor, 1993).

Since law libraries support law patrons, they too invest in research tools beyond the basics in laws and court reports. Libraries that cater for patrons of law need secondary sources of the law to assist with formulating research products and preparing final written briefs and reports. Publications such as law reviews and periodicals, encyclopaedias, dictionaries and treaties fill this kind of need (Taylor, 1993).

There are scholars who hold the view that an adequate law collection must be made up of legal and non-legal materials. This is because of the inter-disciplinary nature of the study of law. Speaking on the necessity for legal and non-legal materials being ideal for an adequate law collection, Frederick Hicks (1959:12-13) as quoted by Allen (1975:88), speaking about Yale stated that, "an adequate law collection is a vast aggregation of sources not merely in law but in all that is comprehended in the study of organised society."

It was not however an American who first suggested the inclusion of non-legal material in law collection. As early as 1886, Sir Frederick Pollock was of the opinion that a practitioner should have at command many and various kinds of information, which at first sight would not be suspected of having anything to do with law. A collection of all the law books ever published would not be an efficient law library. To make a good law library, a good collection of law books and a good selection of other books have to be fused (Allen, 1975:87).

The concern that a law library should not only consist of legal materials was given further impetus in the famous "Brandeis Brief"; *Muller v. Oregon* (1908). In that case Louis D. Brandeis went outside the available primary source material of earlier cases and status for additional evidence from which he might demonstrate the constitutionality of some eighteen states and seven foreign countries. In doing this he referred to over ninety reports of factory inspectors and committees. In winning his case, he highlighted for others the relevance of such related materials (Marke, 1963:246 as quoted by Allen, 1975:87).

Also, by 1928 Dean Smith of the Columbia Law School, Columbia University (1955:334) as quoted by Allen (1975:87) was writing that, "if the study of law is to be more closely integrated with the study of the allied social sciences, access to books and documents of a non-legal character will be necessary."

More force was given to this argument when Frederick Hicks (1959) as quoted by Allen (1975) said that an adequate law collection is a vast aggregation of sources not merely in law.

Because of the necessity of law libraries having not only legal materials, many law libraries have expanded their collections beyond the narrow confines of law. This has given rise to misunderstandings, especially in the University situation, where concern for overlapping collections and duplication of material has been voiced (Allen, 1975:88).

With the advent of modern information technology, collection development in a modern law library has to take account of the phenomenon of electronic line publications and electronic on-line databases. This will be discussed in greater depth under the section dealing with law libraries and the advent of modern information technology.

2.6 PROVISION OF LAW COLLECTIONS IN A LAW LIBRARY

The provision of law collections in a law library entails primary and secondary sources of law. The primary sources of law consist principally of two kinds. First, there is legislation, the enactment of legislature (parliament), made either directly or through powers delegated to such bodies as government departments and local authorities. In some countries, there is also a written constitution, standing above all other legislation (Blunt, 1980:55).

Secondly, there is judge-made law. There are many legal rules and principles which have never been the subject of legislation, but which are embodied in the decisions of the courts (Blunt, 1980:55).

The secondary sources include treaties, commentaries, directional tools such as indexes to status, journals and other publications which are, broadly speaking about law but are not themselves sources of legal authority. These sources are not binding authorities like the primary sources, but act as persuasive authorities where need arises.

2.7 LAW COLLECTIONS AND THEIR USERS

Often, large libraries can at first appear quite confusing to users. Most libraries are, however, arranged on the same basic principles. Once these principles have been mastered one should not experience too much difficulty in finding ones way around (Dane et. al, 1996:1).

This notion of Dane et al., may not be the case with law libraries and collections. This is because though students entering law school may have had some experience in using a library, many of them during their early weeks of legal study, express surprise and dismay at the differences between a law library and other types of libraries. This happens as they encounter books unlike those they have encountered in the past. Equally, they are faced with strange citations which they do not understand, and although some of them have seen volumes of statutes before, they have probably

never heard of a statute citation or seen a law report, a legal encyclopaedia or a digest (Banks et. al, 1994:1).

The question of law collections posing problems for new patrons equally applies to para-legal students. According to Carlson (1992:570), "para-legal students can be the most frustrating patrons to handle because, like beginners in any endeavour, they are insecure and have questions about even the basic materials they discussed in class."

Normally, academic legal education is principally based on lectures and tutorials.

These lectures and tutorials are complemented by detailed required reading. Because several statutes or cases may be required from each volume of the statute or law report to be consulted for the preparation of a tutorial, or lecture, the process of working through a reading list can involve a law patron in using a great many volumes of the statute or law report in a relatively short time. Corroborating this view, Moys (1987:625) says, "law library users tend to need to gather several volumes for simultaneous reference, than readers in many other subjects."

This complex process of simultaneous reference brings forth the enormous and ever growing mass of material as the patron may use statutes and cases as his or her authority (*locus classicus*). This task would however be almost impossible without the aid of textbooks, case digest and various kinds of index. It is with a textbook that the search for authority begins. The relevant sections of a textbook may yield a number of references to primary sources, which will be followed up and checked. One reference

may lead to another, until the patron is surrounded by perhaps one dozen or more volumes, in none of which he or she has read more than a few paragraphs.

As one reference may lead to another, the patron may be forced to retrieve relevant textbooks, statutes or law reports to substantiate the case he or she is studying. This is so because a case law report or statute referred to, cannot be replaced with another.

These case law reports or statutes, especially where the patrons are preparing for a moot action or tutorials, may not only call for reading but for consultations among themselves. This is because pertinent issues may be discovered while reading, that may warrant clarification or further discussion. These clarifications or discussions may further call for more volumes to be used. This can thus cause the patrons to be surrounded with many bulky volumes of texts especially in those countries where primary sources of law are accepted as binding principles. Remarking on this situation, Chief Justice Arthur Vanderbilt as quoted by Marke (1980:296) said, "the first thing about our legal system that strikes a European or Latin American lawyer is the sheer bulk."

Law being thus a historical and practical task, it is perhaps not easy to see how its materials could be discarded in significant quantities without frustrating scholarly work. Because "the sources of law are interdependent" (Tanguay 1973:14), there may be a desire for some law departments or schools to have departmental libraries, consultation rooms, or an area set aside for law reports and statutes. This is an issue that is further investigated in Chapters five and six.

2.8 LAW LIBRARIES AND THE ADVENT OF MODERN INFORMATION TECHNOLOGY

Law libraries moving towards the 21st century are faced with the growing challenges to provide access to special types of information. This information is found in video cassettes, computer databases, CD-ROMs and the Internet. According to Panella (1990:31), "many practices and procedures must be developed...to capture the information contained in these valuable research materials." Where this is done, there will be collection migration to a more streamlined post-modern collection of collections mediated by new electronic networking technology that connects scholars across space and time (Harloe et. al. 1994:83). Following the views of Panella (1990:31), that practices and procedures must be developed to capture the information contained in these research materials, it is worth saying that these practices and procedures are in place today in some law libraries.

According to Lyman (1991:34) as quoted by Drabenstott (1993), "new technology-based forms of knowledge are emerging that cannot be represented or distributed by print media." Among these technologies is the on-line database. According to Raitt (1995:87), "traditional on-line information system have evolved to such an extent that services such as CompuServe, Prodigy and American On-line are being used directly in users' homes." Millican et. al. (1992:425) furthermore say that, "...law libraries join networks, cataloguing, acquisitions, interlibrary loan, and other essential functions through on-line in the same arena as large academic research libraries." This is

evidenced in the University of Cape Town which has networked its system in such a way that, on campus any patron can get access to the bibliographic records of the materials they need through its OPAC (BORIS).

Furthermore, with the existence of the networked CD-ROM databases, the challenges to provide access to special types of information is being accomplished. This is because CD-ROM databases for example, can be loaded onto the network and accessed throughout the University as has been done in the University of Cape Town libraries.

In this University legal bibliographic information that is on CD-ROM has been networked and can be accessed everywhere on the campus. Also the full text legal databases that are on CD-ROM have been networked throughout the University and can be accessed by patrons through the network. With this technology "even without a CD-ROM drive, it is possible to access over the network, digitally, the same information you would get from a CD-ROM" (Vincent, 1995:112).

With the coming of the World Wide Web into the information arena, one can access information world wide without having the physical material containing such information. The practice that is carried out in the Faculty of Law and the University of Cape Town, reinforces the fact that access to special types of information is possible. This Faculty and the University have set up a searchable electronic database for the Constitutional Assembly (C.A.) of South Africa. With this database, those working on the new constitution can use the database software to trace documents

dealing with any topic under consideration. The full database, including the search engine, is available to Internet users through a World Wide Web site. Anyone with access to the Internet can follow the details of the Constitutional Assembly's proceedings. This database can be put on a CD-ROM and made available to other institutions. According to Hofman (1995:3), the founder of this database, "electronic publishing, among other things, has enormous potential for distance learning." Since "access to Internet means access to scholarship, Universities with fewer resources can tap into the resources of better placed institutions" (Hofman, 1995:3). Following this development, it is pertinent to say that today the means of providing access to special types of information are increasingly available. For this technology makes it possible for legal and non-legal electronic publications to be accessed all over (Mitchell, et al. 1995:1-6).

Although this networked technology can also be said to have provided a remedy to some of the challenges of access to special types of information, there are a number of residual problems. One of these is that the network can be overloaded. Where this happens the networked technology will not function. Among other problems that need to be addressed is that of licences and copyrights.

Although these problems may arise, there are ways whereby they can be rectified. The problem of overload can be solved by upgrading the network. As concerns the problem of licences, though this can be solved by purchasing the licence that will permit the use of the products, it may require an extra budget or administrator that was not previewed. Where this occurs the library will have no option but to either stop the

subscription or continue it at the expense of other library items. For instance, at the Brand van Zyl Law Library of the University of Cape Town, they had to discontinue their subscription to LEXIS because they could not suddenly provide an administrator to account for the use of this software as they were suddenly informed that payments for the use of this software was no longer going to be monthly but as it was used.

With regard to the problem of copyrights, according to the National Commission on Higher Education Working Group on Libraries and Information Technology Report (1996), it is a complex and controversial issue. It is not an issue that libraries and information services can solve on their own. It needs agreement between publishers, other copyright holders, libraries and other potential suppliers of bulk information to establish a clearing house for the charging, collection and distribution of agreed copyright fees.

In addition to these general problems associated with the increasing use and importance of electronic information sources, developing countries experience particular problems in this area. These problems stem from their lack of the necessary technology to receive, store and transmit data, e.g. lack of reliable land based communication systems, lack of reliable technical support, lack of suitable standards for the exchange of data. Economically, the purchase of the equipment is beyond the reach of many developing countries; culturally and politically some developing countries object to the use of these technologies because of internal and external protectionistic forces; socio-culturally, many developing countries fear computers and displacement; and the variations in the languages use in developing countries also

pose problems in the use of modern information technologies (International Library and Information Action for Development, 1995: 235-235).

Viewing these problems it is pertinent to say that the major problems of these technologies are cost and infrastructure. With respect to the cost factor, Anderson (1994) says, "...usually IT favours those with funds to buy IT. It discriminates against those who cannot afford the IT machines or do not have the resources to use these technologies." This aspect of cost and infrastructure can be curbed by inviting bids from institutions for special funding (Line, 1993). This can equally be obtained through an appropriate mix of formula funding and earmarked funding, where the moneys allocated determines the new funding formula, and the institutions left to determine how to spend the funds. This is because they are in a better position to allocate funds where necessary (National Commission on Higher Education Working Group on Libraries and Information Technology Report, 1996). Funding can also come from the government. Where governments are made to understand the importance of information provision and the library, they might be in a position to fund these projects when need is expressed (Davies, 1995: 643).

Funding can also be obtained through donor agencies e.g. the Ford Foundation and the Desmond Tutu Educational Trust have made contributions to Western Cape Libraries Project (CALICO). This project aims at seeing the realisation of a system where all the most used holdings of the Peninsula Technikon, Cape Technikon, the University of the Western Cape, University of Stellenbosch and the University of Cape Town

libraries will be on a common catalogue and patrons will be able to access and exchange information easily through this common catalogue (Gevers, 1994: 18).

Furthermore, the library can fund such projects by selling its services. As Gorman (1996:144) says, "...libraries are a main means of equalising access to information. This does not necessarily exclude the imposition of charges for certain types of service to certain types of user." This type of funding is not unusual. For the library at Senate House funds itself by selling its services (Library Association Record editorial, 1996: 61).

Infrastructure is another major problem that modern information technology poses today. Garret (1993:18) as quoted by Drabenstott (1993) says, "building the National Information Infrastructure, and its constituent digital library system, is one of the pivotal challenges of this century." This problem of infrastructure can be overcome by bridging the gap of access to information through co-operation as the Cape Library Co-operative (CALICO) is trying to do in the Western Cape. This co-operative has as its goal to restructure and develop the five tertiary academic library systems in the Western Cape. This entails the creation of a single collection housed at different locations, and a common user card for the system that will benefit members (Coetzee, 1995:34-35).

Also to curb this problem libraries could negotiate cheaper leased line access via appropriate supplies and share the cost of navigational tools and training. By doing

this they reduce the cost of the technology and users can get full benefit from Internet access (Hendrix, 1995:369).

With regard to the numerous ways whereby cost and infrastructure can be curbed, it is worth saying that through the electronic media more information can be stored and retrieved as compared to the traditional paper form. This is because experience has shown that the best law libraries in South Africa such as the Brand van Zyl Law Library of the University of Cape Town cannot acquire and accommodate without change in the traditional paper form what is available in electronic form. Though electronic information is not easy to find and use especially if one is new to it, it is fast becoming evident that with economics of scale enjoyed by the electronic milieu, the latter stands a possibility of making law libraries, for example, cheaper in the near future (Hofman, 1997). This is because this technology uses no paper, less staff, occupies limited space, its delivery services are cheaper and less cumbersome and it is cheaper to run.

Since experience has shown that electronic media acquire and accommodate more information, it stands a better chance of serving patrons in this era where the speedy utilisation of information is highly appreciated by patrons. In this regard there may be a merit for a Web site to be developed in higher institutions such as the University of Cape Town for example that will bring together all electronic legal resources in a single World Wide Web "virtual law library" (Hofman, 1997). Though there may be a demerit in this venture such as the lack of expertise in the short run, this may be overcome by training personnel.

CHAPTER 3

TECHNICAL SERVICES OF LAW LIBRARIES

3.1 INTRODUCTION

Technical services play an important role in special libraries such as law libraries. Although law libraries, like many special libraries, have traditionally placed more emphasis on reader and reference services than on technical services, research capabilities can severely be hindered if the technical aspects of librarianship are ignored or de-emphasised (Panella, 1990:25). Technical services which include library acquisition, check in systems for serial records, weeding, missing books, preservation, cataloguing and classification are highly necessary in law libraries (Panella 1990:25-31).

Following the importance of these technical services in special libraries, this chapter will examine the importance of these services in law libraries.

3.2 ACQUISITION OF MATERIALS

There is a growing necessity for an acquisition department in any law library. This is because law is in a constant state of flux as new bills, regulations and cases that interpret the law are often introduced in the already existing laws. As these new bills, regulations and cases are being introduced the jurist must always keep abreast of these changes. For the jurist to keep abreast with these changes, the librarian must make sure these new materials are available either in the library or can be acquired through interlibrary loan. This task may be very demanding for the librarian to handle, hence the need for a service that will be in charge of acquiring these materials.

Generally, before the acquisition department functions, materials must have been chosen by the librarian based upon input he or she receives from his or her users (St. Claire et. al., 1986:67). According to Blunt (1980:105), "the identification of these needs usually presents little difficulty; the problem is that they tend to be many, varied and often mutually conflicting." Though these needs usually present few difficulties, materials can be acquired by the librarian looking at what is already in the library. This can be done by the librarian preparing a simple inventory of the broad categories of materials in the library. Sylvia Webb as quoted by St. Claire et. al., (1986:65) suggests the method of "interviewing... users of the service and ascertaining their needs." Also, there may be a selection committee, made up of representative members of the users who will advance the needs of the users (St. Claire et. al., 1986:67). When the librarian has ascertained the needs of the library, he or she has to provide the lists with some supporting documentation, such as reviews, request from specific users for specific projects. For the librarian to accomplish this, he or she must know what is being published and by whom, by reading reviews and other promotional materials. Hence the librarian must rely on catalogues, consult other librarians whose stocks are similar to his or hers, visit a specialist bookseller covering his or her subject areas (St. Claire et. al., 1986).

The process whereby the librarian has to ascertain the needs of the library gives rise to the development of the library's collection. This task is a time consuming task as this aspect of law librarianship has become an increasingly complicated responsibility, requiring in-depth evaluation of choices (Panella 1990:16). It requires an in-depth

evaluation of choices because, as Long et. al. as quoted by Panella (1990:16) say, "it is an attempt to allocate scarce resources, money, space and staff among competing demands."

According to Panella (1990:5), "most academic law libraries today are faced with tremendous collection development problems." This is because the proliferation of published law materials has made selection a difficult problem, hence the necessity for resource sharing. The librarian has to go out and meet patrons to discover what their information needs are, so as to ensure that the information he or she provides is what the patrons need (Small, 1995:393). Furthermore, the librarian has to choose specific subject areas which are of the greatest significance to the library and its users. He or she has to base his or her choice on factors such as use and demand, the rate at which materials become dated, ease of referral to other libraries, as well as an analysis of the present collection.

Although the existence of modern information technology which gives greater weight to those who argue that access to information is more important than ownership of information, ownership of information is very important in law libraries. This is because to study the history of any law, patrons have to make references to formerly existing laws as these older laws will be able to give the patrons the background of the existing law. If the older laws are not acquired the aspirations of legal patrons wishing to study the historical aspect of a particular law will be hindered. Hence the acquisition of antiquarian materials is important in law libraries as they are useful to patrons wishing to study the evolution of a particular law. This is because the study of

certain historical aspects of law may require both forward and backwards references, as most of the older laws have historical value (Panella, 1990:29).

Acquisition in law libraries should include antiquarian, rare and old materials if the library has a division for this type of collection. This type of collection should be given special attention as these rarities are important to scholarship. Though this type of materials may be regarded as useless by some scholars they normally become jewels when they are to be used for scholarship. Though librarians have to decide on the acquisition of this special type of materials they cannot afford to collect everything which might conceivably appear to have some future use. There has to be some sensible boundary to the acquiring of these materials. They have to consult with specialists in this domain in determining what they ought to collect (Wellington, 1981:45).

When all the needs of the library have been determined, the librarian and his or her governing board or management committee can then create a written policy statement for the library. This type of policy or statement will be useful not only to the present management or librarian but to those who may come after them (Gensel and Powers as quoted by St. Claire et.al., 1986:64). This policy plan should have special procedures in place to handle requests for materials needed immediately. For as Panella (1990:27) says, "...law libraries...must have special procedures in place to handle requests for material needed immediately."

When this written policy statement for the library has been created, a standing order plan can then be effected. This standing order plan according to Panella (1990:26) is, "to ensure that purchased materials are kept up to date." This standing order plan may be for supplements to a previously purchased title, for new editions of a previously purchased title, for all titles published by a publisher or group or for new titles following the demand of the patrons.

Having installed a policy plan for the library and a standing order plan, the law library has to have acquisition records. These acquisition records are supposed to be referred to and updated regularly. Furthermore, they are supposed to be kept together with kardex or check in system used for recording serials or supplements (Panella, 1990: 27).

3.3 WEEDING

Since laws are constantly being replaced by new ones, and the demands of patrons keep increasing, law librarians have a great responsibility to remove outdated materials promptly. Monograph collection must be weeded constantly (Gensel and Powers as quoted by St. Claire et.al., 1986:76), "with comparisons made between new editions of older works and discard of even slightly out-of-date materials."

This task of weeding outdated legal materials is a difficult one. This is because as many law librarians are not lawyers it is rarely possible for them to follow the law in any one field. Furthermore, to effectively do weeding in a law library the librarian must determine whether or not the new law conflicts with the old ones. The fact that

some of the laws that have been replaced by new ones may still be valid under certain circumstances also makes the task of weeding difficult in a law library. This is also because many of the older laws may have historical value or may be applicable to certain cases not yet resolved that arose before the law was amended or repealed.

As it is rare for lawyers who have the required subject expertise to take time to assist with the withdrawal of materials, the job is left entirely in the hands of the librarian.

As it may be difficult for the librarian to determine which materials to retain, and it is important to distinguish superseded from current legal materials, the librarian can work closely with the publishers, reference librarians, and lawyers to ensure that superseded items are clearly identified from the current collection. Equally, the librarian can follow the circulation history of the library materials to determine how often and how recently an item has been consulted. Furthermore, the librarian can prepare and circulate a list of items that have been removed from the active shelves to temporary storage, to the faculty, lawyers, judges or whomever the patrons may be and ask them to comment or review the items before they are discarded.

Before the librarian finally discards the items he or she must make sure that a co-operative retention plan exists. This retention plan makes provision for discarded items as they may be of use latter by some researchers. Hence a discard policy in a law library should specify the procedure that is to be undertaken for discard to be effectuated (Panella, 1990:28).

Whether or not there exists a discard policy in a law library, it is essential that the librarian set aside time for the withdrawal of outdated materials. For, in addition to ensuring that needed space is made available in the library, this weeding policy serves to protect the patrons from providing inaccurate legal literature in their research and advice to their clients (Panella, 1990: 22-29).

3.4 PRESERVATION

One of the most important factors in law libraries is that of preservation. Where preservation of legal materials is neglected in law libraries, the legal heritage of the laws which that particular library is supposed to collect may vanish as books disintegrate. To avoid this kind of loss in law libraries, librarians often make sure that serious concern is placed on the preservation of their collection. For as Panella (1990:29) says, "there is a genuine concern among all librarians that their legal heritage will vanish as books disintegrate." For librarians to effectively preserve their legal materials, they have to focus their attention on acid-free paper and methods of salvaging titles that are showing signs of deterioration (Wellington, 1981:47).

According to Wellington (1981:47), books should be kept in "air conditioned, temperature-controlled, dust-free quarters." Furthermore, for legal materials to be preserved constant checks should be made on those items that are not often used by patrons. Books should be given enough space on the shelves. The habit of drinking and eating in the library should be avoided. This is because crumbs attract rats, cockroaches and ants that eat books. Drinking is also to be avoided because when

liquid gets in touch with paper, it destroys it because it limits the life span of the paper.

3.5 CATALOGUING OF LEGAL MATERIALS

In cataloguing legal materials the first factor to emphasise is that users' needs must be kept in mind. Where users' requirements are in conflict with the exactitude of cataloguing rules, the users' needs should prevail (Davis, 1982: 46).

As the needs of the patrons should prevail in cataloguing legal materials, the catalogue should be presented in a recognised, workable, standard physical format. In this regard it is useful to adopt a formal catalogue approach for individual items like text books, and shelf-list the large number of continuations which are features of the collection. The catalogue should be constructed in accordance with recognised principles of cataloguing rules (Davis, 1982: 46).

3.6 CLASSIFICATION OF LEGAL MATERIALS

Materials of law such as statutes, ordinances, law reports, periodicals, constitute the bulk of the stock of the law library. These tools are self-arranging by type of material, and often have built-in means of information retrieval. Legislation, court decisions, serials are all published in chronological and or numerical sequences. All these various specific formats may be kept together, e.g. all legislation on one area, all law reports in another, all serials in another, and so on. This is because despite the fact that legal patrons occasionally need to consult materials from other jurisdictions, they are most of the time concerned with the law of just one jurisdiction or legal system. This

is the system or jurisdiction in which they live and work. Because of this it is pertinent that all the materials relating to a particular system or jurisdiction should be brought together. This is as almost all law materials, apart from a few comparative studies, relate to just one system or jurisdiction (Blunt, 1980). Following this organisation, categories of form of publication or production are located together and only textbooks are left to be dealt with because they are not self-arranging (Davis, 1982: 43).

Textbooks may be classified in the conventional way. They can be classified according to their subject matter or in a simple alphabetical arrangement by means of the first three letters of the author's name or other main access point. Some libraries use a modification of this method by utilising the first three letters of the author's name after which a letter and number is adopted. But whatever method is adopted by any library for textbooks, the subject approach in the catalogue must be well developed as balance to the shelf arrangement of the textbook (Davis, 1982: 43-44).

With respect to rare books or manuscripts, open access is not the general rule, with this type of collections being available on special application. But since this type of collection need to be carefully dealt with, a modified form of closed access may be needed for a limited number of very heavily used books. This is especially in academic libraries, where this type of materials may be issued for short period loan of a few hours or overnight only (Moys, 1987: 599).

3.7 MISSING BOOKS

The problem of missing books is one that most law libraries face. This is confirmed by Panella (1990:28) when she says, "a major problem for libraries world-wide is missing books." This problem of missing books in law libraries often arises as legal materials are stolen, hidden or destroyed by patrons.

Because law libraries often encounter this problem of missing books they are constantly looking for ways to maintain tighter controls on their materials. The controls vary according to the various law libraries. In some cases law libraries put guards at the exit door of the library who check the patrons' belongings as they leave the library. Also most law libraries sensitise their materials and install electronic guides at the exit door of the library that signals if a patron has illegally taken any library material.

As Panella (1990:29) says, it is necessary for law libraries to "maintain records of the missing titles." By maintaining this record of missing titles, it is easier to know which of the titles is missing in the library and determine how such a title will be replaced. According to Panella (1990:29), "determining whether the volume should be replaced is a complex question... Each law librarian must establish policies and procedures for recording and replacing lost books consistent with the collection development policy."

CHAPTER 4

GENERAL ADMINISTRATION OF LAW LIBRARIES

4.1 INTRODUCTION

Law library administration is both the most challenging and the most frustrating of all branches of librarianship. This is because it requires a great deal of knowledge and experience. Also it demands skill and knowledge in traditional librarianship, management science, and legal research (Mersky, 1983:13).

The purpose of administration of law libraries is to co-ordinate the efforts of the organisation and to give effect to library policy. In this regard the administrator has to provide subordinates with goals sufficiently specific to permit work to be channelled to attempt achieve the goals of the library (Mersky, 1983:14).

As J. Myron Jacobstein as quoted by Mersky (1983:14) says, "...the purpose of a law library, in short, is to aid in the solution of legal problems through law books; it follows that all administrative decisions must be judged with that end in mind."

In order to aid patrons in the solution of legal problems through law materials, the library has to concentrate on policy and planning, committees, accounts records, finance i.e. budget, estimates, its users, services, organisation, stock, noise control, staff management, space, among other needs (Moys, 1987:595-674). The burden of control on all the above mentioned items rest on the chief librarian. This is because as Moys (1987:609) says, "the chief librarian, whether of a one-man library or of a

medium or large organisation, is responsible to the authorities of his organisation, to his readers and to his own staff for the proper running of the library."

With respect to the functions that the chief librarian is supposed to play for the proper running of the library, this chapter will look at the policy and planning in a law library, i.e. committees, accounts records, budget; users' needs and services; short loan, stock, noise control, staff management, regulations as well as the aspect of space.

4.2 POLICY AND PLANNING

In referring to policy and planning, the Fourth Standard of the British and Irish Association of Law Libraries (BIALL), as quoted by Moys (1987:596) states "it is essential to have an organisational framework which sets out clear lines of responsibility and communication, with particular reference to making and implementing policy, financial control, personnel matters and the maintenance of the premises."

Following the BIALl Standards as quoted by Moys (1987:596), it is pertinent to say that to implement policies, planning has to be done. This is because as Corral (1995:399) says, "planning is a process in which purposes, objectives and action programmes are developed, implemented, monitored, evaluated and reviewed."

Furthermore, planning is necessary because, Bryson as quoted by Corral (1995:399) says it is, "...a disciplined effort to produce fundamental decisions and actions that

shape and guide what an organisation is, what it does and why it does it." Also as Corrall (1995:399) notes, "...planning is particularly concerned with anticipating and responding to environmental factors, taking responsibility for change, and providing unity and direction to a firm's activities."

Since law libraries are laboratories for law patrons, policies should be adequately in place to ensure that the requirements of new teaching and research developments are identified, and provided for, in advance. The policies should include the reviewing of periodicals and addressing any resource requirements or other matters disclosed by such reviews (The Law Librarian editorial, 1996:31). But for these policies to be implemented, they must have been discussed and accepted in certain forums concerned with the smooth functioning of the library.

4.2.1 COMMITTEES

Normally policies in library matters are not just arrived at haphazardly. There are library committees or faculty boards where academic law faculties or equivalent organisation may refer their problems. In certain instances instead of referring their problems to either of these boards, they may approach both committees (Moys, 1987:600). These organs decide for the libraries as the powers of the library committee or the faculty boards are matters over which the librarian rarely has much influence (Moys, 1987:601). The committees are the ones who have influence on library matters as these committees in the academic and professional worlds are set up under charters, constitutions or regulations of the individual organisations (Moys, 1987:601).

According to Moys (1987:600), "law libraries that are contained within large general libraries, such as those of Universities,...usually come under the jurisdiction of the general library committee of the organisation." Matters such as the accounts records, budget and problems of the patrons with respect to the use of the library have to be brought before the committee. This is because one of the most important functions of any library committee is to act as a two way channel of communication between the library patrons and the library staff (Moys, 1987:602).

These committees are preferable to a single administrator for decision matters in libraries as they wield more power and bear any opprobrium better than a single administrator as they are both representative of a wider interest (Moys, 1987:602).

This is because library committees of academic libraries tend now to be more broadly based consumer committees with the addition of student representatives. These committees no longer consist almost entirely of senior academic staff (Moys, 1987:601).

Since the law librarian is the one in charge of the general administration of the law libraries he or she has to be a full member of the committee. This is because as a full member of the committee he or she can fulfil the functions effectively and maintain full liaison with users and their representatives. Where the law librarian comes across any case that needs to be addressed, he or she may have to convince the chief librarian of his case for or against a particular proposal, rather than having direct access to the general library committee (Moys, 1987:601-602).

4.2.1.1 ACCOUNTS RECORDS

For a proper functioning of any law library there has to be ordering and accountability of all library items. According to Moys (1987:606-607), "...in some large organisations such as Universities or polytechnics, the law library's ordering and accounting is likely to be performed on its behalf by the central acquisitions department."

Where this is the case, the law librarian has to certify invoices as correct before passing them to the central finance office. When the law librarian has done this, the finance office prepares and dispatches cheques and keeps the official account records (Moys, 1987:606-607).

Where a single acquisitions department handles the ordering and acquisition of library items, a copy of the accounts records and the statistics has to be given to the law librarian. This is important as this account record and library statistics will tell the librarian what is actually happening, guide his or her rate of ordering, enabling him or her to take early note of possible new trends, that he or she will report to the library's governing body (Moys, 1987:612-613).

4.2.1.2 BUDGET

Every library needs a budget to run its services. This budget is an estimated projection of the expenses the library will incur over a given period. Furthermore, it is supposed to be based on prior expenses, anticipated changes, estimated inflation, growth and

direction of the library's collection, staffing, service levels, space, technology as well as the general goals and objectives of the library (Panella, 1990:61).

In preparing a budget the librarian has to track expenses over the previous year and analyse them by category. The expense categories have to be formally established with finance or accounting personnel. Normally, law libraries track expenses by type of material, with categories such as case law reporters, statutes, loose-leaf services, treatises, and databases. Some law libraries review costs by allocating them to different departments or subject areas such as litigation, corporate, and tax (Panella, 1990:61-62).

After all due costs have been estimated, they have to be presented in a neat, accurate, and complete form. Textual explanation and statistical data should supplement the budget data. Comparisons of the expenses of similar law libraries may be used to support the proposal budget, as may price indices and other published data. Whether the budget is presented orally or not, the law librarian must be prepared to support and justify every item of the budget (Panella, 1990:62).

4.3 USER NEEDS AND SERVICES IN A LAW LIBRARY

4.3.1 USER NEEDS IN A LAW LIBRARY

To better administer a law library, the needs of the patrons have to be identified by communicating with the patrons. This is because as Thrift (1995:388) says, "identifying user needs relies on realistic user expectations that are not often present and a breakdown in communication can all too easily happen." Where

communication with patrons using the library is established, the patrons' needs can easily be identified and this can give rise to a good service provision in the library.

There are several ways of identifying users' needs through communication. One of these ways is through suggestion boxes. These boxes facilitate communication between the administration and users of the library. Patrons using the library who wish to make suggestions on any aspect of the library do so by writing and put it in the box. They get their replies through newsletters where one exists or through the minutes of the library committees where such suggestions are normally discussed. But this method has its short comings. For as Thrift (1995:389) says, "...even with newsletters to publicise suggestions and replies, the relatively high turnover of users means that the suggestions and the replies are easily forgotten from one year to the next."

Attendance at staff/student committee meetings is another way of identifying and communicating with patrons using the library. But this can also be frustrating. This is because at times the selfish actions of the minority dictate certain procedures, particularly perceived obstructive administrative ones, usually at the inconvenience of the majority (Thrift, 1995:387-389).

Another way of identifying and communicating patrons' needs is to make sure that effective management information systems are in place. A usual way to anticipate possible demand for materials by patrons can be done through the use of reading lists. This system has flaws as what lecturers expect their students to read is not always

what the students actually read. Because of these flaws, some lecturers dispense with reading lists, thereby encouraging students to do their own research. With this method the demand on any one particular title is reduced (Thrift, 1995:387-389).

Patrons' needs can be identified and communicated by monitoring statistics closely as this may give a better indication of actual rather than perceived demand. For example at Sheffield a database of popular material is maintained using ideal and bibliographical details of each title. The titles include information such as the course it is for, the course director, the number of students following the course, the number of issues for each semester and the recommended number of copies to be held in the short loan collection. All this information is keyed into the database separately. Information is then extracted from this database for patrons' purposes so that they know what is in the collection, which is closed access (Thrift, 1995:388-389).

4.3.2 USER SERVICES IN LAW LIBRARIES

According to The Law Librarian editorial (1996:31), "the law library should provide users with appropriate information about the services available to them and...with appropriate induction or training in the use of those services." This is pertinent for as Davis quoted by Jaspan (1982:89) says, "a good library depends on the quality of service provided, not on the ownership of a large number of volumes." Reiterating this view Phillips (1987:646) says, "...it is not enough merely to provide an organised collection of materials, some attempt should be made to show the user how to make the best use of the resources offered."

By receiving training, patrons will be able to extract information from electronic databases (Bing, 1984:3-4). Furthermore, through induction or training the patrons will be able to unlock the information stored in the impressive volumes which line the shelves (Sapire, 1982:16). Being able to unlock information from the volumes on the shelves, the patrons will be able to make legal decisions in a better way.

The duty of induction especially in the legal world lies in the hands of librarians. This is to introduce new users to stock, services and staff. The induction involves provision of a full research skills training programme that will cover on-line, computer-based and hard-copy research tools and detailed instructions for their use (Berry, 1996:41). This is important because in most cases, of all the duties that a librarian or information worker performs, direct personal assistance and help are probably the most visible and the most consciously appreciated by a library user. Hence it is necessary for librarians to guarantee willing and efficient service in this area (St. Claire, 1986:131).

Because of the special nature of legal materials, the librarian who provides the induction or training must be enthusiastic, innovative and be able to show initiative. The librarian should be able to talk intelligently about the law and not be ignorant of legal terminology, citation and abbreviation (Hadassin, 1982:119). Furthermore, the librarian or staff should be approachable and he or she should aim not to provide the information needed at a specific time but ensure that the patrons will know how to find the materials when he or she needs to (Phillips, 1987:646). Also for induction to be effectively carried out in this technological age, all the library professionals must

be knowledgeable about information technology. They should understand the basic principles, capabilities, deficiencies, various manifestations and latest innovations, applications in different contexts, costs and cost effectiveness of modern technology.

The duty of induction is placed in the hands of the librarians because they are often the vital link between the patrons and the information stored in the volumes on the shelves. Being the vital link between the patrons and the information stored in the volumes on the shelves, the librarian has to know the sources of the law and the tools for reference and retrieval. Equally it is necessary for the librarian to know the reference works which give the citations of the law reports and the journals. Where the librarian has knowledge of this, he or she will be able to inform the patrons of correct citation and where the patrons can find the correct volumes of what they need (Sapire, 1982:16-32).

In order to provide induction courses preferably in the library, it is always worth considering different approaches. Among the approaches is some sort of library guide. This guide is designed to contain details of library regulations, loan periods, classification scheme, services offered, special collections, etc. The guide is given to the prospective patrons who read it at their any convenience. The advantages of this method is that it is cheap to produce, easy to display and can be picked up and used by casual readers and those too shy to ask for help. Its disadvantage stems from the fact that too much detail may be confusing and so counter-productive. Patrons may not bother to go through a long guide to find a specific piece of information. Hence as a remedy, all-embracing guides are often replaced by a series of leaflets each covering a

single topic and made available at the point of use (Phillips, 1987:647-648). Also with this guide the librarians' attention will be focused on what needs to be covered in the induction programme, and also will provide a useful reference tool for patrons (Berry, 1996:41).

Furthermore, as libraries are fast moving towards modern information technologies, training tutorials in using the web as in many Universities in Britain, USA, Australia can be a remedy. According to Mary Lister (1997), of the University of Cape Town Libraries these web tutorials can equally be implemented in the University of Cape Town Libraries. This can be done by developing a hypertext guide of the library which gives the physical layout of the library and its resources on the web. This hypertext guide runs off free-standing PC's at various areas in the library or hostels and for patrons to search for materials in the library they simply need to click on the portion indicated in the map on the web and all the necessary details appears. This web tutorial is important as patrons will be unlikely to be thought of asking dumb questions; patrons who may be reserved about using the automated system can try them away from the public eye, and most of their questions will be answered through the Web.

Tours of the library, either individually or in a group is another induction method. During the tour a brief overview of services and sources of information available in the library is given to patrons. This type of induction is better done in group sessions because of the time involved in preparing sessions (Berry, 1996:42). Where tours are carried out in groups, the groups must not be large. This is because large numbers will

not give any of the patrons the opportunity for personal contact with the library staff or a chance to discover how to use any particular type of material. Individual guided tours either printed or in a cassette is a related method that can be used. With this the patrons will be able to be guided round the building (Phillips, 1987:647-648).

The lecture is yet another induction method. With this method a large group of patrons can be reached at one time. The disadvantages of this method is that good lecturers are not easy to find. And secondly, if the information is put over in a repetitive and uninteresting way, the exercise may be counter-productive (Phillips, 1987:647-648).

Libraries can make a film or tape/slide show which can be extremely effective if well done. According to Phillips (1987:647-648), "some libraries have made a film/slide show 35mm slides in a carousel slide tray and an audio-cassette tape with silent pulses which automatically synchronises the narrative with the slides." Though this method is good, it is expensive to produce and quickly goes out of date, though individual slides can easily be replaced (Phillips, 1987:647-648).

Law patrons also need instruction in bibliographic skills. Phillips (1987:653) says, "the use of a lecture format to convey bibliographic skills remains a problem despite the use of video, slides and over-head projection to give graphic illustration." To remedy this, more specific videos and tape slides can be used near the catalogue, government publications, legal reference works etc. These could be made to play

continuously and be equipped with head phones where noise could create problems (Phillips, 1987:654).

Training in computer legal research is also necessary. Here a good pre-training in the use of manual information sources is relevant. Handbooks and publicity produced by the database publishers can be used to give basic information on each system.

Training can equally be arranged with the database supplier either on or off the library premises and updated training arranged to ensure that skills do not lapse. In academic libraries it is better to give students initial hands-on tuition and experience in small groups (Phillips, 1987:655-656).

Generally, although it is important to carry out training in the library, there are certain hindrances that may occur. For example, database demonstrations in the library can sometimes be impractical if public access terminals are in use at the appointed hour. Also, distractions can occur if terminals are located near enquiry points or entrances. Possible remedies in this type of situations may be to reserve a special terminal for demonstrations in a quiet part of the library (Berry, 1996:42).

4.3.2.1 WHEN TO DO TRAINING PROGRAMMES

According to Berry (1996:14), "timing is crucial to effective induction... the earlier the better." Elizabeth Tooms as quoted by Berry (1996:42) furthermore says that "induction is time consuming and needs time for preparation, as well as having to be fitted into the overall running of the library."

Since patrons, especially students, will be expected to use the library immediately they begin their course, the time for orientation may be short. This is because the students confront the law literature immediately they start their course. Since time may be short and the law student numbers are large, the law library staff may have to share the burden of induction with academic staff (Phillips, 1987:652).

When to run training programmes is very important as for example, a detailed account of how to use a specific reference book which students have not yet realised they need, can be counter productive if they have not been introduced to such a book. Also if training is done too early the patrons may switch off and by the time they need such information they might have forgotten what they were told (Phillips, 1987:652). But since the majority of patrons may have no experience of legal material, it is important that forms of citation for cases and statutes, the use of abbreviation lists, and how to interpret reading list are taught to patrons in the early part of their induction course (Phillips, 1987:653).

To carry out effective induction, one lecture can be carried out during the second or third week of classes, giving a certain amount of basic information such as how to use the catalogue and a brief introduction to the major sources of law. A second lecture can be given at the end of the first term or the beginning of the second term, once the students are beginning to realise what information they need in order to do the work expected of them. Where need and time permits, a more specialised research lecture for final year or postgraduate students can be added (Phillips, 1987:652-653).

4.3.2.2 WHAT SHOULD BE DONE AFTER A TRAINING EXERCISE

Providing training exercises does not just entail going round the library and explaining to patrons how the library functions. Those in charge of these induction programmes need to ensure that patrons' needs are met through the programme which has been devised (Berry, 1996:43). This is because as R.G. Lee and P.A. Thomas as quoted by Berry (1996:43) say, "learning how to use a law library is a lifetime resource for the legal practitioner."

Since use of a law library is a lifetime resource for the legal practitioner, after an induction programme has been completed, there should be an evaluation of its effectiveness. This is because plans and ideas which may have been considered good, may have proved unworkable during the induction. Hence it is necessary to carry out an evaluation after an induction so as to assess where changes and improvements to the programme need to be made (Berry, 1996).

One of the ways of doing such an evaluation is through feedback from library staff and patrons involved in the induction programme. By requesting the patrons to complete an evaluation form, the library can determine the usefulness, applicability, extent and emphasis of the induction programme. Where such usefulness, applicability, extent and emphasis are determined, it helps make changes where appropriate in the library (Berry, 1996).

Questions asking if users would like follow up sessions are a good way of knowing how well the information which was presented was understood, and perhaps if too much was presented in too little a space of time. Furthermore, after an induction exercise patrons can be given additional questionnaires which ask them to explain general library procedures. This questionnaire can equally ask them to name the variety of services available in the library. Doing this a good indication can be got on how much information was committed to memory (Berry, 1996).

4.4 STOCK

The selection of books in law libraries especially when funds are inadequate is a delicate business requiring diplomacy and ample consultation with the library patrons. This is because the patrons' needs may not be equitable to the funds available for stocking the library. This is because the patrons need several sets of law materials to enable them to study effectively (Moys, 1987:597).

As no library can hope to meet all the needs of its patrons from its own resources, they need to go into inter-library co-operation with other libraries. In law libraries, co-operation in its many forms may contribute to the general effectiveness of the library service. This is because through such co-operation items that one library does not have can be obtained from the other library (Blunt, 1980:104). In addition to borrowing a library can obtain items by gift and by exchange (St Claire, 1986:72).

4.5 SHORT LOAN

Most academic law libraries to better satisfy their patrons' needs have short loan collections. These are items removed from the open shelves for periods ranging from one or two weeks to a whole year (Phillips, 1987).

There are various reasons why most academic law libraries have short loan collections. Since patrons cannot afford to buy all the basic textbooks they need and most libraries can only afford to duplicate these to a very limited extent, most academic libraries have some form of short loan collection. Also some academic law libraries have a short loan collection, because there are items which are on reading lists of which only parts are relevant to a particular course, hence not necessary for patrons to buy them. Furthermore, the increasing emphasis on independent reading and less dependency on a single textbook makes the short loan collection an important library service. This is because patrons frequently have to read a miscellaneous collection of items such as periodical articles, cases, certain chapters from different books for their essays or tutorial (Phillips, 1987:655).

4.6 REGULATIONS REGARDING MANAGEMENT

Every library needs a clear and unambiguous code of regulations. These regulations govern the entire functioning of the library. For these regulations to have force they should be promulgated by the library's governing body. Since there are regulations that govern the entire functioning of the library, these regulations include the management and the application of the policies laid down by the governing body (Moys, 1987).

According to Moys (1987:620), "the chief librarian is responsible for all aspects of the management of the library and the application of the policies laid down by its governing body." The chief librarian has to make sure that all members of staff are informed and consulted about projected developments in the library. He or she can do this by either informal discussions, usually with the whole staff together at one time or holding representative meetings, or circulate information bulletins. Where this is done, the staff may make useful suggestions or constructive criticisms based on their intimate knowledge of routine procedures and of patrons' reactions to them (Moys, 1987:620).

The chief librarian has to make sure that once decisions have been taken, they are immediately carried out. This is because as Moys (1987:620-621) says, "continuity of practice, subject...to necessary improvements, is a cornerstone of efficient library administration, and must be maintained by the successive occupants of each post." Among the methods of ensuring consistency is the compilation and regular maintenance of a staff procedures manual, consisting of written accounts, illustrated with samples of appropriate forms, catalogue cards, of all regular routines in the library, in whatever degree of detail appears to be pertinent (Moys, 1987:621).

4.7 NOISE CONTROL

In every library there is a need for a clear and unambiguous code of regulations governing the general discipline of that library. The conduct of individual readers is governed by the rules and regulations of the library (Moys, 1987:601). Among the

code of regulations that may include admissions, loans, general discipline, is the aspect of noise control in the library.

Generally, there are many ways of having noise in the library. Noise can either come externally or internally. The external noise can be reduced by the architect's use of sound absorbing materials in walls and roof, and double, or treble glazing. Internal noise in the library can be reduced by the use of absorbent materials, such as acoustic tiles, carpets and curtains. With regard to noise from air conditioning or ventilation fans, they should be placed in such a way that they do not disturb patrons. Noisy machines such as photocopiers, are to be placed in areas that will not disturb patrons in the library. The library should also impose regulations concerning noise from patrons, and noise carrying areas such as staircases should be regulated (Moys, 1987:628).

4.8 SPACE

According to Panella (1990:51), "...every law library is faced with space problems...Despite tightened collection development policies, shared acquisitions, aggressive weeding...,law libraries are plagued by bursting shelves." In spite of the advent of modern information technologies law libraries still encounter space problems. For example, although microfilm and microfiche resulted in small space savings for some libraries, equipment and storage requirements offset much of the savings. Also, although LEXIS i.e. a database of legal research materials, including Federal and state statutes and cases, secondary sources, citations, and much more, and WESTLAW i.e. a software that summarises cases prepared as part of its hard copy

publishing programme, were originally expected to help combat law library space problems, cost negated this venture. Also, although CD-ROMs are accepted in most law libraries as supplements to legal books, law libraries have to add space in which to place additional CD-ROMs and video equipment (Panella, 1990:51).

This problem of space is still encountered in law libraries with the advent of the World Wide Web which offers enormous potential for distance learning as much legal information can be accessed digitally world wide. Although Hofman (1995:3) is of the opinion that where cost of connecting to the Internet poses a problem to institutions, universities with fewer resources can tap into the resources of better placed institutions, this may need serious negotiations with the institutions concerned.

Since most law libraries still practise ownership of legal materials despite the advent of modern information technology, space remains a potential sphere upon which they have to work on. This is because the extent of the law library's premises and layout should be sufficient and appropriate to accommodate its services, collections, staff operations and equipment in a manner consistent with the teaching and research mission of the law school, and the consequence needs and practices of its users (The Law Librarian editorial, 1996:32).

Space being thus an important area to dwell upon, the law libraries have to carry out collection reviews that will provide better collection control, provide easier access to collections, and achieve economies of space. In carrying out this collection review, the librarian or his or her representative has to seek review advice from the library's

primary patrons and management. This is to determine what materials are to be considered for discard, preservation or relegated to an off site storage facility. In certain cases mostly in technical libraries, since much of the information dates quickly, only the most up to date material is kept (St. Claire et. al., 1986:76).

CHAPTER 5

BRAND van ZYL LAW LIBRARY OF THE UNIVERSITY OF CAPE TOWN

5.1 INTRODUCTION

This chapter looks at the foundation of the Brand van Zyl Law Library and its collection (Rouken de Lange, 1963). It furthermore gives an in-depth report of the present status of this library, its legal holdings, the patrons who use the libraries collections and the staff who manage the functioning of the library (Masango, 1996).

5.2 FOUNDATION OF THE BRAND van ZYL LAW LIBRARY AND ITS COLLECTION

The University of Cape Town started in 1829 (Walker, 1929:14-15). Although this University started in 1829 as the South African College School, the first person who helped in the development of the law library collection was Dr. Caspar Hendrick van Zyl 1842-1913. Because of his realisation of the urgent need for raising the level of the study and teaching of Roman-Dutch law in South Africa, he collected the works of old legal authorities. When the law faculty of the South African College that was started in 1859 broke down, he made heroic and unselfish efforts to keep things going with these collections to further the level of study and teaching of Roman-Dutch law in South African.

The second builder of this collection was the Rt. Hon. Gideon Brand van Zyl (1873-1956), son of Caspar Hendrick van Zyl. Adding constantly to his father's collection, he donated the collection to the University of Cape Town, where in his opinion, it would be of most service and be preserved for the future. This promoted the

University's law collection from a rather insignificant one to one ranking with the best in the country.

When this gift of Rt. Hon. Gideon Brand van Zyl, was received in 1949, the University's law books were still part of its general collection. A specially equipped room adjoining the Hiddingh Hall library, on the old University campus in the Gardens, was reserved for the use of law students and was given the name Van Zyl seminar.

These collections continued to grow due by way of donations. The late Mr. Justice J.E. de Villiers donated about 200 books from the more valuable volumes in his private library, given at the time of the Law Faculty centenary in 1959. A sum of R1000 was bequeathed by him in 1960 for the purchase of law books. A number of legal works were presented at the time of the centenary which had once belonged to President J.H. Brand of the Orange Free State, who was related to the van Zyls. This donation was made by Mrs. S. Corbett, a daughter of Mr. Justice A.J. McGregor, and grand daughter of President Brand. A considerable number of books and periodicals on Roman law were bequeathed by the late Professor J. Kerr Wylie in 1952. Several hundred rare books were purchased by the University Council from a private collection.

Because of the acquisition of more and more legal materials, lack of space to keep these materials became a problem. But the acquisition by the University of the South African College School buildings made it possible to establish a separate law library,

which was named the Brand van Zyl Law Library which was officially opened on 24 September 1962 by Mrs. G. Brand van Zyl. It is named after her late husband, the Rt. Hon. Major Gideon Brand van Zyl, Governor-General of the Union of South Africa from 1946 to 1950.

In these new premises it was possible to make a clear division between the books for daily use and those for research. Hence in the law library at that time existed rare books, authorities of the sixteenth, seventeenth and eighteenth centuries from other Western European countries and South Africa (Roukens de Lange, 1963:384-390).

5.3 PRESENT STATUS OF THE BRAND van ZYL LAW LIBRARY

The Brand van Zyl Law Library is located in the Wilfred and Jules Kramer Law School building, University Avenue, Upper Campus, Rondebosch. It occupies three levels. At the entrance of the first level, there is an issuing section which is the short loan division. This division serves patrons who borrow and return borrowed law materials. Also, in this division, there are legal materials which patrons can consult and borrow for short periods. As this area serves as an entrance exit to the library, detector equipment has been installed at the entrance. This detector is to help curb the rate of theft of library materials from the library.

From the short loan division, there is a door that leads in to the main library. Here, there are Law Reports, Reporters series, Federal Supplements, Supreme Court Reporter series, Law Digests as well as Law Weeks. Also, there exist other reference materials such as indexes, bibliographies, encyclopaedias, legal dictionaries, legal

directories, constitutions of the countries of the world, world shipping laws, family law service, Halbury's laws of England, the digest, Scottish current law yearbooks, current law monthly digest, laws of South Africa, Canadian current law, Butterworth's current law, American jurisprudence, South African law reports and journals, statutory materials, South African regulation gazette. With the presence of all the above mentioned materials, there exists a considerable reading facility for the patrons. It is from this level that patrons can find their way to the basement, where photocopying facilities and other sets of law reports are shelved.

From level one, there is a staircase that leads to the second level. On this level, there are legal materials consisting of other sets of law reports and law journals. Some of the law reports are arranged alphabetically by title and by jurisdiction. On this level there are two doors. One of the doors leads to the computer room while the other leads to another room where most law monographs are shelved. With the presence of all these legal materials on this level, there exists a considerable reading facility for the patrons.

Next to the room where most law monographs are shelved, there is a glass room. This glass room is used by patrons for their discussion when they want to clarify certain legal issues. From this special room there is a door that leads to the most valuable and prestigious collection of mankind. These collections are found in level three of the library. These collections are the antiquarian, rare and old legal materials. Though there exist reading facilities on this level where these materials are found, the door

leading to this level is permanently closed. Patrons are only allowed to use this level and collection under supervision (Masango, 1996:18-21).

5.4 LEGAL MATERIALS IN THE BRAND van ZYL LAW LIBRARY

Globally, as of 1995, the law library had about 24 102 monographs, 27 197 journal titles and about 2 500 to 3 000 antiquarian, rare and old legal materials. These legal materials grow yearly. For example the antiquarian, rare and old legal materials as of 1985 were about 1 474 (Freislich, 1985). Although there is a law librarian who sees to the smooth functioning of the library, the collection of antiquarian, rare and old materials are strictly monitored by Professor Leeman of the Faculty of Law (Masango, 1996:21-23).

5.5 USERS AND STAFF OF THE BRAND van ZYL LAW LIBRARY

5.5.1 USERS OF THE BRAND van ZYL LAW LIBRARY

This library opens its doors to patrons from 8 a.m. to 10 p.m. from Mondays to Thursdays; 8 a. m. to 5 p.m. on Fridays; 8.30 a. m. to 5.30 p. m. on Saturdays and during exams period it opens on Sundays from 10 a. m. to 6 p. m. Although this library is ipso facto supposed to be used by the Faculty of Law patrons, its doors are equally opened to non-legal patrons on Mondays through Friday as from 1 p.m.

This library caters for lecturers, professors, researchers, students both undergraduates and postgraduates. The lecturers and professors use this library to further their knowledge in particular fields of law. They search for information within their field of

interest so as to keep up to date on the latest developments in their area of specialisation, that will also enhance both their research and lectures.

The undergraduate students use this library to look for and read up certain sources that are relevant to the courses they are studying. The postgraduate Masters and Doctoral students use this library for research in their specialised disciplines.

The lecturers, professors and students from other faculties and departments, use this library to further their knowledge in particular disciplines related to law. The legal practitioners use this library both for research and at times with connected litigations pending in court.

Generally, the legal professionals use this library to meet their legal demands, while the non-legal patrons use this library to search for legal literature in their particular disciplines related to law (Masango,1996:23-25).

5.5.2 STAFF MANAGING THE SMOOTH FUNCTIONING OF THE BRAND van ZYL LAW LIBRARY

The staff who see to the smooth functioning of this library, are eight in number. Also there are students who work with these members of staff on a part-time basis in the short loan division. Among the eight members of staff, are two professionals and six non-professionals (Masango,1996:25-26).

CHAPTER 6

EMPIRICAL SURVEY

6.1 INTRODUCTION

This chapter will indicate how the research instruments were designed following the observations and interviews that were carried out by Masango (1996). It will furthermore explain how data was collected, the problems that were encountered in the process of collecting the data and finally how the data was analysed.

6.2 DESIGNING THE RESEARCH INSTRUMENTS

6.2.1 DESIGNING THE RESEARCH INSTRUMENTS FOR STUDENTS AND LECTURERS

In order to understand how students and lecturers use the Brand van Zyl Law Library and their preferences in the use of its collections, a number of questions were asked. The questionnaire consisted of 19 questions. The full questionnaire is presented in Appendix A.

Although the questionnaire consisted of mainly closed questions, it also included open-ended questions at the end. The open-ended question asked the lecturers and students if they had other comments or suggestions. The 19 questions that made up the questionnaire, were formulated to gather information considered to have an important bearing on the behaviour, attitudes and preferences of the respondents.

The first question that was asked was to ascertain their academic status and the divisions of the library they use. The second question as to the purpose for which they

visit the library was to have information about the items they use in the library.

Questions 3-5 concerning the periods they visit the library were intended to establish usage patterns.

The sixth question which asked if they normally find materials they need in the library was to assess whether the library was meeting the needs of patrons with respect to availability of material. The purpose of questions 7-10.1 that focused on obstacles they encounter in the library when they wished to work was to identify obstacles that hindered their effective use of the library; the periods they experienced such obstacles and their opinions on how such obstacles could be solved.

The purpose of questions 11-12.1 was to find out their views about the location of primary materials. Questions 13-14.1 were posed to find out if they had difficulties retrieving materials from the library using, for example, either the OPAC (BORIS) or CD-ROMs, and how they thought such problems could be curbed if they experienced these difficulties.

Questions 15-16.1 were to find out if they had difficulties in locating law materials in the library and to know how they thought such difficulties could be curbed if they had such difficulties. Questions 17-19.1 were to know if they felt the need to discuss issues that resulted from their reading of law materials.

6.2.2 DESIGNING THE RESEARCH INSTRUMENTS FOR MEMBERS OF LIBRARY STAFF

To collect responses from the library staff as to their views and experience of the usage of the Brand van Zyl Law Library and its collections, a series of questions were posed. The questionnaire consisted of 12 questions. The full questionnaire is presented in Appendix B.

The questionnaire consisted mainly of closed questions with an open-ended question at the end. The open-ended question asked the members of staff if they had other comments and suggestions. The 12 questions were formulated to gather information on various aspects of user behaviour and patterns of use. The questions explored the same aspects covered in the questionnaires to the patrons.

The first question as to the status of the staff and the length of their work in a law library was to identify those members of staff with Library and Information Science (LIS) qualifications. The aspect of length of their work was to gain an idea of their experience of working in a law library.

The purpose of questions 2, 3, and 4 was to establish if they observed obstacles that hindered patrons in working in the library; to identify the obstacles if any, and their proposed solutions. The purpose of questions 5-8.1 was to know if patrons using the library had problems retrieving materials in the library either by using the OPAC (BORIS), CD-ROMs e.g. LEXIS or generally, and to find out how they think such problems could be curbed.

Questions 9-10.1 were to set out their view of the suitability of the location of the law reports and statutes.

The purpose of questions 11-12.1 was to find out the problems if any, that they encounter with patrons as they use law library materials and to give solutions as to how such problems could be solved.

6.3 DATA COLLECTION

Of the estimated 500 students, and lecturers who use this library, it was decided by my supervisor and the School of Librarianship to sample 10% of this population.

Accordingly, to achieve this percentage, 135 questionnaires were produced and administered to this population directly from Monday 26 August through 30 Friday 1996, with the intention of achieving 50 returns.

Before administering the final questionnaires to the sample, a small pilot study was conducted. This was to test the validity of the questionnaires. In this pilot study twelve people among the population were chosen randomly to complete the questionnaire and make any comments on how it could be improved. Among those who were chosen to complete the questionnaires and make comments were one member of staff, two lecturers and nine students. This pilot study was useful as it generated useful comments and criticism which allowed the researcher to refine and improve the original questionnaire.

After the pilot study, the questionnaire was finalised and administered. In administering this final questionnaire, a further sampling was done among the patrons. This was because every student patron could not be served with the questionnaire. In this sampling twenty questionnaires at a time were administered to the students within an hour, at different periods within a week in the library. The periods for which these questionnaires were administered were Monday as from 08:30 a.m.; Tuesday as from 10:30 a.m.; Wednesday as from 12:30 p.m.; Thursday as from 3:30 p.m.; and Friday as from 4:30 p.m. Thus 20 questionnaires were distributed on Monday as from 08:30 a.m.; 20 on Tuesday starting from 10:30 a.m.; 20 on Wednesday starting from 12:30 p.m.; 20 on Thursday starting from 3:30 p.m.; and 20 on Friday starting from 4:30 p.m. These periods were chosen because during the researcher's internship, he realised that these periods were the busiest. To avoid the same student being served twice with the questionnaire, as from Tuesday through Friday, all students were asked whether they already had the questionnaire.

A box was placed in the library with the request that patrons who could not immediately return their completed questionnaires while in the library, should put them in this box. The questionnaires were collected daily at 6 p.m. over a period of two weeks.

With regard to the lecturers' questionnaires, these were distributed to them directly in their offices. It was agreed that the completed questionnaires would be collected from their secretaries within the week. For those lecturers not available at the time, the questionnaires were distributed and collected through their secretaries.

As there were just five members of staff, five questionnaires were prepared and personally distributed and collected from them in their office.

Of the one hundred and thirty five questionnaires (135) that were administered among a sample of approximately five hundred (500) patrons, i.e. students and lecturers, seventy four (74) responded, i.e. a response rate of 54.8%. Thus instead of having a 10% sample of the population, a sample of 14.8% was obtained.

Table 1: Distribution of Questionnaires

Questionnaires handed out	Questionnaires completed	% Response
135	74	54.8

Table 2: Number of patrons sampled in the survey

Number of patrons	Questionnaires completed	% of total population
500	74	14.8%

6.4 PROBLEMS ENCOUNTERED

There were no serious problems encountered. This is because a greater sample (14.8%) was collected as against the lower sample (10%) that was needed in the survey. The only problems that was encountered came from the administration of the questionnaires to the students and lecturers. These problems mainly came in the rate of response. With regard to the students, some of those who took the questionnaires promising to bring them back failed to do so. Also, some of the lecturers who

promised to fill in the questionnaires did not according to the explanation of their secretaries. With the library staff, no problems were encountered.

Despite the above-mentioned routine problems, a reasonable percentage of the questionnaire was received. The lecturers' questionnaires were received due to the able assistance of their respective secretaries. With regard to the student questionnaires, most of the responses were received due to the constant reminder of the researcher requesting them to return their completed questionnaires for those who had not handed them over or who forgot to put them in the box that was placed in the library.

Of the approximately four hundred and sixty five students (465), of whom one hundred and three (103) received questionnaires, sixty (60) responded i.e. 58.2% response rate. Of the thirty five (35) lecturers who received the questionnaire, fourteen (14) responded i.e. a response rate of 40%. Of the five (5) members of staff who received the questionnaire, four responded i.e. 80%. This could be tabulated as follows:

Table 3: Number of questionnaires administered to the various respondents

Respondents	Questionnaires distributed	Questionnaires completed	% Response
Students	103	60	58.2
Lecturers	35	14	40
Staff	5	4	80

In the data analysis, the students' and lecturers' responses are tabulated together as they were given identical questionnaires. The responses for each of these categories of respondent is presented separately, and then together.

6.5 DATA ANALYSIS

6.5.1 DATA ANALYSIS OF LECTURERS' AND STUDENTS' QUESTIONNAIRES

Table 4: Demographic profile of lecturers and students

Status	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Undergraduate	0	0.0	10	16.7	10	13.5
LL.B.	0	0.0	33	55.0	33	44.6
Post-graduate	1	7.1	16	26.7	17	23.0
Research staff	1	7.1	0	0.0	1	1.4
Academic staff	12	85.8	0	0.0	12	16.1
Student-Attorney	0	0.0	1	1.6	1	1.4
Total	14	100.0	60	100.0	74	100.0

Table 4 shows a demographic profile of the various categories of lecturers and students who responded to the questionnaire. Of the one hundred and thirty five (135) questionnaires that were served, seventy four responses were received, giving a response rate of 54.8%. Of the seventy four responses, the largest number came from LL.B. students (44.6%), followed by post graduates (23.0%), the academic staff (16.1%), undergraduates (13.5%), research staff (1.4%) and a student attorney (1.4%) in that order.

Table 5. Divisions used in the library

Divisions	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Short loan	12	30.8	59	34.5	71	33.8
Antiquarian	1	2.4	4	2.3	5	2.4
Journals	12	30.8	50	29.2	62	29.5
Open shelves	12	30.8	48	28.2	60	28.6
Computer lab.	0	0.0	6	3.5	6	2.9
Law reports	1	2.6	4	2.3	5	2.4
Legislation	1	2.6	0	0.0	1	0.4
Total	39	100.0	171	100.0	210	100.0

It is worth mentioning that in this question and subsequent questions, the patrons had the choice of selecting more than one response, and to generate other responses that were not provided.

In Table 5, it is evident that the short loan (33.8%), journals (29.5%) and open shelves (28.6%) are the most used divisions in the library. Presumably, both lecturers and students use these divisions most frequently because these are the areas where new publications can be found. Surprisingly, most students do not seem to be using the law reports (2.3%) and legislative texts (0.0%) that form the core of their profession. Few lecturers (5.2%) use law reports and legislative texts.

Table 6. Purpose of library visit

Purpose	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Return items	10	13.6	39	11.9	49	12.2
Borrow items	13	17.8	46	14.0	59	14.7
Consult reference materials	14	19.2	45	13.7	59	14.7
Consult books	14	19.2	50	15.2	64	16.0
Consult journals	13	17.8	48	14.6	61	15.2
Work with own materials	3	4.1	42	12.8	45	11.2
Read newspapers	0	0.0	6	1.8	6	1.5
Photocopy materials	3	4.1	44	13.4	47	11.7
Use computer lab.	0	0.0	3	2.6	3	2.02
Staff reading room	1	1.4	0	0.0	1	.26
Research	1	1.4	0	0.0	1	.26
On-line (BORIS)	1	1.4	0	0.0	1	.26
Total	73	100.0	323	100.0	396	100.0

Table 6 illustrates that most lecturers (87.8%) and students (69.4%) visit the library to consult books, journals, reference materials, borrow library items, and return borrowed library items in that order. This pattern seems logical for lecturers and students, as the latter have to read up sources that have been referred to them by the former.

In contrast with the lecturers, more students (13.4%) visit the library for photocopying purposes and to work (12.8%) with their own materials than lecturers do. The reason for this contrast may be that most lecturers use their offices and other facilities such as photocopy machines which are not available to students.

The fact that just one (1.4%) of the fourteen lecturers reported using the library for research purposes is a surprise. This is because as academic staff they are supposed to use the library for their research. For as Kloppers (1991) remarked, these are the patrons who use the library most to keep abreast with the latest developments in their area of specialisation.

Table 7. Frequency of use

Use	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Daily	5	35.7	55	88.7	60	78.9
Weekly	7	50.0	5	8.1	12	15.8
Monthly	0	0.0	1	1.6	1	1.3
Occasionally	0	0.0	1	1.6	1	1.3
2-3 days per week	2	14.3	0	0.0	2	2.7
Total	14	100.0	62	100.0	76	100.0

Table 7 shows that a significant majority of the students (88.7%) use the library daily, while 8.1% visit the library weekly. This finding depicts the notion that the library serves as a kind of laboratory where students always have to come and work (Tanguay, 1973). A good number of lecturers (50.0%) use the library weekly, followed by the next largest group (35.7%) who use the library daily.

The table shows over all that a very high percentage of the total sample are very frequent library users; 94.7% use the library at least once a week. It is however difficult to speculate how the very small number of students (2.7%) who use the

library only once a month and occasionally, cope with their studies as they need to look up and read sources both extensively and intensively for their courses.

Table 8: Time of use per day

Time per day	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
8:30-10:00	5	10.4	28	13.9	33	13.3
10:00-11:30	8	16.7	36	17.9	44	17.7
11:30-13:30	8	16.7	47	23.4	55	22.1
13:30-15:30	10	20.8	27	13.4	37	14.9
15:30-17:30	9	18.8	32	15.9	41	16.5
17:30-19:30	5	10.4	14	7.0	19	7.5
19:30-22:00	3	6.2	17	8.5	20	8.0
Total	48	100.0	201	100.0	249	100.0

In Table 8, it can be seen that use of the library peaks between 11:30-13:30 with 16.7% of lecturers and 23.4% of students reporting that this is the time that they usually visit the library. More students (41.3%) use the library between 10:00 and 13:30 than at any other time, while more lecturers (39.6%) use the library between 13:30 and 17:30 than any other time.

Table 8 indicates that there is a difference in the favoured time of use between the two categories of respondents. More lecturers use the library between 13:30-17:30, and more students do so between 10:00-13:30.

Table 9. Hours of use per week on average

Hours per week	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Less than two hours	5	35.7	1	1.5	6	7.8
2-4 hours	7	50.0	6	9.5	13	16.8
5-8 hours	2	14.3	19	30.2	21	27.3
9-15 hours	0	0.0	18	28.6	18	23.4
More than 16 hours	0	0.0	19	30.2	19	24.7
Total	14	100.0	63	100.0	77	100.0

In their responses as to how many hours per week they use the library on average, Table 9 illustrates that the highest number of respondents spend between 5-8 hours per week (27.3%). The next highest number (24.7%) spend more than 16 hours per week, and 23.4% spend 9-15 hours per week. Just 24.7% spend between less than two hours to 2-4 hours per week.

Most students (89.0%) use the library from between 5 and 16 hours per week. This is in contrast to lecturers most of whom (85.7%) use the library for between 2 to 4 hours and less than two hours. The reason for this contrast may be that the lecturers use their offices and homes for their work. They probably come to the library to scan through the latest literature which they probably do fairly easily as they are already abreast with the old literature in their area of specialisation. Students on the contrary need to use the library more as they are yet to be as knowledgeable as their lecturers.

Table 10. Availability of materials

Availability	Lecturers		Students		Lecturers & Students	Response
	Total	%	Total	%	Total	Total %
Always	0	0.0	6	9.7	6	7.9
Often	13	92.9	48	77.4	61	80.3
Sometimes	1	7.1	8	12.9	9	11.8
Never	0	0.0	0	0.0	0	0.0
Total	14	100.0	62	100.0	76	100.0

With regard to the question whether they normally find the materials they need in the library, most respondents (80.3%) said they often find materials. A few (7.9%) always find materials, while 11.8% find materials occasionally. The reason given by the latter respondents were that the stock was inadequate and that materials were mis-shelved.

The very high positive response (90.2%) and the fact that no respondent claimed never to be able to find materials are positive indicators that the collection development policy and stock control are effective.

With regard to the question of whether they encounter obstacles in the library when they wish to work there, the majority of respondents (60.0%) answered in the affirmative. Those who so answered were asked follow-up questions as to the type of obstacles they encounter, and when they encounter the obstacles.

In the follow-up questions respondents were invited to identify the obstacles they encountered according to a list provided. They were also given the opportunity to

mention other obstacles that were not on the list. The answers to this questions are displayed in Tables 11 and 12.

Table 11: Nature of obstacles

Obstacle	Lecturers N=7		Students N=38		Lecturers & Students N=45	Response
	Total	%	Total	%	Total	Total %
Space	2	28.5	18	47.3	20	44.4
Noise	7	100.0	26	68.4	33	73.3
Movements	2	28.5	17	44.7	19	42.2
Gorgeous girls	0	0.0	1	2.6	1	2.2
Commerce students disturbance	0	0.0	8	21.0	8	17.7
Total	11		70		81	

Both lecturers and students (73.3%) ranked noise first, followed by space (44.4%), and movements (42.2%). Other obstacles that the students mentioned that were not listed in the questionnaire were, disturbance from the commerce students (17.7%), and the presence of gorgeous girls (2.2%). In their responses, the majority of the patrons accepted that noise, space and movements were the major obstacles they encounter in the library.

It is worth recalling that it was this aspect of lack of space to work in the library that was raised by the Law Students' Council that gave rise to Steynberg's survey in 1991. Her findings resulted in the implementation of access control in this library. Also Masango in his report in 1996 not only mentioned this aspect of space as an obstacle but observed inter alia other obstacles such as noise and movements.

With regard to the second follow-up question that asked when they encounter the obstacles, the answers were:

Table 12. Periods obstacles are encountered

Periods	Lecturers n=7		Students n=38		Lecturers & Students n=45	Response
	Total	%	Total	%	Total	Total %
8:30-10:00	3	42.8	8	21.0	11	24.4
10:00-11:30	3	42.8	21	55.2	24	53.3
11:30-13:30	5	71.4	29	76.3	34	75.5
13:30-15:30	5	71.4	14	36.8	19	42.2
15:30-17:30	3	42.8	9	23.6	12	26.6
17:30-19:30	2	28.5	4	10.5	6	13.3
19:30-22:00	2	28.5	2	5.2	4	8.8
Total	23		87		110	

The obstacles are encountered according to Table 12 most often between the hours of 11:30-13:30 (75.5%), followed by the hours between 10:00-11:30 (53.3%).

Between the hours 13:30-15:30 lecturers encounter more obstacles (71.4%) than the students. This also applies in the mornings between the hours 8:30-10:00. It is worth noting that the disturbances experienced by the lecturers and students declines towards evening.

As a further follow up to the question of obstacles the patrons experience in the library, they were invited to identify solutions to such obstacles according to a list that was provided, and also given the opportunity of giving other solutions that the list did not provide. The answers to this question are displayed in Table 13.

Table 13. Solutions to obstacles

Solutions	Lecturers n=7		Students n=38		Lecturers & Students n=45	Response
	Total	%	Total	%	Total	Total %
Restrict certain patrons	3	42.8	25	65.7	28	62.2
Create consultation/discussion rooms	4	57.1	19	50.0	23	51.1
Enforce library rules	3	42.8	0	0.0	3	6.6
Improve door closing mechanism	2	28.5	0	0.0	2	4.4
Better shelving	1	14.2	0	0.0	1	2.2
No wish for it to be solved	0	0.0	1	2.6	1	2.2
Extend library	0	0.0	2	5.2	2	4.4
Total	13		47		60	

The solution according to Table 13 indicates that the solution ranked most highly by both students and lecturers (62.2%) was to restrict certain patrons access to the library at certain periods. The next most popular solution was to create consultation/discussion rooms for patrons (51.1%). This is similar to the plea advanced during the Steynberg 1991 survey. Though this solution is favoured by the majority of students (65.7%), more lecturers (57.1%) on the contrary opted for the consultation/discussion room. Strangely enough, the patron who said gorgeous girls disturbed him, said he did not wish that the problem of these girls be solved. Seemingly, he enjoys the presence of these girls while studying.

With regard to the shelving of the law reports and statutes most respondents (84.2%) i.e. lecturers and students reported that they were satisfied with this arrangement. Perhaps they gave this answer because they were used to the manner in which the materials are already arranged in the library. In which case, they need not search for long before locating what they need.

Those who answered negatively (15.8%) with regard to the way law reports and statutes were shelved, were invited to identify solutions from a list that was provided, and to give other suggestions that were not on the list as to how they think these materials could be better shelved. Their answers are presented in Table 14.

Table 14. Suggestions about shelving

Suggestions	Lecturers n=3		Students n=9		Lecturers & Students n=12	Response
	Total	%	Total	%	Total	Total %
Shelving on same level	3	100.0	5	55.6	8	66.7
Shelving at different levels	0	0.0	1	11.1	1	8.3
Shelving most used on same level	0	0.0	2	22.2	2	16.7
Providing guides	0	0.0	1	11.1	1	8.3
Total	3	100.0	9	100.0	12	100.0

According to Table 14, the majority (66.7%) suggested that all these materials be shelved on the same level. Some of the students (16.7%) opted for shelving the most used of these materials on the same level; while others (8.3%) generated new options of providing guides to patrons as a solution. Significantly, all the lecturers opted for

shelving all the materials on the same level. However, it should be noted that only 12 respondents offered suggestions about shelving.

In response to the questions as to whether they have difficulties retrieving materials using the automated systems, i.e. the OPAC and CD-ROMs, most (68.0%) said they had no problems with the OPAC, while many (53.2%) said they did have problems with CD-ROMs. Some students (27.9%) reported having difficulties retrieving materials with the OPAC (BORIS).

Those who answered that they had difficulties were invited to identify solutions as to how these problems could be curbed in a list that was provided, and were given the option to generate other possibilities that were not provided in the list in a follow-up question. Their solutions are tabulated in Table 15.

Table 15. Solutions to difficulties with electronic sources

Solutions	Lecturers n=7		Students n=21		Lecturers & Students n=28	Response
	Total	%	Total	%	Total	Total %
Providing on-line help	3	42.8	15	71.4	18	64.2
Assigning a library assistant	5	71.4	18	85.7	23	82.1
Providing brochures	4	57.1	20	95.2	24	85.7
Up dating BORIS	3	42.8	0	0.0	3	10.7

In Table 15, the most highly ranked option given by both lecturers and students solution was the provision of brochures (85.7%). This was followed by assigning a library assistant (82.1%), and providing on-line help (64.2%).

Following Table 15, more lecturers preferred assigning a library assistant (71.4%) to providing brochures (57.1%). This may be because they spend fewer hours in the library than students. Some lecturers (10.7%) generated the solution of up dating BORIS.

With regard to the question of whether they have difficulties in locating law materials in the library, most answered “no” (77.6%). This response was not however surprising as most of those who responded to the questionnaire were patrons who had spent at least two years’ minimum in the department. For, though at first libraries can appear quite confusing to use, once the layout has been mastered, one will hardly experience many difficulties in finding one’s way around (Dane et. al. 1996). For the 22.4% who answered “yes”, they were invited to identify solutions as to how this could be solved, and to generate other possibilities that were not on the list in a follow-up question.. The responses to the follow-up question answered by the respondents who had difficulties in locating materials (22.4%) are displayed in Table 16.

Table 16. Solutions to locating materials

Solutions	Lecturers n=2		Students n=15		Lecturers & Students n=17	Response
	Total	%	Total	%	Total	Total %
Introducing patrons	0	0.0	8	53.3	8	47.1
Providing brochures	1	50.0	3	20.0	4	23.5
Assigning a library assistant	1	50.0	3	20.0	4	23.5
Providing reference list	0	0.0	1	6.7	1	5.9
Total	2	100.0	15	100.0	17	100.0

The most favoured method of improving their ability to locate materials was an introduction to the library (47.1%). This was followed by providing brochures that will enable patrons to locate materials (23.5%), and assigning a library assistant to help locate materials (23.5%). Also, some students (5.9%) generated the option of a reference list with maps in strategic positions in the library as a solution.

When asked the question if they feel the need to discuss issues that result from their reading law materials, most students (76.7%) answered “yes”. Few lecturers (30.8%) answered “yes”. The students may have given this response as they are those who prepare for such activities as moots. For in such preparations they are more likely to discuss their materials among themselves before going into the moot.

Those who answered yes were asked two follow-up questions. The first asked them to suggest venues for such discussions, and secondly their reasons for choosing those places. In each of these questions they were invited to identify given options in a list, and also to generate other options. Their answers to the first follow-up question were:

Table 17. Venues for discussions

Discussions	Lecturers n=4		Students n=46		Lecturers & Students n=50	Response
	Total	%	Total	%	Total	Total %
The library	0	0.0	5	10.9	5	10.0
Glassroom	1	25.0	16	34.8	17	34.0
Library's reading area	1	25.0	1	2.2	2	4.0
Classroom	2	50.0	14	30.4	16	32.0
Out side the library	0	0.0	10	21.7	10	20.0
Total	4	100.0	46	100.0	50	100.0

More lecturers and students opted for such discussions to be held in the glassroom (34.0%). This glassroom is a special room meant for discussions in the Brand van Zyl Law Library of the University of Cape Town. This was followed by the classroom i.e. during lectures (32.0%). The next option was outside the library (20.0%), and in the reading area in the library (4.0%).

Remarkably, while 21.7% of the students opted for such discussions to be held outside and 10.9% opted for the library, no lecturer selected these options. Their reasons may be because they have offices where they could conveniently hold any type of discussions. On the contrary more lecturers (50.0%) than students opted for the classroom. This might be because it is where they give lectures and could have a broad spectrum of the students during such discussions.

The reasons why they chose the options were:

Table 18. Reasons for venues suggested

Reasons	Lecturers n=4		Students n=46		Lecturers & Students n=50	Response
	Total	%	Total	%	Total	Total %
Cannot carry all materials	0	0.0	16	19.3	16	18.4
Better if materials close to hand	1	25.0	16	19.3	17	19.5
Cannot take out materials for long	1	25.0	11	13.2	12	13.8
Creates noise & disturbance	2	50.0	40	48.2	42	48.3
Total	4	100.0	83	100.0	87	100.0

Of the reasons advanced for having a specially designated area for discussions, 48.3% said that this would reduce noise and disturbance. Other reasons given for wishing to have such discussions in the places they chose were: it was better to have such discussions where the materials are close to hand (19.5%); they cannot carry all materials they will need out of the library (18.4%); and they cannot take out most of the materials for long (13.8%), in that order.

Perhaps the reasons behind all the above mentioned options stem from the fact that the profession at times requires patrons to consult many materials at once for a particular case in which case some of the references may lead to others requiring simultaneous consultation of many sources.

6.5.2 DATA ANALYSIS OF LIBRARY STAFF RESPONSES

Among the five (5) questionnaires that were administered to the staff, four of them responded, i.e. a response rate of (80%). Of the four who responded, three of them

have Library and Information Science qualifications; and one does not. As regards their length of work, one of them had worked between 1 month to 1 year; one between 3-4 years; one for seven years; and one for 21 years. It is worth remarking that three of the members having Library and Information Science qualifications, coupled with their immense experience is a positive indication that this library is functioning under the canopy of professionals.

Furthermore, it is worth pointing out that in the questions, the staff could choose more than one option to each question that they answered in the questionnaire. However, because the sample is so small, the ranking of responses and calculation of percentages is not always meaningful in terms of statistics. The responses, however, do give an indication of the approach of an important constituency, with professional expertise and experience.

Asked if they have observed obstacles that hinder patrons working in the library, three of them answered "yes". Those who answered were asked two follow-up questions. The first was to identify the obstacles and secondly to identify how they think such obstacles could be curbed. In each of these questions they were invited to identify options in a list, and were also allowed to generate other options. The answers to the first follow up question were:

Table 19. Nature of obstacles

Obstacles	Total
Space	3
Noise	2
Movements	2
Seats	1
Carrels	1
Photocopiers	1
Total	10

More of the staff (3) mentioned space than any other inhibiting factor. This was followed by noise (2) and movements (2) as the most prominent obstacles that hinder patrons working in the library. Though these responses do not match the ranking in the lecturers' and students' response to this question, it is worth noting that the factors of space, noise and movements mentioned by the staff rank among the first two obstacles that the lecturers and students mentioned. Other options such as lack of enough seats (1), carrels (1), and photocopiers (1) were options that were generated by the staff.

The answers as to how they think such obstacles could be curbed were:

Table 20. Solutions to obstacles

Solutions	Total
Restrict certain patrons	2
Consultation/discussion room	2
Larger library	1
More carrels	1
Total	6

An equal number (2) opted for restricting the access of certain patrons to the library at certain periods, and creating consultation/discussion rooms for patrons. Two members of staff suggested building a larger library and more carrels as solutions to the problem.

It is remarkable that the option of restricting certain patrons and the creating of consultation/discussion rooms was favoured by staff, lecturers and the students.

With regard to the question whether patrons come to them for help because they cannot retrieve materials in the library using the automated systems, i.e. OPAC (BORIS) and CD-ROM, they all noted that they did. In this question, those who so answered were invited to identify solutions as to how this could be curbed in a list that was provided and to generate other possibilities that were not in the list in the follow-up question. The answers to the follow-up were:

Table 21. Solutions to difficulties with electronic sources

Solutions	Total
On-line- help	3
Assigning a library assistant	2
Providing brochures	2
Total	7

Three members of staff opted for providing on-line help to patrons. In the second most popular option, an equal number (2) opted for assigning patrons a special library assistant, and providing brochures that show how these technologies operate.

Although they were given the option to generate more opinions as regard this question, none of the members of staff so did.

It is worth noting that in this question, while most lecturers and students preferred the provision of brochures and ranked the on-line option third place, the staff ranked the latter first and the former second place. Remarkably, both the staff, and lecturers and students ranked the option of “a special library assistant” second place in their responses.

With regard to the question whether patrons come for help because they cannot locate materials in the library, they all answered “yes”. Also, in this question those who so answered were invited to identify solutions in a list that was provided and to generate other solutions that were not in the list in the follow-up question. The answers to the follow-up were:

Table 22. Solutions to location difficulties

Solutions	Total
Introducing patrons	2
Providing brochures	1
Assigning library assistant	2
Total	5

As a solution to the difficulties of being able to locate materials, Table 22 indicates that an equal number members of staff (2) opted for introducing patrons on how to locate materials in the library, and assigning patrons a special library assistant to assist them in locating materials in the library. The option of brochures was ranked next (1).

The members of staff did not generate any options for this question. Since the members of staff ranked the introduction of patrons to the materials with assigning a library assistant equally, it is worth suggesting that the former option be taken more seriously than the latter. This is because the latter option is a far more expensive solution than the former.

With regard to the question of whether the law reports and statutes are suitably located in the library, they were equally divided in their assessment, i e.(2) answered “yes”, and 2 answered “no”. Those who found the location unsuitable identified, from a list that was provided, the option of shelving all the law reports and statutes together on the same level in the library as the best way of arranging these materials. Remarkably, this was the most favoured option among the lecturers and students.

Table 23. Problems encountered with patrons

Problems	Total
Underlining	4
Tearing pages	4
Stealing	3
Mis-shelving	4
Materials beyond due dates	1
Total	16

With regard to the question that required the members of staff to identify from a list and generate other problems that were not in the list, the types of problems they encounter with patrons using law library materials, they all (4) mentioned the mutilation of library materials and deliberately mis-shelving of the materials as the

more common problems. Stealing of library materials (3) came next, followed by late return of library materials (1), which was an option generated by one of the members of staff.

These misdemeanours are also frequently reported in all kinds of libraries. Reasons often advanced for this type of behaviour are that there are usually not enough copies of the materials and the inability of students to purchase their own expensive materials.

With regard to the question that invited the members of staff to identify and generate problems they encounter with patrons in the library, there was a follow-up question as to how they think the problems they have identified and generated can be solve. The answers to their response were:

Table 24. Solutions to problems

Solutions	Total
Barring or suspending	2
Fining	1
Putting up notices	2
Offenders hardly caught	2
Total	7

There was equal support (2) for barring or suspending patrons guilty with any of these offences from the library for sometime; putting up notices in the library warning against committing any of these offences, and indicating the consequences of defaulting. The next favoured option was the fining of those patrons guilty of these

offences. Perhaps they did not want to propose the complete barring of patrons from the library because as librarians they thought this was against the open door policy of most academic libraries that cater for academia. Two members of staff made the interesting remark that since offenders are very seldom caught it would be difficult to punish them.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 CONCLUSIONS PERTAINING TO THE RESPONSES OF PATRONS AND STAFF IN THE SURVEY

Following the responses from the questionnaires that were administered to the patrons of and staff who manage the Brand van Zyl Law Library, it is pertinent to say that:

- a) The most used divisions in the library are the short loan, journals and the open shelves; 91.9% of the total sample response of the lecturers and students affirms this.
- b) The most frequently stated purposes of visiting the library are to consult books, journals, reference materials, borrow and return library items, photocopy materials and work; 95.7% of the total sample response of lecturers and students is testimony of this fact.
- c) There is a high use of this library daily mostly between 10:00-17:30; 78.9% of the total sample response affirms this.
- d) Most lecturers (85.7%) spend fewer than between two hours to 2-4 hours on average per week in the library, while most students (88.0%) spend between 5 to more than 16 hours on average per week in the library. This fact together with that which shows that the library is highly used by students daily between 10:00-17:30 is a positive indicator that this library is used to capacity.

e) Success rate in locating materials is high. 92.9% of lecturers and 77.4% of students report that they often find the materials they needed. This is a positive indicator that the library's collection development and stock control policies are effective.

f) Obstacles most frequently encountered in the library range from space, noise and movements. These obstacles are mostly encountered between 11:30-15:30 by lecturers (43.4%) while students (73.5%) do so between 10:00-15:30.

g) Most patrons and some of the staff are satisfied with the location of materials in the library; 76.6% of lecturers, 85.5% of students and 50.0% of the staff expressed satisfaction with the arrangements. This also can be seen as a positive indicator. This is because the members of staff have been able to shelve the library's collection to the satisfaction of most of the patrons.

h) Success rate in the use of CD-ROM's is low; 57.1% of lecturers and 52.1% of students reported having difficulties retrieving materials using the CD-ROM. Furthermore, all members of staff also pointed out that patrons come for help because they cannot retrieve materials using the CD-ROM.

i) A significant majority of the students (76.7%) expressed the need to discuss issues that result in their use of law materials, while 30.8% of lecturers, i.e. a minority, expressed the same need.

j) Most of the members of staff noted that the problems they encounter with students include mutilation of materials and deliberate mis-shelving of materials. It is worth noting that these aspects of underlining and tearing pages out of the materials were not mentioned by lecturers and students. What was evident in their responses was the aspect of mis-shelving of library items. Perhaps the former misdemeanours are not noticed by the patrons because they are not in charge of the management of these items and also perhaps they turn a blind eye to such misdemeanours when noticed because they are some how implicated in the deeds. We should note that our conscience plays a big role in the deeds we do and hide.

7.1.1 RECOMMENDATIONS PERTAINING TO THE RESPONSES OF PATRONS AND STAFF IN THE SURVEY

1. Tighter restrictions should be placed on the access of certain patrons to the law library at certain periods. This period should preferably be between 10:00-15:30 from Monday through Friday as against the period between 8:30-13:00 which is the current restriction period in this library. This is because most of the law patrons use the library during this period. As more students opted for this, than members of staff and lecturers, it is most reasonable to follow the opinion of the students as the library serves as some sort of a laboratory to them and they use the library more frequently and intensively than the lecturers.

Although this idea may run counter to most law librarians' philosophies of services to the legal community and public access to legal information (Murray, 1992:365), it is

necessary for some libraries to implement certain measures to protect the interests of the patrons for whom the library is designed to serve.

This idea of restricting access hours to certain groups of patrons at certain periods however originated from Allen Cameron, when in 1973 he published the seminal article on services to secondary law patrons (Murray, 1992:367). This policy was officially carried out by the Temple University in the USA. Although it was challenged legally in 1986 when it was implemented by the Temple University in the famous case of *Commonwealth V. Downing*, The Supreme Court of Pennsylvania, hearing the appeal, said that the library was not open to the public. This is because the law library like all other facilities owned by Temple University, was private property and was not a place the public had a right to enter and use (Murray, 1992:367-368).

Since our case is a little different from that of the Temple University, as it seems as if the Brand van Zyl Law Library is to serve the entire academia, it is worth the pain to use this famous case as a persuasive authority and not a binding principle in our case.

2. Enough consultation/discussion rooms should be created for patrons where they will be able to hold their discussions. This is because 76.7% of the students said they felt the need to discuss issues that result from their reading, most of them opting for the glass room as the ideal place for their discussion. There is merit in creating enough consultation/discussion rooms. The fact that most students said they could not carry all the materials they will need for their discussions out of the library, and that it was better to have such discussions where the materials were close to hand, backed by the

reasoning that most lecturers and students were concerned that discussions would cause noise and disturbance, gives more impetus to the creation of enough consultation/discussion rooms. Furthermore, it is worth creating enough consultation/discussion rooms because the special position of law libraries with regard to the training of students extends to accommodation. For according to International Library and Information Action for Development, (1995:212), the University Grants Committee of the United Kingdom recommends that extra space is necessary for each law student in the library given the fact that the norm per full-time equivalent student number is 0.80m^2 (8.6 sq. ft.).

When enough consultation/discussion rooms are created patrons will be able to carry all the relevant documents they need to consult or discuss there. After such consultation or discussions, they can be instructed to leave them there for re-shelving as is done at the Robbins Collection, Boalt Hall School of Law, University of California. In this University, texts can be taken to the reading room and left for re-shelving in the discussion room (Hewett, 1995:5).

3) The Library Committee should request the Planning Unit to investigate the feasibility of addressing the door mechanism in the library that causes noise. This is because some of the patrons complained that the door mechanism caused noise in the library. Though a certain amount of noise is expected in the library, it is equally important for noise carrying mechanisms that exceed the amount of noise expected from that mechanism in the library to be regulated (Moys, 1987:628).

4) Strict library rules should be promulgated by the library's governing body (Library Committee) against the habits of eating and drinking, underlining and tearing out of pages in books. These library rules with their punishments to defaulters should be boldly written and placed in all strategic positions in the library. Brochures could also be made to explain why patrons are not permitted to commit any of these offences.

5) The Library Committee should request the Planning Unit to investigate the possibility of extending the library and its facilities. The proposition of extending the library was brought forth by some patrons and a member of staff. This extension is very necessary because it seems as if the number of patrons has exceeded the library's capacity. For according to Latifa Omar (1997) i.e. the law librarian, this library has approximately 250 seats for approximately 465 registered law students, about 35 lecturers and approximately 275 other students who take some law courses.

Accordingly, the library ought to at any one time be able to accommodate approximately 32.6% of the patrons. More impetus is given to this idea of extending the library as The Law Librarian editorial (1996:32) is of the opinion that "the extent of the law library's premises should be sufficient, and their layout appropriate, to accommodate its services, collections, staff operations and equipment in a manner consistent with the teaching and research mission of the law school and the consequence needs and practice of its users."

It is worth noting that recommendations 3, 4, and 5 place much emphasis on decisions from the Library Committee because these committee has much influence on library

matters as it is set up under charters, constitutions or regulations of the individual organisation in the academic and professional worlds (Moys, 1987:601).

6) Library materials should be correctly shelved. There should be notices in the library instructing patrons not to shelve materials they have used. In addition the librarians should often check to see to it that these materials are not mis-shelved as some patrons will always want to shelve materials in the library.

7) If necessary the law reports and statutes should be shelved on the same level or the most used law reports and statutes be shelved on the same level in the library. This is necessary because although legal patrons occasionally need to consult materials from other jurisdictions, they are most of the time concerned with the law of just one jurisdiction or system (Blunt, 1980). Where this is not possible because the library is plagued by bursting shelves, the librarians must determine the materials that should be discarded, preserved or relegated to an off site storage facility (St Claire et. al., 1986:76).

8) Patrons should be provided with brochures that will assist them in retrieving information or locating materials in the library. This method has its merit in that it is cheap to produce, the brochures can be picked up and used by casual readers and those too shy to ask for help (Phillips, 1987:647-648).

9) A special library assistant should be assigned to assist patrons in retrieving and locating materials using not only the On-line catalogue (OPAC), and CD-ROMs but

also the Internet during the first one month of classes. This is important because in most cases, of all the duties that a librarian or information worker performs, his or her direct assistance and help are probably the most visible and the most consciously appreciated by a library user (St. Claire et.al., 1986: 131).

After the assistant has assisted the patrons during the first one month of their classes, the assistant should do an evaluation either through feedback or questions to ensure that patrons can carry out their research without much further assistance. This is important as learning how to use a law library is a lifetime resource for legal patrons (Berry, 1996:43). Furthermore, with the new drive towards information literacy at UCT where prior learning experiences, contextually specific teaching and learning, affective issues, access skills, use and evaluation, higher order cognitive skills as well as student-centred learning are investigated for the purpose of promoting quality education, it is pertinent that this instruction be integrated with the students' curriculum so that the learning is meaningful and the skills transferable (Sayed et.al., 1997:17-19).

10). Since experience has demonstrated that information that is now available in electronic form cannot be housed in the traditional paper format, there is a merit in acquiring these electronic forms of information. This as it is fast becoming less expensive because of the economics of scale being enjoyed by the electronic milieu and gives more satisfaction to its users (Hofman, 1997:1).

7.2 RECOMMENDATIONS PERTAINING TO THE ANTIQUARIAN, RARE AND OLD COLLECTION

Although in this survey only 2.6% of lecturers and 2.3% of students mentioned that they use this collection, it is worth indicating that this collection encounters many problems that need to be addressed. Following the report presented by Masango (1996), he mentioned that Professor Leeman had identified problems associated with this collection. It is worth saying that in redressing the problems of this collection, we should refrain from the question of not having funds. For, if this question of not having funds for special needs like this one were the goal of other right thinking people, we could have not been where we are today using all the latest technologies and paying lots of money to visit other countries and Universities where these antiquarian materials are housed. We have to be positive in dealing with issues like these and let the University of Cape Town be a mirror of excellence in this domain as it is in other domains. In order to avoid exacerbating the problems, the following recommendations are made:

- 1) Since acquisition of these materials poses problems, this can be curbed by marketing this unit. Marketing in the sense of making the collection known world wide. Where this is done, interested patrons will have knowledge that these materials are housed at the University of Cape Town, and may help by giving information on how and where these antiquarian materials can be acquired if need arises.

- 2) The Library Committee should request that more funds be allocated towards this collection. With these funds more of these materials can be purchased when need arises as these materials are rare and expensive.
- 3) In order to have an idea of where and how these materials can be acquired, librarians should be close and prompt to bookseller's catalogues, visit their shops and the booksellers themselves, attend antiquarian law bookfairs like the one that took place at the University of Texas at Austin School of Law, January 7-8, 1981 (Wellington, 1981:45-48).
- 4) They should not only attend antiquarian law bookfairs but make it a duty to attend other antiquarian bookfairs which includes antiquarian law books like the 12th. Cologne Antiquarian Book Fair that is to take place on the 19-21 September, 1997 at Josef-Haubrich-Kunsthalle, organised by Verband Deutscher Antiquare E.V.; or the 38th. Antiquarian Book Fair that took place on the 26-28 June, 1997 at Grosvenor House, London, organised by Antiquarian Booksellers Association (Leeman, 1997)
- 5) Librarians should provide an adequate catalogue of these materials by strengthening international communication with other Universities and libraries that house similar materials, and whose expertise can assist in cataloguing these materials.
- 6) Where necessary the authorities of the University of Cape Town Library with the able assistance of Prof. Leeman, should create contacts if these contacts do not already exist, with the Harvard Law School Library; the Robbins Collection, Boalt Hall

School of Law, University of California and the Library of Congress in America who are well known for housing similar specialist materials, to inquire how their materials are treated.

CONTACT ADDRESSES

a) Harvard Law School Library, Langdell Hall, Cambridge, Mass. 02138, USA
(Special Collection-Rare Books). Contact Person: Mr. David Ferris. E-Mail:
ferris@hulawi.harvard.edu Fax: (617) 495-4449. Special collection opening hours:
Monday-Friday, 9 a.m.-5 p.m. (Hewett, 1995:4).

b) The Robbins Collection, Boalt Hall School of Law, University of California at
Berkeley C.A. 97212499. Contact Person: Prof. Dr. Laurent Mayali, Director. E-Mail:
robbins@garnet.berkeley.edu or Mrs. Maria Mart, E-Mail:martm@boalt.berkeley.edu
Fax: (510) 64 36171 or contact: Douglas Osler who registers Roman-Dutch juristic
texts in a central data bank (Hewett, 1995:5).

c) Library of Congress, c/o 1st. and Independence Aves. S.E., Washington DC, 20540
4860 USA Rare books and special collections division, Jefferson Bldg. Contact
Person: Mr. Robert R. Shields, Phone: (202) 707 5434, Fax: (202) 707 4142 (Hewett,
1995:7).

7) If an expert cannot be hired to catalogue these materials, consideration should be
given to providing specialised training to a local cataloguer so that these materials can

be catalogued. The following books among others that are vital in cataloguing these materials can be consulted:

a) DUNCAN, Paul S. 1973. How to catalogue a rare book 2nd. rev. ed. (Thomas, 1981:75).

b) Bibliographic description of rare books. 1980. (Order from cataloguing distribution service, Library of Congress, Building 159, Navy Yard Annex, Washington, DC 20541). This book is used in the descriptive cataloguing of all rare and special collection books, no matter how old they are (Thomas, 1981:78).

8) There should be restricted and monitored access to the collection as is done at the Boalt Hall, School of Law, University of California at Berkeley (Hewett, 1995:5).

This is to avoid the possibility that those patrons who do not know or value these materials might damage them. Open access may result in damages to these materials as the thoughts of man are not usually triable as even the devil himself knoweth not the thoughts of man.

9) Because of the limited amount of antiquarian legal materials that can be acquired today, and to facilitate access to such works elsewhere, there is merit in establishing a Union Catalogue of such materials. Although an immediate associated problem lies as this exercise will definitely require specialise personnel and budget, it is worth establishing this type of catalogue that will reveal the holdings of other institutions or persons.

10) Since experience has revealed that more information can be acquired through electronic sources as compared to the transitional forms, it is worth the pains to be connected to these sources, as it will reveal the holdings of other institutions (Hofman, 1997).

7.3 RECOMMENDATION FOR FURTHER INVESTIGATIONS

Following the empirical survey carried out as to user preferences in the use of law library collections at the Brand van Zyl Law Library of the University of Cape Town, it is worth saying that this study has demonstrated the value of questioning users of a particular collection to be able to discover their needs. This is important because with such discovery, one will be able to say what the ideal characteristics of a system should be. For if no knowledge of the nature of the users' preferences is sought, the design task employed may be wrong and detrimental to the patrons. Thus an effective information system can be best designed through investigation rather than on preconceived knowledge. This is so because if one were to rely on the latter, an information worker could initiate a system on the basis of what he or she conceives to be the nature of his or her potential users. For he or she may balance his or her views of what is needed against what he or she can provide.

As information is a human asset that should be exploited for the improvement of the human condition, a further investigation should be carried out to evaluate the information literacy status of the patrons. For with the existence of the on-line

sources, CD-ROMs and the Internet that have provided modern gateways to international networks, to exploit these resources fully, an investigation has to be carried out to evaluate users' potentials on the use of these technologies. This is necessary as a response to changing needs has proved to be of paramount importance in a modern democratic and technological society where new means of communication and technologies are constantly being created.

APPENDIX A

PATRONS QUESTIONNAIRE USED IN USER PREFERENCES IN THE USE OF LAW LIBRARY COLLECTIONS AT THE BRAND van ZYL LAW LIBRARY OF THE UNIVERSITY OF CAPE TOWN.

With the advent of modern information technologies, patrons and staff have different preferences in the way law library collections can be best used. The purpose of this questionnaire is to attempt to identify these preferences.

Please note that the information you will give by responding to these questions will be used for the partial fulfilment of an M.BIBL. degree, and will be regarded as confidential. This survey is being conducted under the direction of Dr. Mary Nassimbeni, Senior lecturer in the School of Librarianship, University of Cape Town.

The information obtained from this questionnaire might be useful in improving the present situation of your library. So please answer all the following questions to the best of your ability. The questions should take no longer than ten minutes to complete.

Thank you in advance for devoting your valuable time in responding to these questions.

1. Please place a tick [✓] next to the appropriate response.

1.1 What is your status in this University?

- (a) Undergraduate student.
- (b) LL.B Student.
- (c) Post-graduate student.
- (d) Research staff.
- (e) Academic staff.
- (f) Other.

Please specify.

1.2 Please tick [✓] more than one if necessary.

Which of the following divisions do you use in the library?

- (a) Short loan division.
- (b) Antiquarian, rare and old collection.
- (c) Journals.
- (d) Open shelves.
- (e) Other.

Please specify:

2. Please tick [✓] more than one if necessary.

2.1 For what purpose do you usually visit the library?

- (a) Return borrowed library items.
- (b) Borrow library items.
- (c) Consult reference materials.
- (d) Consult books.
- (e) Consult journals.
- (f) To work with your own documents.
- (g) Read newspapers.
- (h) Photocopy materials.
- (i) Other.

Please specify.

3. Please place a tick [✓] next to the appropriate response.

3.1 How frequently do you use the law library?

- (a) Daily.
- (b) Weekly.
- (c) Monthly.
- (d) Occasionally.
- (e) Other.

Please specify:

4. Please tick ☒ more than one if necessary.

4.1 During which hours do you use the library?

(a) 08:30--10:00

(b) 10:00--11:30

(c) 11:30--13:30

(d) 13:30--15:30

(e) 15:30--17:30

(f) 17:30--19:30

(g) 19:30--22:00

5. Please place a tick ☒ next to the appropriate response.

5.1 How many hours per week do you use the law library?

(a) Less than 2 hours.

(b) 2--4 hours.

(c) 5-- 8 hours.

(d) 9--15 hours.

(e) More than 16 hours.

6. Please tick ☒ more than one if necessary.

6.1 Are you normally able to find the materials which you need in the library?

(a) Always.

(b) Often.

(c) Sometimes.

(d) Never.

6.2 If your answer/s in question 6.1 is/are (c) or (d) can you give reasons.

Reasons:

7. Please circle Yes or No.

7.1 Are there obstacles you encounter in the library when you wish to work there?

Yes.

No.

8. Please tick ☐ more than one if necessary.

8.1 If your answer is Yes in question 7.1, what is/are the obstacle/s?

(a) Space.

(b) Noise.

(c) Movements.

(d) Other.

Please specify:

9. Please tick more ☐ than one if necessary.

9.1 When do you normally encounter this/these obstacle/s identified in question 8.1?

(a) 08:30--10:00

(b) 10:00--11:30

(c) 11:30--13:30

(d) 13:30--15:30

(e) 15:30--17:30

(f) 17:30--19:30

(g) 19:30--22:00

10. Please tick ☐ more than one if necessary.

10.1 How do you think this/these obstacle/s identified in 8.1 can be solved?

(a) By restricting certain patrons access to the library at certain periods.

(b) By creating consultation/discussion rooms for patrons.

(c) Other.

Please specify:

11. Please circle Yes or No.

11.1 Do you feel that law reports and statutes are suitably located in the library?

Yes.

No.

12. Please tick [✓] more than one if necessary.

12.1 If your answer is No in question 11.1, how do you think the law reports and statutes can be arranged for you to better use them?

(a) By shelving all the law reports and statutes together on the same level in the library.

(b) By shelving the law reports and statutes at different levels, i.e. as they are presently shelved.

(c) By shelving the most used law reports and statutes on the same level.

(d) Other.

Please specify:

13. Please circle Yes or No.

13.1 Do you have difficulties retrieving materials using OPAC (BORIS)?

Yes.

No.

13.2 Do you have difficulties retrieving materials using CD-ROM (e.g.LEXIS)?

Yes.

No.

14. Please tick [✓] more than one if necessary.

14.1 If your answer is Yes in question 13.1 or 13.2, how do you think this can be solved?

(a) By providing you with on-line help on how to use these OPAC (BORIS), CD-ROM.

(b) By assigning you a special library assistant to assist you with these OPAC (BORIS), CD-ROM technologies.

(c) By providing you with brochures on how these OPAC (BORIS), CD-ROM technologies operates.

(d) Other.

Please specify:

15. Please circle Yes or No.

15.1 Do you have difficulties in locating law materials in the library?

Yes.

No.

16. Please tick ☒ more than one if necessary.

16.1 If your answer is Yes in question 15.1, how do you think this can be solved?

(a) By introducing you to locating materials in the library.

(b) By providing you with brochures that will help you locate materials
in the library.

(c) By assigning you a special library assistant who will help you
locate materials in the library whenever you want.

(e) Other.

Please specify:

17. Please circle Yes or No.

17.1 Do you feel the need to discuss with your fellow students issues that result from
your reading of law materials?

Yes.

No.

18. Please place a tick [✓] next to the appropriate response.

18.1 If your answer is Yes in question 17.1, where do you think such discussions should take place most effectively?

- (a) In the library at the desk.
- (b) In the glass room in the library.
- (c) In the reading area of the library where other patrons are working.
- (d) In the classroom.
- (e) Other.

Please specify:

19. Please tick [✓] more than one if necessary.

19.1 Why do you think such discussions should be held in the place you have chosen in question 18.1?

- (a) You cannot carry all the necessary materials you will need for such discussions out of the library?
- (b) It is better to have such discussions where the materials are close to hand?
- (c) The relevant materials cannot be taken out of the library for a long period of time.
- (d) These discussions create noise and disturbance.
- (e) Other.

Please specify.

Do you have any other comments or suggestions.?

THANK YOU.

APPENDIX B

QUESTIONNAIRE FOR LIBRARY STAFF/MEMBERS.

1. Please place a tick [✓] next to the appropriate responses in questions 1.1 and 1.2.

1.1 What is your status in the library?

- (a) Staff with LIS qualification.
- (b) Staff without LIS qualification.
- (c) Other.

Please specify:

1.2 For how long have you worked in a law library?

- (a) 1 month to 1 year.
- (b) 2 years to 3 years.
- (c) 3 years to 4 years.
- (d) Other.

Please specify:

2. Please circle Yes or No.

2.1 Are there obstacles you have observed that hinder patrons working in the library?

Yes.

No.

3. Please tick [✓] more than one if necessary.

3.1 If your answer is Yes in question 2.1, what are the obstacle/s?

(a) Space.

(b) Noise.

(c) Movements.

(d) Other.

Please specify:

4. Please tick [✓] more than one if necessary.

4.1 How do you think this/these obstacle/s identified in question 3.1 can be solved?

(a) By restricting certain patrons access to the library at certain periods.

(b) By creating consultation/discussion rooms for patrons.

(c) Other.

Please specify:

5. Please circle Yes or No.

5.1 Do you often have patrons coming for help because they cannot retrieve materials in the library using OPAC (BORIS)?

Yes.

No.

5.2 Do you have patrons coming for help because they cannot retrieve materials in the library using CD-ROM (e.g.LEXIS)?

Yes.

No.

6. Please tick ☒ more than one if necessary.

6.1 If your answer is Yes in question 5.1 or 5.2, how do you think this can be solved?

(a) By providing patrons with on-line help on how to use these OPAC (BORIS), CD-ROM.

(b) By assigning patrons a special library assistant who will help with these OPAC (BORIS), CD-ROM technologies.

(c) By providing patrons with brochures on how these OPAC (BORIS), CD-ROM technologies works.

(d) Other.

Please specify:

7. Please circle Yes or No.

7.1 Do you often have patrons coming for help because they cannot locate law materials in the library?

Yes.

No.

8. Please tick ☒ more than one if necessary.

8.1 If your answer is Yes in question 7.1, how do you think this can be solved?

- (a) By introducing patrons on how to locate materials in the library.
- (b) By providing patrons with brochures that will help them locate materials in the library.
- (c) By assigning patrons a special library assistant who will help them locate materials in the library.
- (d) Other.

Please specify:

9. Please circle Yes or No.

9.1 Do you fill that law reports and statutes are suitably located in the library?

Yes.

No.

10. Please tick [✓] more than one if necessary.

10.1 If your answer is No in question 9.1, how do you think law reports and statutes can be arranged for patrons to better use them?

- (a) By shelving all the law reports and statutes together on the same level in the library.
- (b) By shelving the law reports and statutes at different levels, i.e. as they are presently shelved.
- (c) By shelving the most used law reports and statutes on the same level.
- (d) Other.

Please specify:

11. Please tick [✓] more than one if necessary.

11.1 Which of the following problems have you encountered with patrons as they use law library materials?

- (a) Underlining in the materials they use.
- (b) Tearing pages out of the materials they use.
- (c) Stealing of materials.
- (d) Deliberately misshelving materials
- (e) Other.

Please specify:

12. Please tick ☒ more than one if necessary.

12.1 How do you think this/these problems in question 11.1 can be solved?

- (a) By barring or suspending those caught with any of these offences
from the library for some time.
- (b) By fining those caught with any of these offences.
- (c) By putting a notice that patrons should not commit any of these
offences and indicating the consequences of defaulters.
- (d) Other.

Please specify:

Do you have any other comments or suggestions?

THANK YOU.

REFERENCES

- ALLEN, Cameron. 1975. Law libraries and collections. Encyclopaedia of library and information science. New York: Marcel Dekker, Inc. 14:86-115.
- ANDERSON, Michael. 1994. Management, resources and IT in libraries. (Paper presented at the joint information conference: Information management and management, February 1994). ITs News 29:14-21.
- BAILEY, James F. & DEE, Methew F. 1974. Law school library: Survey relating autonomy and faculty status. Law library journal 67:3-31.
- BANKS, Margaret A. & FOTI, Karen E. H. 1994. Banks on using a law library: a Canadian guide to legal research. 6th ed. Ontario: Carswell Thomson Professional Publishing.
- BERRY, Catherine E. March 1996. Library induction programmes: How do we do that? The law librarian 27(1):41-43.
- BING, Jon. 1984. Handbook of legal information retrieval. Amsterdam: Elsevier Science publishers.
- BLACK, Henry Campbell. 1990. Black's law dictionary with pronunciations. 6th ed. Minnesota: West Publishing co.
- BLACKSTONE as quoted by Mozley and Whiteley. 1993. Mozley and Whiteley's law dictionary. 11th ed. London: Butterworth.
- BLUNT, Adrian. 1980. Law librarianship: outlines of modern librarianship. New York: K. G. Saur.
- BRYSON as quoted by Corral, Sheila M. 1995. Strategic management of information resources-planning for a better future. The law librarian 26(3):399-402.
- CARLSON, Kathlem. B. 1992. The paralegal as patron. Law library journal 84:567-572.
- CHIEF JUSTICE ARTHUR T. VANDERBILT as quoted by Marke, Julius J. 1980. Law libraries: Purpose and objectives. World encyclopaedia of library and information services. Chicago: American Library Association.
- COETZEE, J. Adrian. 1995. CALICO: Restructuring for access. Innovation 10:34-40.

- CONWAY, Patrick. July 1995. Criticism of the public library review is not hard to come by but can the profession unite round some of its ideas and press to see some positive outcome? Here we present an overview and a focus on four of the most important themes: Financial issues. Library Association record 97 (7): 337-378.
- CORRALL, Sheila M. 1995. Strategic management of information resources-planning for a better future. The law librarian 26 (3): 399-402.
- DANE, Jean & THOMAS, Philip A. 1996. How to use a law library: an introduction to legal skills. 3rd ed. London: Sweet and Maxwell.
- DAVIES, Gram. 1995. Press briefing. Library Association record 97 (12): 643.
- DAVIS, Lynette. 1982. Organisation of legal materials. An introduction to law librarianship: Papers given at an occasional course of the department of librarianship and information science, University of the Witwatersrand, Johannesburg: July-August 1982. Johannesburg: University of the Witwatersrand. 39-52.
- DEAN SMITH as quoted by Allen Cameron. 1975. Law libraries and collections. Encyclopaedia of library and information science. New York: Marcel Dekker, Inc. 14: 86-115.
- DUGARD, J. 1977. Law libraries in the USA and South Africa-some personal observations. South African libraries 44 (4): 131-133.
- FOURTH STANDARD OF THE BRITISH AND IRISH ASSOCIATION OF LAW LIBRARIES STANDARDS FOR LAW LIBRARIES (BIALL) as quoted by Moys, Elizabeth M.. 1987. Law library practice: general administration. Manual of law librarianship: the use and organisation of legal literature. 2nd ed. Aldershot: Gower. 595-643.
- FREDERICK C. HICKS as quoted by Allen Cameron. 1975. Law libraries and collections. Encyclopaedia of library and information science. New York: Marcel Dekker, Inc. 14: 86-115.
- FREISLICH, Ethne. 1985. A catalogue of the van Zyl collection of antiquarian legal materials at the University of Cape Town. University of Cape Town Libraries. Cape Town: University of Cape Town libraries. (Unpublished).
- GARRET as quoted by Drabenstott. 1993. Analytical review of the library of the future. Washington D.C.: Council On Library Resources.
- GENSEL & POWERS as quoted by St. Claire et.al., 1986. Managing the one-person library. London: Butterworth.

- GEVERS, Wieland. 1994. Regional co-operation: a key to the future of Universities and Technikons. UCT. news 17-19.
- GORMAN, Michael. March 1996. Line's five laws of librarianship...and one all embracing law. Library Association record 98 (3): 144.
- HADASSIN, Hildred C. 1982. Retrieval and dissemination of legal information. The role of the law librarian. An introduction to law librarianship: Papers given at an occasional course of the department of librarianship and information science, University of the Witwatersrand, Johannesburg: July-August 1982. Johannesburg: University of the Witwatersrand. 106-121.
- HARLOE, Bart & BUDD, John M. 1994. Collection development and scholarly communication in the era of electronic access. Journal of academic librarianship 20: 83-87.
- HENDRIX, Frances. 1995. Internet door is open if we all push. Library Association record 97 (7): 369.
- HEWETT, Margaret L. 1995. A bird's eye view of a book worm's delight: an overview of some libraries and archives in Europe and the USA essential for the legal historian. Cape Town: University of Cape Town.
- HOFMAN, Julien. 1997. second revised draft of proposal: project to build a virtual law library. [Paper submitted at a Library Computerisation Committee, June 1997]. Cape Town. (Unpublished).
- INTERNATIONAL LIBRARY AND INFORMATION ACTION FOR POLICY DEVELOPMENT. 1995. Higher education library and information service development: Strategies for investment. International Library and Information Action for Development: focus for policy and research. IFLA office: International Library and Information Action for Policy Development.
- IVAMY, Hardy E.R. 1993. Mozley and Whiteley's law dictionary. 11th. ed. London: Butterworths.
- J. MYRON Jacobstein as quoted by Mersky, Roy M. 1983. Administration of academic libraries. In law librarianship: a hand book. Littleton: American Association of Law Libraries. 17-18.
- JASPAN, Cillah. 1982. Law libraries and users of law libraries. [Papers given at an occasional course of the department of librarianship and information science. (University of the Witwatersrand Johannesburg: July-August 1982)]. Johannesburg. (Unpublished).
- JOWITT, Earl & WALSH, Clifford. 1977. Jowitt's dictionary of English law. 2nd. ed. London: Sweet and Maxwell.

- KIRBY, John. March 1996. How to bridge the information gap. Library Association record 98(3): 155.
- KLOPPERS, Marie. 1991. The academic law library in South Africa with reference to UNISA law library. Mousaion journal of library and information science 3(1): 111-121.
- LEEMAN, Solly. 1997. Antiquarian bookfairs. [Personal interview, 28th. August, 1997]. Cape Town. (Unpublished).
- LIBRARY ASSOCIATION RECORD EDITORIAL. February 1996. London University to re-think funding plan. Library Association record 98(2): 61.
- LINE, Maurice. March 1993. The importance of Follett: a review of the Joint Funding Council's Libraries Review Group (Follett Committee) Report, December 1993. Review of Follett Report 7(1): 69-72.
- LISTER, Mary. 1997. Web tutorials at UCT Libraries. [Personal interview, 14th. July 1997]. Cape Town. (Unpublished).
- LONG, R. M.; Martin, H. S.; Buckwalter, R. L. as quoted by Panella, Deborah S. 1990. Basics of law librarianship. New York: Harworth.
- LYMAN, as quoted by Drabenstott. February 1993. Analytical review of the library of the future. Washington, D.C.: Council on Library Resources.
- MARKE, Julius J. as quoted by Allen Cameron. 1975. Law libraries and collections. Encyclopaedia of library and information science. New York: Marcel Dekker, Inc. 14: 86-115.
- MARKE, Julius J. 1993. Law libraries. World encyclopaedia of library and information services. 3rd ed. Chicago: American Library Association. 436-439.
- MASANGO, Charles Akwe. 1996. A report on the status and problems in the use and supervision of law library collections at the Brand van Zyl Law Library of the University of Cape Town. [An internship report in part fulfilment of the M.BIBL. degree]. Cape Town. (Unpublished).
- MERSKY, Roy M. 1983. Administration of academic libraries. Law librarianship: a hand book. Colorado: American Association of Law Libraries. 13-68.
- MILLICAN, Rital & WALLACE, Danny P. 1992. Research needs in academic libraries. Law library journal 84: 421-438.
- MITCHELL, Chris. & HOFMAN, Julien. 1995. UCT puts C.A. database on the Internet. UCT Monday paper 14(18): 1-6.

- MOYS, Elizabeth M. 1987. Law library practice: General administration. Manual of law librarianship: The use and organisation of legal literature. 2nd ed. Aldershot: Gower. 595-674.
- MURRAY, James. M. 1992. Limiting secondary patrons' use of academic law libraries during examination periods. Law library journal 84: 365-382.
- NATIONAL COMMISSION ON HIGHER EDUCATION WORKING GROUP ON LIBRARIES AND INFORMATION TECHNOLOGY. 1996. Policy, planning and co-operation: smart solutions for information provision. Pretoria: National Commission on Higher Education.
- OMAR, Latifa. 1997. Present accommodation facilities at the Brand van Zyl Law Library of the University of Cape Town. [Personal interview, 15th. July 1997]. Cape Town. (Unpublished).
- PANELLA, Deborah S. 1990. Basics of law librarianship. New York: Harworth.
- PHILLIPS, S. 1987. Reader services. Manual of law librarianship: The use and organisation of legal literature. 2nd ed. Aldershot: Gower. 645-674.
- POWELL, Ronald R. 1985. Basic research methods for librarians. Norwood, N. J.: Ablex.
- PRASAD, H. N. 1992. Information needs and users. Varanasi: Indian Bibliographic Centre.
- R.G. LEE & THOMAS, P.A. as quoted by Berry, Catherine E. March 1996. Library induction programmes: How do we do that? The law librarian 27(1): 41-43.
- RAITT, David. 1995. The new-look electronic library. The electronic library 13(2): 87-88.
- ROUKEN DE LANGE, E. J. 1963. The Brand van Zyl law library. South African law journal ixix(111): 384-390.
- SAPIRE, Sandra. 1982. Tools for the retrieval of the law and for current awareness legal references and research methods. An introduction to law librarianship: Papers given at an occasional course of the department of librarianship and information science, University of Witwatersrand, Johannesburg: July-August 1982. Johannesburg: University of the Witwatersrand. 16-38.
- SAYED, Yusuf and KARELSE, Cathy-Mae. 1997. The segregated information highway: An assessment of information literacy in higher education. A summary report. Cape Town: INFOLIT.

- SIR FREDERICK POLLOCK as quoted by Allen Cameron. 1975. Law libraries and collections. Encyclopaedia of library and information science. New York: Marcel Dekker, Inc. 14:86-115.
- SMALL, Wendy. 1995. Raising the library profile. Law librarian 26(3): 392-395.
- ST. CLAIRE, Guy. and WILLIAMSON, Joan. 1986. Managing the one-person library. London: Butterworth.
- STEYNBERG, S. 1991. Report on the law library survey. [Survey conducted, 13th. March-2nd June, 1991]. Cape Town. (Unpublished).
- SYLVIA WEBB as quoted by St. Claire, Guy. 1986. Managing the one-person library. London: Butterworth.
- TANGUAY, Guy. 1973. The case for the special status of the University law library. Law library journal 66: 12-33.
- TAYLOR, Betty. 1993. Law libraries. World encyclopaedia of library and information services. 3rd ed. Chicago: American Library Association. 439-443.
- THE LAW LIBRARIAN EDITORIAL. 1996. A library for the modern law school: Statement of standards for University law library provision in England and Wales. The law librarian 27(1): 29-35.
- THOMAS, John. 1981. Rare book cataloguing. Collecting and managing rare books: Papers presented at a conference celebrating the dedication of the new Tarlton law library, the University of Texas at Austin School of Law, January 7-8, 1981. ed. by Roy Mersky; assisted by Stanley Ferguson...[et. al.]. New York: Glanville publishers, Inc 73-87.
- THRIFT, Heather. 1995. Managing an academic law library: a personal view. Law librarian 26(3): 387-389.
- VINCENT, Geoff. 1995. On-line media. Electronic library 13(2): 110-114.
- WALKER, Eric. A. 1929. The South African college and the University of Cape Town: Written for the University centenary celebrations: 1829-1929. Cape Town: University of Cape Town.
- WELLINGTON, Harry. H. 1981. The responsibility that modern-day librarians and academics have in relation to preservation and making available the classics of the past. Collecting and managing rare law books: papers presented at a conference celebrating the dedication of the new Tarlton law library, the University of Texas at Austin School of Law, January 7-8, 1981. ed. by Roy Mersky; assisted by Stanley Ferguson...[et.al.]. New York: Glanville publishers, Inc. 45-48.