COLLECTION DEVELOPMENT AND USE

OF NON-BOOK MATERIALS IN UNIVERSITY LIBRARIES

IN SOUTH AFRICA

By

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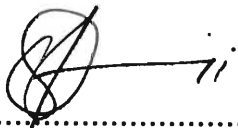
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Submitted in fulfilment of the requirements for the degree of Master of Information Studies in the Department of Information Studies, University of Natal, Pietermaritzburg

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DECLARATION OF ORIGINALITY

I, NOMAXABISO CLARIBEL NTULI, declare that "Collection Development and Use of Non-book Materials in University Libraries of South Africa" is my own work, both in conception and in execution. All the sources that I have used have been acknowledged by means of complete references.

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N.C. NTULI

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LIST OF ABBREVIATIONS

- NBM : Non-book materials

- NEPI :National Education Policy Investigation

- SALA : South African Library Association

- NQF : National Qualification Framework

- OBE : Outcomes-based Education

- AV : Audiovisual

- OHP : Overhead projection

- ALA :American Library Association

- AACR11 : Anglo-American Cataloguing Rules 11

- AECT : Association for Educational Communications and Technology

- IFLA : International Federation of Library Associations and Institutions

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ABSTRACT

Non-book materials have a unique role to play in university libraries of South Africa, as they re-inforce what has been learnt and facilitate presentation of subject matter to fulfil the needs of teaching and learning of institutions.

The key problem of the study was that non-book materials though very important as sources of information like books, appear to be little or not used in South African university libraries. This may be caused by unclear policy presented in formal or informal collection development policies. The general aim of the study was to find out collection development practices, policies and use of non-book materials in South African university libraries. To this end the specific objectives were :

- To find out how non-book materials in university libraries are collected and maintained as part of teaching, learning and research.

- To get some understanding on the policies and patterns the university libraries follow in the development of non-book materials.

- To find out the manner in which non-book materials are funded and acquired.

- To find out the extent to which library orientation, instruction and user education cover non-book materials.

The study therefore examined the collection development and usage of non-book materials in university libraries of South Africa.

All the South African university libraries except University of Zululand where the researcher works and is the AV-librarian were included in the study. The major method of study chosen was the survey method and the questionnaire was used for data collection. The methods of analysis used were the univariate and bi-variate methods and the basic type of statistics, the descriptive statistics. Libraries surveyed showed that they favoured non-book materials, and above all they do have the most NBM that are available in all formats.

The study guided the researcher in making the following recommendations:

. the need for improvement of the NBM information services in libraries.

. that clear policies, whether written or not, for selection and acquisition of NBM be reviewed in libraries in South Africa.

. the role of NBM specialist is important and needs to be redressed.

. that the academic staff, library staff and students work together as a team and devise a program of library user education integrated with curriculum.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

University libraries have a unique role to play in university education. Their main role is to provide information to their community of users which consists of students, staff and researchers. Musiker (1978 : 125) argued that university libraries will not only rely on the printed word in order to cater for the needs of the users, but also to provide non-book materials. The usefulness of the non-book materials lies in the role these materials play in :

- . re-inforcing what has been learnt

- . facilitating the presentation of subject matter.

Some writers like Duminy (1967) and Hartshorne (1991) observed that Blacks in South African tertiary institutions experience problems in the usage of the library and especially non-book materials because of language. This has been so especially in the past, although the situation is slowly changing. Duminy (1967:160) argued that the African languages do not have all the vocabulary necessary to enable the child to receive his or her education in the medium of the mother tongue in schools.

Hartshone (1991 : 39) stressed the fact that the tendency of teachers to be authoritarian and single-text book oriented, do not give the child a better chance to enter university. This problem could be partly alleviated through the use of audiovisual materials. Language laboratories can play an important role here in the sense that audio-cassettes for example, can be used in practising language skills like pronunciation and word utilisation.

The main assertion in the use of non-book materials is that "when students see and hear, the information and knowledge become more practical". McPherson and Timms (1988 : 12), re-affirmed the importance of audio-visual (AV) material by stating that audiovisual media involves the sight and sound, which are the fundamental cornerstones of intelligent communication.

To a larger extent many people have associated libraries with books or printed material as the main information resource. Today, increasingly more and more professionals and users recognise that information is available in a variety of media. Other materials have come to the fore and these include non-book materials such as videos, phonorecords, audiotapes, computer programs/software, slides, and compact discs (CD's).

Non-book materials have considerable potential as research resources. They could be used on their own as sources of information like in the case of television, video cassettes, audio cassettes and microforms. For university libraries whose user community requires a variety of information, these audiovisual materials can be used by students and lecturers to re-inforce what has been learnt or used to correct deficiencies and enhance the acquisition of academic skills like study skills.

Writers like Musiker (1978) and Onadiran (1980) emphasised the importance of non-book materials in teaching and learning. They argue that non-book materials are an extension of ideas beyond the book itself. Although non-book materials have the potential to enhance presentation of subject matter and facilitate learning they are not fully utilized by users mainly due to lack of awareness of their availability, potential in delivering information, skills to operate or use them and simply lack of availability in some cases.

Musiker (1978: 125) said that non-book materials are not a new concept to libraries. Non-book material collections are not comprehensive in their development so much so that students and lecturers are not fully aware of them and thus leads to their little or no use. The researcher has observed that

most users are text-book oriented while others are lazy to ask for any other sources of information other than book materials available in the library. From a library's point of view, it seems that the library policies used whether written or not, "keep the material away" from the users. This has been the situation in the University of Zululand library for example. At the University of Zululand library most of the non-book materials like Shakespeares works on disc and phono-records have been available as far back as 1962. They were acquired as donations. However, because librarians at that time were not fully aware of non-book materials impact in the provision of information in teaching and learning, they kept them under lock and key. Not much attempt was made to buy play back equipment to facilitate their use and to educate users to utilize them. Non-book materials are sometimes housed in a special or separate area. At the University of Zululand library an "Audiovisual Materials Section" exists where all non-book materials are housed, while in some universities these materials are housed in various academic or non-academic departments.

1.2   THE POTENTIAL OF NON-BOOK MATERIALS IN EDUCATION

" A collection development policy is a written statement of the plan for the

process of making certain that the needs of a library community are met timely and economically, using information resources produced both inside and outside of the organization. It provides details for the guidance of the library staff" (Evans, 1987).

University libraries in South Africa, like many institutions are in a rapidly changing environment. They are faced with teaching, research and outreach programmes of education which they must support. Education under the control of the new South African government is specifically committed to the equality of standards of education and facilities for all. According to EIC and IEB (1996:2) the government has proposed a new structure for the education process within the context of National Qualifications Framework (NQF) and related structures. One key emphasis of the NQF is the Outcomes-Based Education (OBE). To effectively implement skills and independent learning expected in the process requires a variety information resources including non-book materials to facilitate learning.

In the past the structure of education was divided into three levels, that is, primary education, secondary education and the tertiary education. In all these three levels of education the major information resource especially in

previously disadvantaged institutions has been the printed word. Other materials are used but on a small scale. Where non-book materials are in the library, they are not there in order to be utilized by only a category of users, but to serve all the clientele, in teaching, learning and research purposes, from primary education to tertiary education.

One of the library's main objectives is or should be to collect, preserve and make available the library materials regardless of the format or type of material to all library users. If the user cannot get the information from the printed word, non-book material should be available to re-inforce the knowledge or skill learnt from the classroom. It is also in the interest of the user to explore other library materials. According to Lubisi, Parker and Wedekind (1998 : 13) one of the Outcomes-Based Education (OBE) task is that learners should be given the opportunity of coping with demanding performance standards at their own pace.

OBE needs teachers who are more specific about the evidence learners must provide to prove that they have achieved the outcomes (Lubisi, Parker and Wedekind, 1998 : 13). That means learners must be flexible in their finding and use of information and kowledge. They should not simply be book

oriented. According to Cook (1987 : 91) non-book materials (NBM) ought to fulfill what psychologists believe as essentials of learning, that is drive, cue, response and reward. For example, when skillfully combined, the pictures, words and sounds, have the power to evoke emotions, change the attitudes, and motivate actions. Kemp and Dayton (1985 : 3) wrote that instructional media also make use of the power of pictures, words and sounds to compel attention, to help an audience understand ideas and acquire information too complex for verbal explanation alone and to help overcome the limitations of time size, and space. They go on to say that instructional media can be used as an integral part of classroom instruction or as principal means for direct instruction outcomes like :

.   firstly, the delivery of instruction can be more standardized. Each student seeing and hearing a media presentation receives the same message.

.   secondly, the instruction can be more interesting. There is an attention-getting factor associated with instructional media that keeps members of an audience alert.

- thirdly, learning becomes more interactive through applying accepted learning theory. The content of instructional media can be organized and presented in a manner that represents good instruction.

- fourthly, the length of time required for instruction can be reduced. Most media presentations require a short time to transmit their messages. Therefore NBM are a valid and necessary part in teaching and learning.

McPherson and Timms (1988 : 40) argued that non-book materials , like all other library matrials ensure that all students get the same message in the same way. The librarian must also take note of the fact that the library's main function is to collect documents, whatever their form, to satisfy user needs. The user has the right to access all information sources in all forms that are available in the library and information centres. There are a variety of non-book materials that play an important role in teaching, learning and research. The following are some of the important ones.

1.2.1 DIRECT MEDIA

This is divided into three (3) categories namely; blackboards and whiteboards, flip charts and overhead projectors. The blackboards and whiteboards are basic teaching aids which utilize chalk and talking instructions. The class is addressed and explanation of notes written on boards can be changed or removed (McPherson and Timms, 1988 : 40). The flip charts are similar to white and blackboards with chalk, except that all the information on it will have been preplanned and prepared in advance. One can turn the flip pages backwards and forwards. Another direct media is that of the overhead projector (OHP) which allows drawings and other information to be presented from horizontal transparent plastic sheets on to the screen. It needs a dark or semi-dark room. What is important is that the media must be in a format that is appropriate for the learning task.

1.2.2 SLIDE-BASED MEDIA

These include film strips, slide-tapes, and multi-projectors. In film strips a sequence of slides can be produced on a strip of 35mm film and this is wound in a special projector one frame at a time. They have a disadvantage in that

frames cannot be changed for the content once the strip is made. The programmes of slide tapes are most flexible A-V media (McPherson and Timms, 1988 : 41). They further contended that this is a complete media file containing slides, tapes, tutor's notes and worksheets packed in a box as a set.

1.2.3 VIDEO AND FILM MEDIA

McPherson and Timms (1988) stressed that though the cost of videos and films is very high, when videos and films are properly produced, they are very good for teaching. Students are shown things they see and interaction becomes believable. Videos and films motivate reading and offer opportunities of acquiring visual and screen literacy, and encourage students to take active part in lessons. According to Kemp and Dayton (1985: 221), both videorecordings and films can present information, describe a process, clarify complex concepts, teach a skill, condense and expand time, and affect an attitude. Fothergill and Butchart (1990 : 21), argued that NBM extend the range of senses that are used in exploring documents for information, and that this activity demands greater participation and interaction on the part of the user. Video cassettes can be used for entertainment, recreational and

educational purposes. Their use depends on the needs of a particular user at a certain point in time. What is more important about video cassettes is the fact that they can be duplicated for back up purposes, that is, in terms of presevation. This also helps in protection and controlling of the value and security of videos from unauthorized use.

1.3   NON-BOOK MATERIAL IN UNIVERSITY LIBRARIES

The inclusion of non-book materials in university libraries to support teaching, learning and research is ever growing . This is re-affirmed by Musiker (1978) who argued that the interest in the non-book materials is growing all the time. In South Africa, the Reprography Symposium organized by the Western Cape Branch of South African Library Association (SALA) in June 1976 was essentially an excursion into the media. There are barriers to this popularity though, such as, the equipment which not all the institutions have, because of high costs involved, and the lack of professional staff to help in the use and maintainence of non-book materials.

A good collection of non-book materials can be built in university libraries only if good planning is followed, that is, selection procedures, good

acquisition procedures, good selection of equipment to be used, and above all, taking into consideration the factors that affect student's use of the library. The researcher as a librarian in AV-section of the library has also observed that most students, especially those who come to the library for the first time, encounter problems in using the library, such as fear to ask for assistance, not knowing who to ask and what to ask. This may be because most of them come from a single text-book orientation. Zondi (1996) argued that students are unable to access the resources they want from the library because of poor and complete lack of library skills. Radebe (1995) stressed the fact that home background has the greatest influence on the development of attitude towards reading. For an example, if parents have negative attitude towards reading, lack of reading books at home, affects the learning skill of a child. The students who come from the previously disadvantaged schools whereby there were no libraries, are often reluctant users of the library. These problems do not give students a better chance to enter the world of self-exploration. That is why Musiker (1978) argued that libraries have to delineate clear policies as they involve themselves with non-book materials.

The problem of students' inability to use libraries and information sources that are available in university libraries has been a subject of concern to most

librarians in South Africa. According to Duminy (1967) most students who enter university for the first time lack the skills necessary to exploit the resources of a university library.

This has led to the inability to participate effectively in independent academic activities such as the writing of assignments for many a-student. According to Myburgh (1997 : 41) one of the biggest issues that faces universities is that of placing education and modes of education within the modern society. What students want to know and how they can best learn are more important. Students from secondary education encounter problems when exposed to university library atmosphere, where they find different types of material collections including the non-book materials.

Non-book materials do not stand a good chance of being fully utilized by students especially if such students have never been exposed to them and developed skills for collecting information from different sources other than their classroom text books. One big concern of university libraries about the use of non-book materials, according to Fothergil and Butchart (1990 : 296) is the fact that most of NBM are expensive. The National Education Policy Investigation (NEPI) report (1992 : 31) argued that research work does not

cease at the point of finding and disseminating appropriate resources, but also employs a variety of activities with a view to conscientize and empower users in the most active ways. McNally (1986 : 122) also further argued that the importance of non-book materials as sources of information for serious research purposes, has become widely acknowledged.

1.4 PROBLEMS IN THE USE OF NBM BY UNIVERSITY STUDENTS

One big problem that librarians face is the fact that non-book materials require special equipment to work with, equipment which is often very expensive to purchase. Secondly, the very same equipment needs electricity in order to operate and more importantly it must be maintained. To teach users how to operate the machines is often difficult because many users are afraid to utilize the equipment whether or not the instructor is present.

Researcher's experience with AV-material, it has been clear that sometimes the instructor's presence makes the user reluctant and embarrassed to learn to operate the equipment. This can be minimized if the librarians can liaise with teaching staff by encouraging them to bring classes into the library, to enable them to be able to access all the resources in the library, and for

academics to be encouraged to utilize non-book materials in their own teaching instruction where appropriate. Students must know or be taught how to identify what information they want, how to find it, and where to find it. It is the duty of the teaching staff and librarians to make users aware that they can meet their information needs through the use of non-book materials available in the library.

One other big problem in the use of non-book materials in libraries is the fact that there is little cooperation between subject teachers and librarians when planning the curriculum. To be meaningful, an academic library collection should reflect the curriculum needs of an institution. To do this however, the librarian must know what the curriculum is about. That is why university libraries should be central in building collections of all materials suitable for the teaching, learning and research purposes.

There is also lack of publicity of NBMs in libraries. Library materials need to be publicized and promoted so that users are aware and familiar with them, NBMs included. According to Birnhack (1987:131) promotion depends on library policy and facilities available. Librarian should make use of notice boards as one of tools to display what is available in the library.

1.5 STATEMENT OF THE PROBLEM

The researcher became motivated in studying collection development and use of non-book materials when she undertook a research project in 1987 as a post graduate student investigating the use of a microfiche catalogue at the University of Zululand library. The microfiche catalogue survey indicated that a number of problems existed. The first problem was the non-usage of the microfiche catalogue itself. One of the reasons for this was that, users did not know what it was, the information it contained and how to operate it. This seemed to suggest that users need to be aware of the sources available in the library, in order to use them. Secondly, most of the students having come from the single-text book oriented secondary school did not appear to have neither skill nor the motivation to enter the world of self-exploration and thus use of information source other than the text book.

The researcher further became involved with audiovisual materials when she was appointed as Subject Librarian in charge of non-book materials in the Audiovisual Materials Section of the University of Zululand library. From her own experience at the University of Zululand library users seemed not to be aware of what was taking place in the section, until some publicity about

the section in the form of displays were conducted. Although it is normal with other sources to publicize, it is important to note that users are familiar with books more than with AV materials especially those users who come to the library for the first time. Another problem the researcher experienced in the running of the audiovisual section has been the lack of funds to purchase and maintain the AV equipment.

Other South African universities seem to experience similar problems, though in varying degrees, in the use of non-book materials. Du Preez (1980:13) re-enforced this when he wrote that users are reluctant to use micropublications and that they do not share the enthusiasm displayed by production of microforms. It appears from this researcher's perspective that the use of any resource depends upon the availability and access to the resource which is partly determined by a collection development policy. The collection development policy, according to Jenkins and Morley (1991) needs to be based on an understanding of the strengths and weaknesses of the current library stock, and an assessment of how well it meets the needs of its present and potential users. This motivated the researcher to find out about the collection development and usage of non-book materials in the university libraries in South Africa.

In essence the key problem is that, non-book materials, though very important as sources of information like books, appear to be little or not used in South African university libraries and that this may be caused by unclear policy represented in the formal and informal collection development policies.

1.6 AIMS AND OBJECTIVES OF THE STUDY

The general aim of the study was to find out the collection development practices, policies and use of non-book materials in South African university libraries. The specific objectives of this study were :

1. To find out how non-book materials in university libraries are collected and maintaned as part of teaching, learning and research.

2. To get some understanding on the policies and patterns the university libraries follow in the collection development of NBM.

3. To find out the manner in which non-book materials are funded and acquired.

4.	To find out the extent to which library orientation instruction and user education cover non-book materials.

## 1.7	RESEARCH QUESTIONS

Having identified the problem and the objectives of the study, the following research questions were formulated :

1.	Are non-book materials available in the library selected to meet the teaching, learning and research needs of the clientele?

2.	What kind of "policies" govern collection development of non-book materials?

3.	How are NBM collections funded and acquired in South African University libraries?

4.	Do user education programmes, inclusive of library orientation, library instruction and bibliographic instrution, promote the use of non-book materials for teaching, learning and research?

1.8. DEFINITION OF CONCEPTS

1.8.1 COLLECTION DEVELOPMENT: The process of planning a stock acquisition programme not simply to cater for immediate needs, but to build a coherent and reliable collection over a number of years, to meet the objectives of the service (Prutherch, 1987: 181).

1.8.2 NON-BOOK MATERIALS: The term "non-book materials" is used synonymously and to cover term non-print media and AV materials. This is understood as any format which is not a book that can include many types of materials, like slides, pamphlets, computer software, films, microfiches, teaching packages etc.

Prutherch, (1987 : 549) defines non-book materials as :·

> those library materials which do not come within
> the definition of a book, periodical or pamphlet
> and which require a special handling, e.g.
> audiovisual materials, microforms or computer
> software.

1.8.3 UNIVERSITY LIBRARIES: A library or group of libraries established, maintained and administered by the university to meet the needs of the students and members of the academic staff (Prutherch, 1987: 821).

1.8.4 AV-LIBRARIAN : A member of the library staff who helps the library to make the most of a media situation by superintending the media room with its hardware, e.g. headphones, cassette players, etc., helping with selection of software e.g. films, filmstrips, slides, tapes, etc., helping readers use the media, adding creative ideas all the time, e.g. by writing scripts for media programs. (Musiker, 1978: 125).

1.8.5 MEDIA COLLECTION : the term media is used in the generic sense to include all types of materials : books, periodicals, films, slides, microforms, discs, tapes etc. (Casciero and Roney, 1988 : 2).

1.9   DELIMITATION OF THE STUDY

The University of Zululand was left out of the study because the key person from whom the data would have been solicited would have been the researcher herself. This would have biased results. The Universities of Natal (Durban Campus and Pietermaritzburg Campus) were both counted as separate libraries because each university campus has its own fully developed non-book materials section. The NBM were also limited. They included only video cassettes, audio cassettes, microforms and CD-ROM. Other

media like computers were excluded as mentioned before, since they have their own perculiarities of usage and create their own problems.

1.10 STRUCTURE OF THE THESIS

CHAPTER 1 BACKGROUND TO THE PROBLEM : This chapter presents the background to the research problem. It includes the statement of the problem, purpose and objectives of the study, research questions, limitation of the study,and the type of population targeted.

CHAPTER 2 LITERATURE REVIEW : This major section reviews the literature related to the topic, the methodologies used in other researches related to this topic.

CHAPTER 3 RESEARCH METHODOLOGY : This chapter shows how data was collected, reseach methods, research techniques, and statistical techniques.

CHAPTER 4 DATA PRESENTATION : This presents the data findings and the analysis and presentation of data.

CHAPTER 5 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS : This chapter presents what was found in the study, generalisation and discussion of findings, and recommendations

1.11 SUMMARY

In the literature studied it was found that although non-book materials are not new in the field of librarianship, they are not utilized in the manner in which they should be as part of a variety information resources. One reason for this appears to be collection development policy-based. Therefore it became necessary to trace the trends and policies the librarians follow in developing their NBM collection and their use in their libraries in South Africa.

CHAPTER TWO

LITERATURE REVIEW AND OVERVIEW OF NBM IN ACADEMIC LIBRARIES

2.1 HISTORICAL DEVELOPMENT OF NBM

Some of non-book materials have been in existence for a considerable length of time, and the examples of the organized conscious collection of single materials can be traced as far back as 1889 (Harrison, 1979;209). Such resources include: gramophone records; films and photographs.

However, it is only in the 1960's that non-book materials and especially the concept of a multimedia were generally introduced into the library world. Harrison (1979:209), observed that the educational use of audiovisual materials began in the 1950's and some educational libraries started to incorporate these materials in the library collection in the late 1960's. Nonetheless, the development of most of the audiovisual materials resulted from the inventions of nineteenth and twentieth centuries. This is reaffirmed by Vlcek and Wiman (1989:4) who wrote:

> The end of the nineteenth century saw the development
> of paper made from woodpulp, the perfection of the

photographic process, the typewriter, telegraph gramophone, automobile, the motion picture, the wireless and more.

They further stated that:

The pace quickened again when the air plane, the electric light, safety film,... telephones, phototelegraphy ... television broadcasting and microgroove recordings emerged during the first half of the twentieth century.

The following are some of the key non-book materials and important dates in their development:

(i)   *Still Pictures*

The 1841 film was introduced by William Henry Fox Talbot, who made a paper negative using the collotype process up to the development of the Kodak disc camera in 1982 (Fothergill and Butchart, 1990:5).

(ii)   *Moving Pictures*

In 1870, Eaducard Mybridge experimented with photographs when he eventually made moving films of animals and human locomotion (Fothergill and Butchart, 1990:6). This led to the development of Kiddi disk and video disc in 1981.

(iii) *Sound Recording*

In 1877 Thomas Alve Edison patented the phonograph using a sheet of tinfoil wrapped around a cylinder. This eventually led to the invention of the Sony Walkman cassette in 1980 (Fothergill and Butchart, 1990:7). Sound recordings progressed from the 78rpm gramophone records which gave a short playing time on a large disc to the microgroove which gave an extended time of playing (Long play or popularly known as LP) on the same size disc (Harrison, 1979:209).

(iv) *Microcomputers and Viewdata*

In 1945 the Electronic Numerical Integrator and Calculator was the first fully electronic computer which led to the development of Telesoftware service via Prestel and the BBC CEEFAX in 1983, and the establishment of an electronic mail system in 1989 by the Library Association (Fothergill and Butchart, 1990:8).

These developments and inventions were reflected in the library collections in various ways. Fothergill and Butchart (1990) wrote:

> The private collectors went early into the field recording
> folk songs, and making anthropological recordings. The
> first instance of sound recording being used in academic
> research was by J. Walter Fewker who recorded the

prayers, tales, and songs of Pasamquoddy Indians in 1889. The first officially recognized collection of sound recordings was established in Vienna in 1899 for the language and dialects of Europe. Later collections such as the British Institute of Recorded Sound (1948) relied heavily on donations of individual collectors.

By the 1970's there was a steady increase of video, viewdata and computer collections especially video recordings. By the 1980's microcomputers, viewdata and CD - ROM were easily accepted from schools to commerce and industry (Fothergill and Butchart, 1990:13).

According to Vlcek and Wiman (1989:5) the millennium of inventions has not arrived as predicted in 1870 by Bishop Milton Wright. Wright suggested that flight was reserved for the angels and that man has invented everything that can be invented. Thirty-three years later his sons Wilbur and Orville flew their air plane into history at Kitty Hawk. The development of non-book materials have surpassed early predictions. There are a number of NBM that play and important role in teaching, learning and research. Some of the issues on this matter have been raised in chapter one.

2.1.1 NON-BOOK MATERIALS' USAGE AND EDUCATION

It is of paramount importance that university libraries include non-book materials in their collection and make them easily accessible to users in order to meet the information needs of their clientele which are teaching learning and research. Zondi (1996:108) has correctively argued that university libraries exist to meet the varied needs of students. She further asserts that, if the library makes available resources demanded by and appropriate for users, it improves its effectiveness, plays a significant role in the transmission of knowledge and contributes to the attainment of its goals and the general mission of the university, which is often teaching and research. Library collections are intended or should be built to meet the needs of a given community.

When an academic library builds a media collection, the collection must be properly planned. There must be a need for the media. It must not be simply a matter of adding videos, records, slides and microforms to the library collection. Whichard (1985:37) supported this view when he wrote:

> Part of any collection-development process must be the
> evaluation of whether a library's patrons have a real need
> for the media, and what overall profile the library has as
> a research or teaching institution.

Institutions must see to it that their libraries serve their staff and students in teaching, studying as well as research. This must be done through the provision of a variety of information resource including books, periodicals and NBM's. Non-book materials (audiovisual materials) are defined as:

> Those materials in the library which do not come within the definition of a book, periodicals or pamphlet, and which require special handling (Harrold, 1978:549).

According to Harrison (1987 : 154) the various types of non-book materials include:

. Moving visuals like, film, videograms, including videotape cassettes and disc.

. Still visuals, like, photographs, slides, overhead projector transparencies.

. Sound recordings, in form of, gramophone records, audiotapes, audio-cassettes, compact discs (CD).

. Computer programs stored on floppy discs, disks and tapes.

. Combined materials like, tape-slides presentations and filmstrip-tape presentations.

. Microforms including, microfilm and microfiche.

Twenty years ago Musiker (1978:125) argued that librarians have for many years been reluctant to accept NBM in the library scene. In his article on "Non-print media..." he pinpointed and collated some factors which militated against the acceptance of the non-book media by the librarians. These included:

. the inescapable dominance of the book itself,

. the conservative librarians who were suspicious of the media,

. other librarians who were scared of the technology,

. a group of librarians who found insurmountable procedual and administrative difficulties, such as with the cataloguing and storage of non-book materials.

The obvious question is how did non-book materials become part of the library scene? Musiker (1978) argued that the incorporation of these non-print media into a library's resources and activities was a logical and inevitable extension of the library's role - because if it is true that libraries

are primarily interested, as indeed they should be, in the provision of information rather than simply books, then it follows that librarians should be very active in those areas and ideas which extend beyond the book for the delivery of information. This means that librarians should be as involved with non-book materials as they are with the printed word. Schauder (1973:19), who was one of the South African pioneers in the field of non-book materials noted that there is no need to postpone embarking on a programme that at least prepares the way and which need not entail undue expense.

The importance of non-book materials as sources of information for research and for teaching purposes has become widely acknowledged, although the book has remained and continues to be the traditional medium for the delivery of teaching and research information.

The use of non-book materials has also increased significantly, especially with the rise in the use of multimedia in the delivery and use of information.

2.1.2 WHY NON-BOOK MATERIALS?

Non-book materials have some qualities which enhance learning and communication in the way that is totally different from printed material.

Le Clerq (1977:69) identified four of these characteristics:

.   Non-print materials have quality of immediacy. Their sounds and images provide a witness to the entire range of man's activity.

.   Non-print materials have the ability to capture mood and style. The infections and gestures of a speaker-John F. Kennedy's use of this hand are more acutely perceived. The nuances and dramatic or tense situation are more evident when heard and viewed.

.   Non-print materials have the capability of individualizing instruction. While they have most often been used for their mass communication qualities, they can be easily adapted for one to one communication. Advances in technology - the audio cassette, the video cassette, and the sound/slide package - provide an individualized play back mode.

Finally, complexity of subject matter, and the realistic recording of visual data are possible when all the senses are involved. It is possible through non-print media to experience an eclipse of the sun, examine the interior of a beehive, watch a glacier moving, or participate in an old-time circus parade.

LeClerq further stressed that the added dimensions of immediacy, mood and style, individualization and realism which non-print materials can bring to the teaching/learning process make their acquisition by libraries significant, and perhaps crucial. These aspects show the need of non-book materials for the development of library community and the educational backlog that exists in the universities.

Academic libraries exist in order to provide materials for academic learning, teaching as well as research. The need for non-print materials in the teaching and learning process is acute. Libraries need to collect information regardless of formats. According to Le Clerq (1977:75), if libraries do not collect information regardless of formats other campus agencies will assume this mission. Such agencies as AV centres, and instructional materials centres which tend to be equipment oriented, lack a means of generating funds for

purchasing materials, and do not often have the training or skills to organize

and service non-print collections. Access to these resources for both faculty

and students will suffer if libraries fail to assume a mandate to collect

information regardless of format.

As an example to the above statement, is that of the researcher's experience

of the University of Zululand which has a Media Resource Centre/Unit which

produces some educational programmes for teaching and learning, while in

the university library there is an Audiovisual Materials Section which collects

information in all formats from a flip chart to computer programmes. Users

do not see the media centre as an integral part of the institutional programme.

According to Oosthuizen [unpublished paper] the tendency has been to view

the media centres as entities which are discrete and apart from other parts of

the institutional system.

He further stressed that non-book materials should not be overlooked in the

provision of current awareness services in academic libraries. The collection

of management of NBM may be the responsibility of a separate section of the

library and be relevant to the needs of the community the library serves, but

should be incorporated on the general service of the library.

An awareness of the possible implications through these new vehicles of information, together with the competence necessary for their organization and serving, has become indispensable information for a large sector of modern librarianship.

2.1.3 USES OF NBM

The aim of the library is to provide all library users with the information they want at a particular time, by making sure that materials in demand and appropriate to meet particular information needs are available in the library. It is important that the library should become concerned with the new media, be able to know exactly what types of audiovisual materials are available and whom among the potential users needs them. That is why Butchart (1979:239) emphasized that:

> Audiovisual materials should not be purchased because
> adding them to the library collection is a current trend,
> but because they may be useful to the patrons.

Non-book materials available in a collection are most often used in the following ways:

. They are circulated to teachers or group leaders for use with classes or groups.

- They are used by students to meet a particular assignment.
- They are used for recreational or cultural purposes.
- They are also used by students or other patrons who are seeking information on a subject (Bernhardt, 1979:239).

Non-book materials are used to carry messages for entertainment, enrichment and learning. They are also increasingly used for administration and in business and commerce, communication between parts of business, sales promotion, records of events and studies of the media in their own right (Fothergill and Butchart, 1990:211). Non-print materials offer experiences that cannot be duplicated in print. As an example, in music art, and some sciences, auditory and visual content can be conveyed more directly through use of the media where the senses of sound and sight are dominant, such as a film and video can be effective in evoking a particular time and place be less effective in conveying complex ideas or an inner life of a character (Pearse, 1987:4). According to Agnew, Mennely and Thaxton (1988:152) Well developed audiovisual materials have an objective, a defined audience and subject. They can create excitement and enthusiasm in an educational environment. What we expected in the past is now a reality. The book is now not the only object to provide information. Non-book materials are also appropriate and most of the users especially researchers have realized the phenomenal success of non-book materials.

2.1.4 VARIOUS MEDIA FORMATS

Formats and types of non-book materials are many and varied. They range from the relatively sophisticated video and film materials to the simple though no less effective illustration or wall chart. Harrison (1979:214) pointed out that the library may find itself with a rich variety of materials ranging from motion picture film to microfilm, sound recordings, slides, filmstrips, specimens (realia), educational kits, photographs, illustrations and maps. Some of the most important materials from the point of view of the university library are:

2.1.4.1   *Film*

This is a transparent film which can be used in a number of different formats. According to Fothergill and Butchart (1990:77) film has developed from the highly unstable nitrate 35mm cinema gauge of the 1900's to the widely used 8mm gauge on acetate or safety stock with sound. The 35mm gauge required heavy bulky cameras and projection equipment. The 35mm with sound track format is still used in public cinemas. The 16mm with optical sound track is the common format for distributing film to small clubs, schools and business sources.

The films are commonly used in recording the action of oriented activity for example, it can show how to conduct a particular kind of surgical operation, or how to perform in a theatre stage. This brings reality to the media.

2.1.4.2   *Filmstrips*

Filmstrips are a collection of images organized in two different forms, the single or half-frame and the double or full-frame. They are usually supplied in small circular canisters and accompanied by notes explaining the content of the pictures. They are still used especially by researchers because they meet the needs of students and teachers. They also contain material that is not necessarily related to class work.

FIGURE 1   FILMSTRIPS: DOUBLE AND SINGLE

double frame
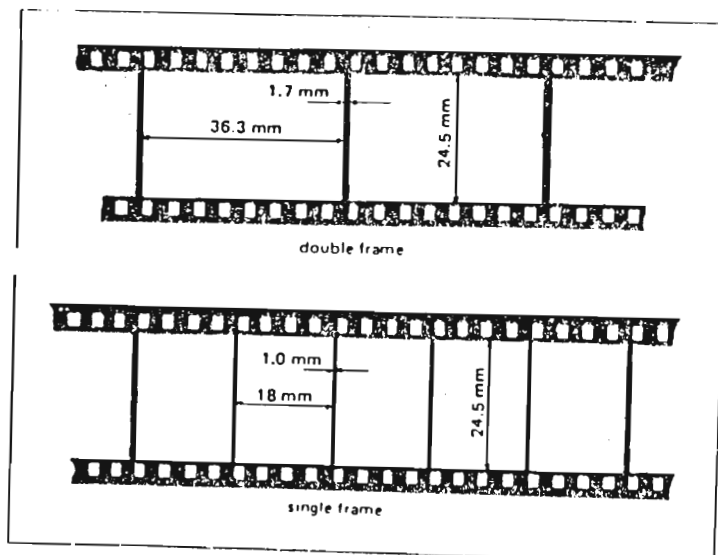
single frame

SOURCE: FOTHERGILL AND BUTCHART (1990)

2.1.4.3   *Slides*

A photograph slide is sometimes referred to as a transparency. It is a single frame of transparent film, usually held within a mount made of cardboard or plastic. There are two common formats. The 35mm format has the same dimensions as the individual frame of a double frame filmstrip and is the more widely available one commercially (Fothergill and Butchart, 1990:75). Slides are good for teaching and can make the lesson more successful because a slide is always accompanied by notes and the explanation by the teacher.

FIGURE 2   SLIDES AND SLIDE PROJECTOR

Slide

Projector
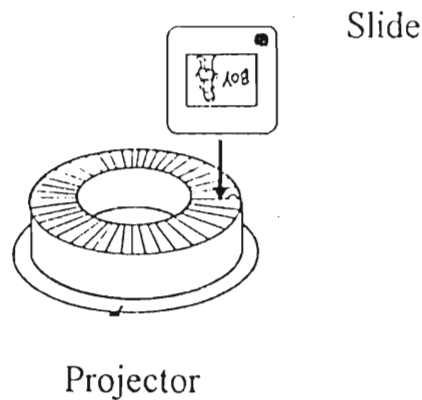
SOURCE: FOTHERGILL AND BUTCHART (1990)

2.1.4.4   *Sound Recordings*

Sound recordings progressed from the 78rpm gramophone records which gave a short playing time on a large disc, to the microgroove giving extended playing time on the same size disc. Sound reproduction also progressed from monophonic sources for quadraphonic sound (Harrison, 1979:209). Bibliographic sources for musical recordings are relatively well organized compared to other non-book materials (Butchart, 1991 : 200). They are mostly used by undergraduate and post graduates for recorded music in entertainment as well as in teaching in class by lecturers.

2.1.4.5   *CD-ROM*

CD-ROM is a compact disc read-only memory. It is a circular, 120mm diameter object. It is made from polycarbonate with a shiny underlayer which stores the digital information. CD-ROM can store up to 66 Mbytes of information which is 260,000 pages if it si a text, and 74 minutes of music or 74 minutes if its a video (Sherman, 1988:xix). CD-ROM is used in a Personal Computer (PC) environment. The skills will involve knowledge of the PC environment itself. CD-ROM can be played on any CD-ROM drive

(Baldwin, 1988:278). Oppenheim as quoted by Walsh (1988 : 39) emphasized that:

> CD-ROM is beginning to take hold as a medium for the delivery of electronically accessible information. The sheer storage capacity of the medium is what originally attracted technicians, but the flexibility of the presentation and access that this allows is what particularly attracts publishers and consumers.

As a useful storage medium CD-ROM is useful for the storage of information for retrieval through a computer. According to Fothergill and Butchart, (1990:96) on one disc, there is capacity for about 600 megabytes of information, equivalent to about 250,000 pages of text.

2.1.4.6   *CD(Compact Disc) - (musical)*

Compact disc for music recordings and popularly known as simply CDs compete with gramophone records. The CD systems are all standardized on the format and digital recording techniques initially designed by Phillips and Sony. Compact discs were first shown in 1980 and later launched commercially in 1983 (Hendley, 1988:15). The CDS and CD-ROMs use the same basic control and display systems for locating the information. In academic libraries they are useful for use in music entertainment and of

course teaching of music. They may also contain talking-books.

2.1.4.7   *Magnetic Tapes*

There are two main types of magnetic tapes, the audio (sound) tape and the video (visual and sound) tape.

-

(a)   Audio tape: This is commonly available in three formats, the open reel, the cassette and the cartridge. Tape may be glued separately to 16mm and 8mm cinefilm to provide the base on which the track may be magnetically recorded (Fothergill and Butchart, 1990). The sound passes at varying speeds, from 15ips broadcast standard to 7/8 ips. The faster the tape moves past the recording head, the better the sound quality and the more expensive and cumbersome the playback equipment (Harrison, 1979:214).

(b)   Video tape: it carries both audio and visual material and was not introduced widely until the late 1960's. Video tape ranges from the 2" wide broadcast standard to 1" helical scan 3/4", ½" and even wire video (Harrison, 1979:214).

Audio tape and video tape are both used in libraries for information storage pertaining to teaching purposes, for example, education programme for user education during orientation periods, information for teaching and learning as well as for entertainment.

Magnetic tapes are removable and have a higher density than floppy discs, though tapes suffer from wear and tear. They need a controlled environment for storage (Hendley, 1988:2).

Figure : 3   MAGNETIC TAPE
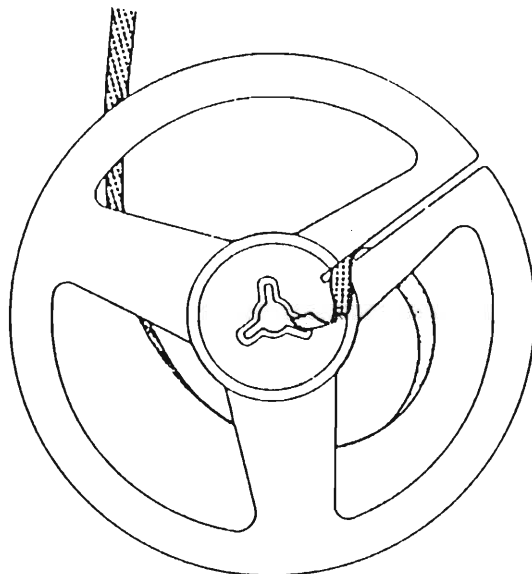
SOURCES: FOTHERGILL AND BUTCHART (1990)

2.1.5 PROBLEMS PRESENTED BY NON-BOOK MATERIALS

The researcher is unaware of any comprehensive survey which can provide thoroughly detailed information on the level of provision of NBM in university libraries in South Africa. There are of course a number of studies undertaken to investigate how individual organisations make provision for non-book materials to their public. For an example, the study undertaken by Oosthuizen (though not published) on "The status of central media centres at university libraries of South Africa", and that of Musiker on "The non-print media: a challenge to libraries".

In some university libraries, like the University of Zululand, audiovisual collections are small compared to the rest of the library material collection. Although there is an active media services centre creating programmes for specific teaching needs, there is little co-ordination of activities between the production unit and library. Copyright laws have created problems in the use of non-book materials. Pinion (1983 ; 129), reaffirmed this statement when he wrote:

> One of the problems which have affected the provision and use
> of audiovisual materials in libraries, in particular public
> libraries, has concerned the   law of copyright. Current
> copyright legislation dates from 1956 and is now very out of

date with regard to the wide range of materials available, many of which were not in existence at that time. There are also restrictions on recording programmes off- air and how they are used afterwards.

Although this situation refers to Britain the case is not too different in South Africa. In the South African situation the new technology offers libraries sophisticated copying, printing and duplication and other information transfer facilities. It is possible for students and staff to copy materials indescriminantly, but for which the library takes copyright responsibility. It is often not easy for libraries to put in place effective copyright - infringement control systems. In effect libraries leave themselves open prosecution.

The increased availability and use of audiovisual materials, for example, in in-service training programmes have made librarians aware of the new media and their various formats, but still some librarians are reluctant to add them as part of their library collection. Pinion (1983:126) said that librarians should treat the non-book materials as part of their normal stock.

The material brought into the library must be utilized. This needs a specialist with the knowledge of audiovisuals who will be able to make users of the library aware of the availability of the material, how to use it and how to

operate the equipment. In many cases librarians responsible for non-book materials either have no formal training in the use and maintenance of NBM or the NBM collection is not properly organized.

Pinion (1983) emphasized that problem in connection with the provision and use of audiovisual materials is that of cost. It is an undisputed fact that costs of non-book material can be very high (especially for videotapes), in comparison to the print media. There are also problems of format (size, shape) and also the fact that the media do not facilitate browsing. All these difficulties are compounded by a lack of standardization and poor documentation which is only coming into its own at present through new codes especially attuned to media problems.

Leng (1983:21) identified new ways of recording and communicating information which were developed in the 1960's and 1970's. They were introduced into the libraries as alternative formats of information sources.

With this introduction emerged two major problems for libraries :

. the absence or lack of preview facilities of commercially available materials prior to selection for acquisition.

the constant increase of audiovisual materials in the market which has made qualitative selection difficult owing to insufficient evaluation time. The haphazard nature of audiovisual publishing and the fact that there is no legal deposit of audiovisual formats, have also created problems.

Pinion (1983) stated that:

> the wealth of non-commercial material produced by many organizations, e.g., educational institutions, oral history groups, adds to the problem of creating a national collection. As has already been stated, the National Film Archive (NFA) and the British Institute of Recorded Sound (BIRS) endeavour to create a national repository for film and sound recordings, but neither can stock comprehensively without some legal deposits backing to provide a systematic form of acquisition. To formulate such legal deposit backing which could be enforced and to extend it to provide a collection which would include the whole range of audiovisual formats presents innumerable practical problems, not least its funding.

This also applies to the South African situation. Brewerton (1991 : 88) identified that various problems are experienced when lending audiovisual materials. Some of the materials are bulky like 16mm films and postage costs for these materials can be very high. Other materials are very expensive and can be damaged when in transit or use, while other materials are so small that

they can be misplaced, for example, the individual slide in a set. He further argued that audiovisual hardware is also problematical. Audiovisual tools are so modern and transient. They require special knowledge to operate them. Special skills are needed when loading a tape-slide series to ensure that it plays in sequence.

There is also a problem of finance and lack of an acquisition policy. Kadiri (1987:96) identifies that though most librarians recognize the importance of non-book materials in a library set-up, there is no evidence to show that these materials are being accorded the place they deserve in budget allocations. Budgetary allocation and in-depth treatment of how NBM will be treated in a collection development process as presented in a policy are good indicators of the place NBM's are accorded in a library.

It is researcher's observation that among other problems, is that of lectures who show an indifferent attitude towards the existence of non-book materials. For example, at the University of Zululand library non-book materials collection exists for various fields of studies, but very few lecturers utilize the materials for their classes.

The maintenance of hardware and software is also difficult. What is more

important is to orientate the new users, show them how to use the hardware,

how to find out what is available and not, assuring them of how it is exciting

to supplement their studies with non-book materials rather than a book or

printed word only.

That is why Brewerton (1991) wrote:

> we must be empire-builders who protect AV from the
> ravages of the monograph buyers. We must FORCE our
> colleagues to promote our multimedia items and learn
> how to use the hardware (for the good of users).

2.2 ASPECTS OF BUILDING A NON-BOOK MATERIALS COLLECTION

According to Wisom (1974:5) technical services are activities behind the

scenes that are performed in order to make it possible for the public services

to take place. Examples of technical services include ordering, receiving,

cataloguing and processing of materials and care and maintenance of these

materials. It is at this stage of the process that the selection of material must

be done, choosing of vendor, purchasing, receiving, accessioning, cataloguing

and classifying (or organizing) the materials must be done. Though these

activities are discharged as a means to an end, they are as important as those of the public services, if the user of the library is to have the right material at the right time. It is also in this area where the librarian decides which tool to use for all these processes.

2.2.1 SELECTION

Harrison (1979:216) defined selection as:-

> ... one of the keystones of professional library work and there are several aspects to be considered. The librarian concerned with non-book materials (NBM) has to select both stock and equipment. In addition, he selects the stock at several levels. There is a level of additions to the library for immediate use, and there is the further selection from the stock at a later date for permanent preservation or to ensure the currency and usefulness of the material.

Selection is the process in the library whereby before the librarian proceeds to the acquisition of a library item, he/she must evaluate, decide, preview in the case of audiovisual materials and have a comprehensive collection of relevant selection tools.

According to Campbell (1988 : 124) the decision to diversify a library's collection and include non-book materials makes it incumbent upon the

institution to select and acquire titles that are in keeping with the institution's goals and its collection development policies. Selection will only be satisfactory if the librarian selects what is considered to be the best in the market on that particular subject. It will also be best if the librarian has a good knowledge about the basic literature of the media field.

To consult well informed people who will give advice about that particular field and who can tell what other libraries have is very important.

Cabeceiras (1982:68) argued that when selecting material the librarian must identify the specific community the library serves. Selection involves the study of the community that is to be served by the library and the assessment of community needs. The materials that will meet their needs must be selected.

When selecting non-book materials, it is important to assess the subject content in relation to the needs of the library's clientele. In most cases it is necessary to preview the materials although this creates problems as Leng (1983:21) said that:

- distributors cannot leave their copies to be previewed because they want to circulate their stock to as many customers as possible.

- the fixed sequential nature of the media format, the necessity to run the materials through the accompanying technology at a fixed speed do not allow for browsing through the materials as in the case of reviewing books where the individuals can browse through the materials in any sequence he/she desires.

- a twenty minute video cassette will take exactly that long to preview.

With the researcher's own experience with univerisity of Zululand library most of the non-book materials such as, videotapes, films, slide programs, are very expensive therefore, they need a carefully and precisely drawn selection procedures. It is very wasteful to have such expensive materials lying on the shelves unutilized. These materials should be purchased only if the library's clientele will have access to the appropriate equipment.

Anthony (1982:128) stated that:

> there is little sense in building up a collection of videograms
> if there are no playback facilities available.

2.2.1.1 *Guidelines for selection*

Details of how a library should select materials for its clientele differ from library to library. The general principles are however the same. Wisdom (1974:198) argued that the basic principles that need to be considered before selections are made, include the following:

- Do selections reflect a thorough knowledge of those who will use the materials?

- Do selections reveal a rich knowledge and understanding of the materials from which the selections are made?

- Do selections show a recognition of the appropriate subject content for the interests of the groups served?

- Were the selections made with as much involvement as possible in the selection process of the members of the group who will use these materials?

- Were the standard tools for selection of library materials used?

- Was consideration given to such basic factors in the make up of materials as:

    - factual accuracy

- authoritativeness

- recency (if applicable)

- stimulating presentation

- organization of content

- inclusion of indexes

- illustrations

- supplementary materials

According to Cabeceiras (1982:17) there is a vast array of guidelines that can be used by a librarian in selecting media formats. These include :

The American Library Association (ALA) and the Association for Educational Communications and Technology (AECT) have published guidelines for the kind and quantities of materials that should be in various types of libraries. For example, each library would select materials that will suit the needs of its users. A public library could never have the same material as an academic library, as well as the special library. That is why these associations put forward guidelines suitable for libraries.

There are also guidelines published by many state libraries and audiovisual associations in the United State which can be more applicable for a particular area (Cabeceiras, 1982:17).

2.2.1.2 *Formulation of selection policy*

Before the librarian embarks on a programme of material selection, it is essential to establish a clearly stated policy for the selection of materials. The policy must spell out the guidelines for considering the materials for acquisition. According to Cabeceiras (1982:15) :

- the purpose of the library
- the community served and its needs
- the media requirements
- how that particular library collection measures up to a set of recommended norms.

All these criteria help to reflect what materials the librarians is attempting to collect in order to meet it identified community.

2.2.1.3   *Selection standards*

Standards for materials selection to which the librarian can refer are available.

These standards are published by professional library associations, like in the

example above of the ALA and AECT. These association periodically

research the problems of selection standards and generate appropriate levels

of service for particular types of libraries. Cabeceiras (1982:19) wrote that:

> the unique advantage in having professional
> associations to develop standards is that, the
> standards are prepared by and therefore, are a
> consensus of the beliefs of the librarian's professional
> peers as to the legitimate needs for the modern
> libraries.

Cabeceiras (1982 : 20) further stated that there are several things to look for

when examining library selection standards. The librarian should find the

source of standards and verify that the source is knowledgeable and

experienced in dealing with the needs of a particular type of library. The

librarian should determine whether the standards are qualitative or

quantitative, because qualitative standards tend to be philosophical. They cite

the purpose of the library and it should pursue a distinctive type of action in

building the collection. Quantitative standards are purely statistical and cite

specific number of items for a particular size of library. It is important that

both qualitative and quantitative standards are considered in relation to the needs of a given library. The librarian must ascertain the type of library to which the standards apply, the purpose and the date. The date is very important because after a certain period like 5 years set standards could be useless to a given library's purpose.

2.2.1.4 Selection of different types of non-book materials

The librarian should be aware of the fact that if the media form requires equipment in order to retrieve information, the equipment that will be selected for that particular media form should be compatible with the patron's ability to operate it and indeed the librarian's ability to assist with such use. The conditions as well as the environment in which the equipment will be utilized must be considered. The audience, its nature and characteristics must first be analysed. Also, the needs must be established and the objectives determined.

2.2.1.4.1 Audio-materials

In selecting audio-materials to use in the library, it is important to first determine what materials are available in the library. If appropriate materials

are not available, the librarian should refer to various directories of audio materials. Materials must be previewed before being permanently stored in the library for use. There are a number of audio formats that can be selected for a library.

(a)   *Phonograph records*

According to Gardner (1981 : 84) audio materials come in two forms, tapes and discs. These are often called phonorecords or records. Phonorecords are usually found in different speeds, for example, 78rpm, 45rpm, 330rpm and 160rpm. Gardner (1981) further noted that the advantage in selecting this type of materials is that it has an excellent frequency response. The records are compatible and inexpensive. One of the significant aspects in the selection of audio materials is that the librarian concerned must formulate a policy about the type of audio service the library will provide. This again will be influenced by various factors such as user needs, abilities and capabilities of the library.

Cabeceiras (1982:145) warns that any recording selected must be compatible with the equipment. That is why when compact discs are selected for the library, a compact disc player is an essential piece of equipment to be

acquired. This means that the initial purchase and acquisition costs of compact discs must be thought in relation to the CD player. Needs of the users should also be considered when collection type of materials and equipment are selected.

(b)   *Sound or audio tapes*

This type of material is available in three formats, the open reel audio tape, cassette audio tape and cartridge tape. The open reel audio tapes vary in size and are usually 3,5,7 ins and their speed is 7(1/2) ips, 3(3/4) ips and 1(7/8)ips. The open reel tape type is used mainly for in house production of material as its quality ensures a higher standard of recording and its faster recording speed facilities editing (Anthony, 1982:129).

According to Anthony (1982 : 129) the advantage of the open reel is that it can be erased and used again. When broken it is easily repaired. The cassette audio tape is the format that was developed in the early 1960's by Phillips. The size is 2(1/2) x 4(1/2) in, and the speed is 1(7/8)ips. Cassettes are marked at standard timings of C45, C60, C90 and C120. These indicate the number of minutes of recording time on the tape.

They can be bought with the material already recorded on them and can be bought as blank tapes that can be used for recording purposes.

Anthony (1982 : 130) further stressed that the cartridge tape is a continuous loop of tape and is encased in a plastic container. It is 5(1/4)" x 4"in size. The speed is 3(3/4)ips (inches per second). It is also good but its disadvantage is that it is a playback format only, there are no fast forward or rewind facilities..

2.2.1.4.2   *Visual materials*

Harrison (1979 : 214) contended that film as a visual material developed from a highly unstable nitrate 35mm cinema gauge of the 1900's to a widely used 8mm gauge on acetate or safety stock with sound. What the film librarian must look for when selecting films is to check if the film conveys information and provide stimulating experiences. Librarians must be concerned with proper use of films that they select. They must not forget that they have a public to serve with the material they select. There are a number of audiovisual material formats based on film and each requires special equipment to exploit the material.

(a)   *Filmstrips*

According to Fothergill and Butchart (1990 : 74) filmstrips are a collection of images organized in two different forms, the single or half - frame and the double or full frame. Filmstrips are usually supplied in small circular canisters and accompanied by notes explaining the contact of the pictures.

(b)   *Slides*

Anthony (1982 : 132) defined slides as a single frame of transparent film, usually held within a mount made of cardboard or plastic. There are two formats, which are common, 35mm format and 110mm format. These two formats need different kinds of projector.

Before a librarian can embark on the process of selecting filmstrips and slides, he/she has to answer the question whether or not it is truly worth the price that is going to be paid and whether or not it is going to do everything it is expected to do at the expected level of performance. The selection and evaluation of filmstrips and slides have no universal form. It depends on the purpose of the library to have more than one type of filmstrips and slide evaluation method.

The criteria for evaluation of these materials are fairly standard. When selecting filmstrips and slides the librarian should see to it that the filmstrip or slide medium is appropriate for communicating the topic or subject in question. It must be accurate, authoritative, up to date, authentic and complete. There must be no serious gaps or omissions, and the captions must provide sufficient information.

They must be easy to read and contain suitable vocabulary. The material must be challenging and compatible with the intelligence of the viewer, and it may be used to complement other materials, namely, books.

(c)   *Cinefilm*

When selecting cinefilm care should be taken that the library has suitable playback equipment as there is a certain lack of standardization relating to packaging and playback facilities. Cinefilm comes in different sizes or formats, like 35mm film used for commercial cinema productions, 16mm film and 8mm film (Fothergill and Butchert, 1990:77).

(d) *Overhead projector transparencies*

When selecting these the librarian should consider the fact that they require viewing equipment. There are different types of transparencies, like clear acetate, thermal and diazo. Transparencies are usually mounted on 26x30cm frames and contain a base transparency.

When selecting equipment, the librarian must be familiar with the equipment and be sure of what he/she really wants. This is why Whichard (1985:41) wrote that:

> the relationship between software formats and playback technology for that format is of supreme importance.

The librarian must consider the size of the collection which determines how many pieces of equipment are needed. There must be an analysis of how many users are to use it. This will give an indication of how many projectors are needed.

That is why Whichard (1985) also wrote:-

> any media collection must maintain a clear balance between materials selected and the most compactible equipment for that materials.

The budget must be considered. The librarian should decide on how much should be allocated to the purchase of any type of equipment. What must be more important in the selection of equipment is to select equipment with greater versality.

2.2.1.4.3   *Microforms*

The librarian must decide what type of microform should be selected for his/her library. If the information is available in only one particular microform format no decision is required. The librarian will simply select the proper equipment to accommodate that particular format.

Gardener (1981:187) emphasized that:

> the technical qualities of the product are as important in the selection as the content. Microforms require not only special equipment to be viewed but also expertise to make the necessary technical judgements about their quality. Even when all this is available, no librarian has the time to examine each frame, fiche or reel to look for missing pages, blurred images and other problems. Therefore with microforms great reliance has to be placed on the review media, particularly microform review.

However, if the information is contained in various types of microforms, the librarian needs to know something about these different forms. There are various microform formats that are available and which the librarian can select.

(a)   There is a **roll of film** usually 35mm and 100 foot reels and each frame presents a proper order of a partial or entire page of the original text. Microfilms in cartridge and 16mm microfilms are also available and these require special equipment (Hicks and Tillin, 1977:141).

(b)   The **micro-images** arranged in a grid formation on a transparent film, 148x105mm. This is approximately 6"x9". A strip of eye readable writing is placed along along the top edge for identification. The number of frames may be varied with the reduction ratios used. Fiches are easy to install in the reader and are easily replaced (Fothergill and Butchart, 1990:79).

(c) **Microprints opaque** a 6"x9" card on which numerous pages of a work are reproduced from 16mm microfilm by a form of offset printing (Hicks & Tillin, 1977:143).

(d)   **Microcards opaque**. The images are printed on a card in a grid

formation, either photographically or by an offset litho process. They

are viewed reflected light not a transmitted light.

(e)   **Aperture cards opaque.** These are pieces of cards with a window

into which a microfilm is inserted. The card is usually approximately

187mmx82mm (70x30cm) (Fothergill and Butchart, 1990:79).

Cebeceiras (1982:225) noted that when selecting microforms the librarian

should first read the selection aids, and then determine which of the various

microform formats are needed for the library. Whether to use open-reel or

cartridge can be best decided by determining the extent of the patron use. If

users are the occasional users, a cartridge is better because it needs few

operation instructions.

The majority of information on microform is available in the 10x40mm range

of magnification. It is important to note that some information currently being

generated is available only in microforms, and if the library needs this

material there is no choice to media format. There is also a strong likelihood

that even more information will be available only in microform because of the

valuable savings in printing costs and storage space this medium provides. (Cabeceiras, 1982:226-227).

With regard to price, information on microforms is less expensive than that of a bound paper copy. However, periodicals are more expensive in microforms than in the original paper format. There are a number of microform selection aids which can help librarians to locate information on microforms.

2.2.1.5 *Selection of equipment for microforms*

According to Brown and Smith (1980:328) every format of microform requires equipment in order to use it. They further argued that when selecting equipment the librarian should consider the cost, ease of operation, maintenance, quality, size and ease of replacement. There are dozens of different makers and models of microform equipment. They accept 16mm, 35mm films and some accept the standard size of fiches. They also recommended that the following points should be kept in mind when selecting equipment:-

. The quality of readers. Consider the life-span and keep in mind obsolescence for both parts and the need for changing machines.

. Choose equipment that is not too complicated. Threading devices should be simple enough for all sorts of users.

. Durability should be considered. The fewer places there are to break down.

. Horizontal screens for roll film are more conducive to long periods of reading and note taking.

. Quantity of readers needed.

. Tables for equipment should be considered.

. Good lighting should be considered too.

. Consider the portable machines that may be checked out or move about.

. Reader printers that will be needed by every library with readers.

Selection is a time - consuming process and also one of the most important aspects of collection building. The media librarian has to consider many things before arriving at an actual decision. It is his/her duty to be aware of the subject needs, interests of users, the quality of material as its costs.

It is also his/her duty to insist that all the materials produced are of high quality and that he/she selects those of high quality.

Ellison (1985:177) wrote that:

> Selection of non-print materials generally does not follow the same procedures as those traditionally used for print. The difference is of evident when the library is placed in a non-profit service position. Library procedures are employed and the results are usually less than anticipated. Sometimes eliminated because an unqualified person was put into a position with limited skills to successfully develop and serve a non-print collection for which a qualified media librarian should have been assigned.

2.2.2 ACQUISITION

This is another important aspect of the technical services. At this stage, the needs of the users, the purpose of the library are considered. The size of the budget is another important factor in the acquisition stage. A system for allocation of funds is needed. The librarian has to purchase materials and equipment that will be suitable and utilized by every user. All these issues have to be reflected in a collection development policy, which is indicated earlier, guides the librarian in the process of planning a stock acquisition programme not simply to cater for immediate needs, but to build a coherent an reliable collection over a number of years, to meet objective of the service (Prutherch, 1987:181).

It is the researcher's view that librarians duty to get recommendations regarding what to select and acquire from the academic teaching personnel, and make contact with the users so as to be aware of their needs and their shortcomings in non-book collection. Birnhack (1987:81) wrote:

> The librarians in charge of the acquisition of audiovisual materials should be in regular contact with the various heads of departments, and teaching faculty. They should create an awareness of the new materials available for purchase.

What the librarian should know is that the criterion for acquisition should be selection based on quality not quantity. Birnhack (1987) is also of the opinion that the librarian in charge of the acquisition should check all possible sources to make sure that the material is not already in existing collection, or available in another library or institution which may be willing to lend it. Unnecessary duplication should be avoided.

2.2.2.1   *Sources of non-book materials*

Some of the useful sources which the librarian can use in search of information concerning non-book materials are:

- *The British catalogue of audiovisual materials*. This was published in 1979 and supplemented in 1980.

- *Council for Education Technology for the United Kingdom* (CET)

- British Film Institute

- *Exhibitions (eg INSTRUCTA) in Southern Africa.* This is usually held every year at the beginning of the year and is called "INSTRUCTA 90" if it is in 1990 and INSTRUCTA 91 if it is in 1991.

- Personal contacts

- *Books on Demand*: it lists national and international books that are out of print and available on microform.

- *Guide to Microforms in print*: it list books and journals and other materials available on microforms.

- *Newspapers on Microfilms and Special Collections*: it is an annual publication and it lists more than 5 000 newspapers as well as periodicals that are available. It lists special interests collection and special educational products and more information on related equipment of microform.

- *Serials in Microform*: the most comprehensive selection of periodicals, documents, newspapers and other serial literature available in microform is:

- *Subject Guide to Microforms in Print*: this is a biennial comprehensive guide arranged by subject classification for materials that are available on microform. Theses and dissertations are not listed.

- Vendors.

- *Books on Demand*: it lists national and international books that are out of print and available on microform.

- *Guide to Microforms in print*: it is an annual publication and it lists more than 5 000 newspapers as well as periodicals that are available. It lists special interests collection and special educational products and more information on related equipment of microform.

- *Serials in Microform*: the most comprehensive selection of periodicals, documents, newspapers and other serial literature available in microform is:

- *Subject Guide to Microforms in Print*: this is a biennial comprehensive guide arranged by subject classification for materials that are available on microform. Theses and dissertations are not listed.

The process of acquiring non-book materials requires the librarian to search printed sources, contact institutions and individuals for specialist advice and services, creating criteria for evaluation, deciding which documents to

purchase which to hire and which to preview and finally establishing a previewing system (Fothergill and Butchart, 1990:197). As pointed out in Chapter 1 and elsewhere in this thesis the process of selection and acquisitions of NBM like any other library materials must be reflected in a collection development policy. This is because as Evans (1987) has argued such policy provides the plan for making certain that the needs of a library community are met timely and economically.

2.2.3 ORGANIZING NON-BOOK MATERIALS

After acquiring the material from various sources and selected it for collection, the next step is to organize the material. Material has to be organized physically by subject content to make it easier for the use to find the information he/she needs.

2.2.3.1 *Cataloguing*

According to Birnhack (1987 : 110) cataloguing has three main purpose:

- To describe the contents of the programme so that it is clear from the written information exactly what the package contain.

- As an aid to selection so that the information contained in the catalogue acts as a guide to building collection. The librarian can tell what is available, what is lacking, hence what should be acquired.

- As a tool for information retrieval. Detailed subject headings will make searching easier and result in optimum information retrieval.

Birnhack (1987:110) further argued that cataloguing of audiovisual materials requires greater detail than cataloguing of printed material. This is because many people are involved in the production of audiovisual programmes, namely, scriptwriter, producers, graphic artists and photographers, all of whom deserve credit for their work, and may serve as retrieval access points. Before the non-book material librarian catalogues the material he/she has to take management decisions. Decisions must be based on his/her knowledge of users, namely, needs of users, the objectives of the library as well as the nature of the collection.

Cataloguing of non-book materials also needs the librarian's knowledge of cataloguing tools. Birnhack (1987:113) stressed that the librarian should be familiar with the cataloguing rules found in Anglo-American Catalouing Rules II (AACR II) (1980) or any other appropriate tool that a given library

may choose to use. The most significant feature of AACR II with regard to audiovisual materials is its attempt to standardize the areas of description.

Developers of AACR II cataloguing code have treated the print and non-print on an equal basis in the hope that this will streamline the whole cataloguing process. Graham (1985 : 56) argued that AACR II also acknowledges that audiovisual materials have unique qualities which needs to be considered, while Fothergill and Butchart (1990 : 225) argued that in AACR II the rules cover the description and entry of all library materials commonly collected at the present time, the integrated structure of the text facilitates the use of general rules as a basis for cataloguing commonly collected materials of all kinds and library materials yet unknown.

There are certain problems in cataloguing and management of non-book materials, which do not apply to books. It is easy to browse in book collections unlike NBM's. Therefore, the catalogue for NBMs has to provide a document surrogate rather than a finding list. Non-book materials need care in handling because they are expensive, and the cataloguing and physical processing should be done carefully.

It is also the librarian's duty to decide whether or not there will be an integrated catalogue of all materials or divided catalogues of different types of materials. The storage of library materials can be completely integrated to allow the client to browse amongst the whole stock for a subject rather than set through separate format divisions. The need of the users are the most important factor, when the librarians intend to computerize or integrate the catalogue.

2.2.3.2   *Classification*

Vlcek and Wiman (1989:96) defined classification as:

> the systematic arrangement of materials into meaningful and related groups following some preestablished criteria and coding system.

Similar to cataloguing there are different codes which librarians use for classifying non-book materials. According to Birnhack (1987:117) some of these provide for indicators put before the call number to indicate the format of the material. For example, F.S. for filmstrips, R for reference material, MP for motion pictures or even a code AV in all audiovisual materials. This is done to make the material available in time of need.

Inter-shelving audiovisual materials with books is an attractive idea because it eliminates artificial distinctions between various types of media, grouping them instead by subject content. However, the differences in shapes and sizes of non-book materials often initiates against this full integration of shelving.

The librarian should decide what system of classification to use, and she or he must bear in mind that the purpose of classification is to provide shelving arrangement and make material easily accessible to users. The librarian must also decide whether non-book collection users will have full or limited access to the material as long as they will get the material when they need it. Problems of classification in relation to audiovisual materials are inherent in the system used for shelving and storage of materials according to format rather than subject. In an integrated library, where materials are grouped together regardless of the format, there are fewer classification problems. Audiovisual programmes are often shelved numerically within a particular format (Birnhack, 1987:117).

Birnhack (1987) also stressed that what the librarian must bear in mind is that when arranging the library material by using a simple sequential numerical system, this reduces misfiling, and any information retrieval system is acceptable as long as it is successful for the users. The complexities related to the organization, namely, cataloguing and classification of non-book material, point to the need for qualified AV Librarians who can make informed decisions on how best to organize these materials.

2.2.4 MANAGEMENT OF NBM

If users and the materials are to interact successfully within the library, good management to techniques are essential. Without management techniques the user is left to flounder in a mass of disordered material without either advice or guidance. The basic techniques for managing the library are of course appropriate for both book and non-book collections. (Fothergill and Butchart, 1990:278).

Fothergill and Butchart (1990:278) further point out that the problems that arise in the library situation through management are sometimes caused by the users difficulties in making use of services provided. Non-book materials

also add to these problems, in the sense that when selecting non-book materials inevitably means there should be equipment, in order to use that particular format selected. When the material and equipment are selected, education or orientation of users is necessary in order for the materials to be used effectively. This means the library AV-librarian must play an important role in the management of these materials and in educating the users.

2.2.4.1 *Need for non-book specialist*

Although the instrument did not probe in detail the question of NBM specialist, the researcher felt it necessary to include the need for specialist. Non-book materials require special skills on the part of the librarian. Such skills are technical, bibliographic, awareness of new developments and reference service skills. This means that an AV specialist/ librarian is needed in order in order for NBM to be effective. It is this person who offers knowledge of different formats of audiovisual materials and their relevant equipment. The specialist is also able to help patrons find and use the full range of non-book materials available in the library.

Fothergill and Butchart (1990:289), are of the belief that materials are published with very little information on how they are used for effective teaching and learning. The AV librarian ought to provide basic guidance, by organizing possible ways of following up the work to develop its potential, gives advice, and assists users in as may ways as possible in the use of the materials.

2.2.4.2   *Working/operating environment*

Folcarelli (1982 : 125) stressed that users need to be comfortable. The study environment must be comfortable. Most non-book materials equipment is not movable and therefore ties the user to one place for a long time with no freedom to move as is the case with books. The library must create a suitable environment for the use of non-book material.

The lighting system is always a key element in any programme of environmental control and use of non-book material. The primary function of lighting is to provide the proper level of illumination for reading and other activities (Folcarelli, 1982:127).

According to Fothergill and Butchart (1990:282) many NBM deteriorate under direct exposure to sunlight, so this should be avoided, particularly with photographic materials. However, the problem is the difficulty of seeing pictures on the screen when surrounding lighting is bright. Generally, lighting in a reading area should be of lower intensity.

2.2.4.3   *Storage space/furniture*

Folcrelli (1982 : 131) further expressed that the furniture suggested for audiovisual materials is usually a carrel or a table with dividers. Support for the development of isolated carrels came from the complexity of some equipment. Tape-slide presentation for instance requires a sound tape recorder, a connecting box, an automatic slide projector and a screen.

The current styles of library setting usually accommodate one or two people to study a carrel or four to six people to a divided table. The addition of a white laminate board for viewing or headphone amplifier for listening, converts the booth to an all purpose audiovisual unit (Folcarelli, 1982:131). These can be installed during the construction of the building. The library also needs carpeting. This helps to reduce the noise caused by the footsteps.

Booths also deadin the noise though their disadvantage is making the user feel isolated.

The machines that are used for non-book materials, like reader printer for microfilms and microfiches turn to create their own noise. According to Folcarelli (1982) these can be blocked by using table dividers and storage cabinets, positioned in such a way that the ambient noise created by machines is lowered.

The issues related to the management of NBM as reflected in this section (2.2.4) means that a library has to make informed decisions in the collection and use of NBM. Collection and use of NBM is a long-term commitment which is costly. However, as argued and observed in the review of other literatures, it can enhance library services in academic libraries. Collection development policies should provide the necessary planning guidelines for such collection process and use.

2.2.5 *Storage*

The methods adopted for storing non-book materials should always relate to the use of the library (Anthony, 1982:141). Experiments have shown that in storing material, each separate non print format must be stored in the way that will best preserve it (Daily, 1972:8).

It may seem quite modern to put a record which is accompanied by a book next to the book on the shelve, but it is not practical because the records will soon fall and brake. This is reaffirmed by Daily (1972 : 8) who wrote:

> Public libraries that attempted this method soon regretted it and changed their methods entirely. The phonorecordings fell off the shelves and despite the label "unbreakable" broke.

The topic of storage raises some of the greatest complexities for both the user and non-book specialist. It is a fact that books have been placed on the shelves for hundred years and this system presented and still presents reasonable accessibility .

One problem with non-book materials is their format. The other problem is that they are desirable, attractive and some are so small in size that they

become targets of thieves. That means they need special treatment with regard to storage to be secured.

There is some divergence of opinion with regard to storage of NBM. Anthony, (1982:142) noted that certain storage consideration are common to all formats particularly those relating to dust and heat. Dust can cause scratching, both on film and on disc, and excessive heat whether the sun or central heating can cause the discs to warp and the film to deteriorate. Magnetic tape such as video and audio-tape materials should be kept away from fluorescent light and electric motors. Light causes fading of images to film-based materials.

Some non-book materials should be stored in closed containers to protect them from dust and atmospheric pollution, for example, microforms. The follfilm should be kept wound, the reels kept in boxes of stainless steel, the fiche in acid free paper envelopes, (Boss and Raikes, 1981:125). There are a number of factors that should be weighed before selecting storage equipment, such as the format of non-book materials. Each format requires a different type of storage.

That is why Boss and Raikes (1981:125) wrote:

> even when the library interfiles all materials in the
> collection, as the Central State University of Oklahoma and
> Guelph University of Ontario do, there are still options for
> putting material in special storage containers before putting
> them on the book shelves.

The other factor to be weighed is the security of collections. The storage

should meet problems of security without imposing prohibitive conditions on

the use. Similar to the issue of management of NBM, decisions on the

storage of NBM needs to be well informed and set in form of policy.

2.2.6 USE AND SERVICES TO USERS.

It is the duty of the library as a whole to give viable services to the greatest

number of its users. Academic libraries are maintained so that they should

serve the instructional and research functions of the university.

There are a number of factors as to why user services are necessary in the

library:-

- Users need information to satisfy their needs for teaching and research

  purposes.

- The information in university libraries is so packaged and stored that not all users could access it without given guidance.

- Users have the right of knowing how to derive maximum use of all materials available in the library, and since the library is part of the teaching process, it has an obligation to users, that of supporting the teaching function (Committee of University Principals, 1985:6).

With regard to the role of the library services in the university teaching, the committee of University Principals of South Africa suggested that:-

> In order to support the lecturer in the execution of his task, the library must familiarize itself with the general aspects of the university's teaching programme as well as the presentation of the various courses and subjects. (Committee of University Principals, 1985:6).

The committee believes that this will enable the library to:-

- be aware of the existing and potential user needs.

- plan and offer services and facilities to satisfy identified requirements, and

- to ensure that library staff are able to communicate meaningfully with the lecturer about this information requirements. (Committee of University Principals, 1985:6).

Musiker (1978), although his works are twenty years old, initiated one study on libraries involvement in the world of NBM information rather than the printed word only. Oosthuizen [unpublished paper] conducted a research in almost all the university libraries with media centers. What he found was that most media centre directors were not willing to comment on the place of NBM in their centers. His study was also not further investigated.

Schauder (1973), one of South African pioneers in the field of NBM noted that there is no need to postpone embarking on a programme that at least prepares the way and which need not entail undue expense. Kadiri (1987) in Nigeria, conducted the study investigating the position of NBM in university libraries of Nigeria. What he found was that university libraries most concentrated even more on books. The following are the problems he found :

- Finance and lack of an acquisitions policy
- foreign exchange difficulties
- lack of information on the availability of materials
- infrasttructural problems and
- Apathy on the part of lecturers

The researcher's own experience with the University of Zululand library, reveals that there is little use of NBM, due to lack of awareness in most users, lack of funds to develop the collction to its fullest. The researcher, when the AV section was to be built, she visited other nearby university libraries, and what was found was that the collection was not fully developed and librarians in charge were still not experienced and skilled about NBM collections, but were to undergo workshops and seminars to acquaint themseves with NBMs.

2.3 SUMMARY

This chapter identified the related literature about the **collection development and usage of non-book materials** with specific reference to academic libraries. Some studies have dealt with the usage, while other studies dealt with how NBM originated, their impact on learning, teaching and research. The aspects of collection building of NBM have also been studied by other authors, for example, Musiker (1978 : 125-127), in his study has identified the scope of media, the media in teaching and learning, the technical processing of NBM like, cataloguing and classification, storage and the growing interest into the media. Fothergill and Butchart (1990 : 28-56),

have dealt with the user and the materials. As pointed out in Chapter 1 and elsewhere in this thesis the process of selection and acquisitions of NBM like any other library materials must be reflected in a collection development policy. This is because as Evans (1987) has argued such policy provides the plan for making certain that the needs of a library community are met timely and economically.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

After the research problem has been identified, a research tool or methodology must be decided upon to collect the data required. Nachmias and Nachmias (1984: 15) define the term "methodology" as:

> a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated.

The research method used in this project was the survey method, and the main data collection technique used was the mail questionnaire, supplemented by literature and documentary evidence.

3.2 RESTATEMENT OF THE PROBLEM, OBJECTIVES AND QUESTIONS

The key problem investigated was that, non-book materials, though very important as sources of information like books, appear to be little or not used

in South African university libraries, and that this may be caused by unclear policy procedures represented in the formal or informal collection development policies.

The general aim of the study was to find out the collection development practices, policies and use of non-book materials in South African university libraries. The specific objectives were :

- to find out how non-book materials in university libraries are collected and maintained as part of teaching research,

- to get some understanding on the policies and patterns the university libraries follow in the collection development of NBM,

- to find out the manner in which NBM are funded and acquired

- and to find the extent to which library orientation instruction and user education cover NBM.

Having identified the problem, the research questions were formulated.

- Are NBMs available in the library selected to meet teaching, learning and research needs of the clientele?

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- What kind of 'policies' govern collection development of NBM.?

- How are NBM collections funded and acquired in South African university libraries.?

- Do user education programmes, inclusive of library orientation, library instruction and bibliographic instruction, promote the use of NBM for teaching and research.?

3.3 STUDY POPULATION

The following 20 university libraries of South Africa were included in the study:

Cape Town, Transkei, Fort Hare, Rhodes, Port Elizabeth, Stellenbosch, Natal (Pietermaritzburg), Natal (Durban), Durban Westville, South Africa, Pretoria, North, Witwatersrand, South Africa (Medunsa), Rand Afrikaans University (RAU), Potchefstroom Universiteit vir Christelike Hoe'r Onderwys, Orange Free State, Venda, North West.

In South Africa there are twenty university libraries including the two campuses of the University of Natal. The University of North has an off

campus in Qwaqwa, which was not included, Unisa campus in Durban was not included. The researcher decided to use them all in the study except for the University of Zululand at which the researcher is the member of the staff responsible for the Audiovisual Material Section of its library and she would have been the one to complete the questionnaire, which could have biased the findings. The researcher was then left with nineteen university libraries to study.

The researcher chose to survey NBM (or AV) librarians / specialists from all the university libraries of South Africa mentioned in Chapter One (under 1.9). The most important consideration the level of experience the NBM librarians have with the materials. In this case, the NBM librarians or specialists completed the questionnaires. This group of librarians were targeted because they are the ones involved with the collection development and services of NBM collection.

3.4 CHOICE OF METHODOLOGY

Within the field of librarianship, the survey method is one of the most used techniques for exploring a variety of problems and as Busha and Harter

(1980) argued, it is most ideal to discerning whether or not library users are satisfied with library's services or collection and the kind of information needed by library users as well as the sources on which people most commonly rely on.

Busha and Harter (1980) also stated that the survey method also provides one with the opportunity to collect large amounts of data over vast distances and populations quicker. Because the population of this study as described in Chapter One and above involved university libraries in South Africa, located in various parts of the country, the survey method was the most appropriate for the study of the problem at hand.

According to Busha and Harter (1980) there are three major data techniques associated with survey research methods and useful for eliciting information from the respondents. These are the self-administered questionnaire, the personal and/or telephone interview and observation. The choice of which the technique used depends on a variety of issues including the nature of the problem, population, data necessary and costs involved. Because of the distances between universities it was not possible for the researcher to visit each and every library. The time and cost factor also meant that it was not

possible to telephone and interview appropriate respondents. All the targeted respondents could read and therefore a mailed, self-administered questionnaire was seen as appropriate.

The questionnaire (see Appendix 2) used consisted of both closed and open-ended questions. The reasons mostly the close-ended questions were used, according to Busha and Harter (1980) were that:

- they would increse the response rate

- this would lessen biased answers.

- and respondents would have minimal writing to do.

The questionnaire was developed in order to obtain information about the following :

- availability of non-book materials which was aimed in finding out the extent of NBM collections among university libraries.

- level of collection, at finding out what types of NBM the libraries have and how they are collected.

- funding, levels and allocations for NBM's so as to determine the levels of and nature of collection development of NBM's

- and accessibility and usage.

It must be noted that the concept of collection development policy was not used in the questionnaire. Instead the various aspects of what constitutes a colletion development policy and procedures were used in the questionnaire like:

1.   Availability of non book materials.

2.   Level of collection

3.   Funding for and acquisition of non book material

4.   Accessibility and usage of non book materials.

The reason for this was that the researcher felt that the respondents may not be honest if a specific question asking about availability of collection development policy per se was available.

3.4.1 DATA COLLECTION PROCEDURE

The questionnaire was first sent to three university librarians, at the University of Natal, Durban-Westville, University of Transkei and Western Cape. The purpose was to check :

- If the questionnaire was not faulty before embarking on the investigation

- To make adjustments where necessary.

In January 1998 a corrected version of the questionnaire was then sent to all the university libraries of South Africa, and the data collected has been analysed in Chapter Four. Out of the original nineteen (19) libraries targeted, fifteen (15) returned the questionnaires.

The administration of the questionnaire was as follows :

A reply paid envelope was enclosed in the questionnaire to encourage a better response rate, although this added expenses to the project, and a covering letter (see Appendix 1). In January 1998, nineteen (19) questionnaires were mailed to all the university libraries of South Africa. In March the response had started to come in. The waiting period for the return of the questionnaires was three months, that is from January to March. In April 1998, a follow-up procedure was conducted. The follow-up consisted of the reminder letter (Appendix 3) and the questionnaires with a return prepaid envelope. In August 1998, the retuned questionnaires were analysed.

3.4.2 OVERVIEW OF ANALYSIS

The method of analysis adopted depends mostly on the research questions asked in the instrument. The researcher decided to use the univariate method and the basic type of statistic used was the descriptive statistic, and the frequency tables in some cases have been made to clarify the question. Leedy (1980:181) define univariate method as "a data which involves merely one variable within the population".

3.5. SUMMARY

In this chapter, the researcher has highlighted the importance of having a clearly defined research methodology, research strategy, research techniques used, and the sampling. Sampling provides an efficient and accurate way of obtaining information from a large group, but in this study the population was not large, there was no need for sampling. It is important to choose the most appropriate method when seeking to gather a good data so as to be able to answer the research questions.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter not only presents an analysis, but also the interpretative comments of the findings . The chapter covers data on the media collection development, organisation of collection and usage of collections in university libraries in South Africa. As described in Chapter Three the survey method, with a self administered questionnaire as the main data collection instrument were used to study the problem. The main problem addressed in this study was that non-book materials though very important as sources of information like books, appear to be little or not used in South African university libraries and that this may be caused by unclear policy represented in the formal or informal collection development policy.

The general aim of the study was to find out the collection development practices, policies and use of non-book materials in South African university libraries. To this end the specific objective of the study were :

- to find out how non-book materials in university libraries are collected and maintained as part of teaching, learning and research.

- to get some understanding on the policies and patterns the university libraries follow in the collection development of NBM.

- to find out the manner in which non-book materials are funded and acquired.

- to find out the extent to which library orientation instruction and user education cover non-book materials.

The following research question directed the study:

- are non-book materials available in the library selected to meet the teaching, learning and research needs of the clientele?.

- what kind of "policies" govern collection development of non-book materials?.

- how are NBM collections funded and acquired in South African university libraries?

- do user education programmes, inclusive of library orientation, library instruction and bibliographic instruction, promote the use of non-book materials for teaching, learning and research?.

Of the nineteen (19) university libraries, the researcher felt it was necessary to include all these universities in the first round of the project. Of the 19 questionnaires mailed, only eleven (11) were returned by the due date of March 1998. A follow-up letter was posted to the remaining eight. Four (4) additional questionnaires were returned. The researcher made an attempt to conduct telephonic interviews with AV librarians at the remaining four university libraries, but this was unsuccessful because the researcher could not find the right persons to talk to and some telephones were not answered until the researcher gave up. This gave the total of fifteen (15) out of the original nineteen (19) giving the response rate of 78,9%.

The analysis and interpretation of data are primarily based on the responses elicited in the questionnaire, supplemented by other documentary evidence the researcher had access to and discussed in the context of the literature reviewed. Descriptive statistics supported by illustrative tables and figures, where necessary were used in the analysis and presentation of data.

The questionnaire was divided into four (4) parts. The questionnaire parts represents the four important aspects of collection development policy, that is, availability of NBMs, levels of collection, funding for and acquisition of

NBMs and accessibility and usage of NBM.

The results of the study are analysed with regard to the following :

(I)   Media collection development, which is the availability of NBM, level

of collection and issues of funding.

(ii)   Organisation of the collection, which is cataloguing and classification.

(iii)   Use of the collection, which is accessibility and usage.

In order to facilitate relevance of data collected and its analysis, the following

Table 4.1 shows the linkages between research objectives, questions and

questionnaire items and this guided the presentation.

TABLE 4.1 LINKAGES BETWEEN RESEARCH OBJECTIVES, QUESTIONS AND QUESTIONNAIRE ITEMS.

RESEARCH OBJECTIVES	RESEARCH QUESTIONS	QUESTIONNAIRE ITEMS
To determine the policies or patterns the university libraries follow in the development of NBM for use.	What kind of policies govern the collection development of NBM?	Question 1.1 to 1.2.1 and partly 1.3, also 4.1, 4.3 and 4.3.2.
To find out how NBM are collected and maintained as part of teaching, learning and research.	Are N B M available in the library selected specifically to meet the teaching, learning and research needs of library's clientele?	Question 2.1 to 2.2
To find out the extent to which NBM are budgeted.	How is the NBM collection funded?	Question 3.1 to 3.7.
To find out the extent to which the library orientation instruction and use education do help users to use NBM available.	Do users education programmes, inclusive of library orientation, library instruction and bibliographic instruction, promote the use of NBM for teaching and learning?	Answers questions 4.1 to 4.3, 4.5, 4.6 and partly 4.7.

4.2 DATA ANALYSIS AND INTERPRETATION

4.2.1 AVAILABILITY OF NON-BOOK MATERIALS IN UNIVERSITY LIBRARIES

The information had to be obtained from the librarians in order to find out how they go about selecting their materials for their libraries in order to make it available for the users.

4.2.1.1   *Selection criteria of NBM*

The system analysis was identified once, the purpose of the library was mentioned eight times, community served six times and scope and depth of collection eight times.

As noted in the literature and in practice, one of the basis for availability of materials is the selection process. Just like any other library materials, non-book materials are selected on different basis by libraries. By understanding this selection criteria, one can begin to understand perhaps the inadequacies in and/or strengths of the collection. According to Butchart (1979:239) a

sound collection development process and policy, with clear selection criteria is critical. It is therefore important especially in academic libraries where library materials should reflect the curriculum needs of the university that we understand how materials are selected. Therefore the AV librarians were asked to indicate the basis on which they select non-book materials in their libraries. Libraries could indicate as many of the selection criteria as was applicable. TABLE 4.2 below presents the breakdown of the selection criteria used by university libraries.

TABLE 4.2 SELECTION CRITERIA OF NBM

SELECTION CRITERIA	FREQUENCY	PERCENTAGE
Systems analysis	1	6,6
Purpose of the library	8	80,0
Community served	6	40,0
Scope and depth collection	8	80,0
Other (specify) --	-	-

As argued earlier generally, and to some extent in reality, university libraries are known and are expected to use more than one criteria for the selection of

materials. This is because of the intricate nature of information needs in academic communities. The general philosophy upon which academic community and primarily serve the curriculum and research needs of such community. Library staff therefore would be expected to base their selection on a number of criteria. While one would have expected to see more libraries indicate almost all the different criteria listed in Table 4.2, it is difficult to understand why there was such low scores. It is even more puzzling to see "community served" as a criteria for selection of materials was not indicated by ALL libraries, since they are established to serve their academic communities. This lack of clarity about selection criteria may suggest, although not conclusively, that perhaps libraries do not have clearly laid down selection criteria for the selection of non-book material. The consequence of the lack of such clear criteria may affect availability of material in that selection involves the study of the community that ought to be served by that library and the assessment of their needs. The materials that will meet their needs must be selected. Libraries must see to it that they serve their staff and students, in teaching, studying as well as research.

4.2.1.2   *Participants of non-book materials*

It is important that selection of materials in the library be a team work or participatory task, and that is why it became necessary to ask the AV-librarian who are involved in the selection process of NBM collection in their libraries to indicate as who participate in the selection of NBM. It is important that tasks like selection involve both academic and library staff. As Heinich, Molenda and Russell (1985) argued that materials must be examined in the light of specific objectives of the lesson and specific needs of the learners in that case the teaching staff must participate in selection of NBM. Table 4.3 portrays the participants in the selection of materials for library according to needs of community served and objectives of the library. A high percentage of libraries do indeed involve academic staff in the selection of materials. However, it is important to look at how much use NBM selected and acquired are used. If materials are not used then they are as good as useless.

TABLE 4.3 PARTICIPANTS IN SELECTION OF NBM

PARTICIPANTS	FREQUENCY	PERCENTAGE
Academic staff	13	86,6
Library staff	12	80,0
Graduate students	2	13,3
All of them	-	-
Other (specify)	-	-

4.2.1.3   *Decision making in the purchase of NBMS*

Selection is one of the technical processes in the library whereby before the librarian proceeds to the acquisition of a library item, he/she must evaluate, decide, preview in the case of audiovisual materials and have a comprehensive collection of relevant selection tools. It is surprising to find that four libraries indicated that university librarian is the ultimate decision maker on what to purchase. In the literature reviewed, Harrison (1979) argued that the librarian concerned with NBM has to select both stock and equipment. To give the chief librarian ultimate decision making can hinder the development of NBM in that, he/she may not be aware of the shortcomings at the AV- section and the needs of the users which the AV librarian is aware of.

TABLE 4.4 ULTIMATE DECISION MAKER IN THE PURCHASE OF NBM

DECISION MAKING	FREQUENCY	PERCENTAGE
University librarian	4	26,6
Head of acquisition	3	20,0
NBM specialist	2	13,3
Subject Librarians	3	20,0

4.2.1.4   *Range of subjects covered*

This question was asked to see how much NBM are collected in the library as far as subjects offered in the institution are concerned. The librarians were asked to indicate the range of subjects covered in the selecton of NBM. It should be noted that, when an academic library builds a media collection, the collection must be properly planned. There must also be a need for the media. It must not be simply a matter of adding videos, records, slides and microforms to the library collection. Whichard (1985: 37) reaffirmed that part of any collection - development process must be the evaluation of whether a library's patrons have as real needs for the media, and what overall profile the library has as a research or teaching institution.

The acquisition of important resources to cover important areas, is critical because NBMs are expensive.

In this question the 53,3% respondents indicated that all subjects are given equal treatment in the coverage of subjects. Table 4.5 shows the coverage of NBMs in the libraries.

TABLE 4.5 RANGE OF SUBJECTS COVERED

SUBJECT COVERAGE	FREQUENCY	PERCENTAGE
Confined to certain subjects	4	26,6
Anything asked for	5	33,3
All subjects given equal treatment	8	53,3

4.2.2 LEVEL OF COLLECTION

It is the duty of the libraries to make all efforts and provide user access to the documents irrespective of format. Users are becoming oriented towards the audiovisual media to satisfy their needs. Libraries cannot afford to remain book-oriented because users are varied and require information in varied formats.

4.2.2.1   *Types of NBM collected by libraries*

The response rate to the question on what types of NBM do the libraries collect was 100%, for all the libraries indicated that they do have all the four types of NBM , which are :

.   Sight only, namely, microforms, slides, transparencies and film loops.

.   sound only, namely discs, records, tape cassette, reel to reel tape records.

.   sight and sound, namely cinefilms, video cassettes, reel to reel tapes and tape/slides.

.   other, namely materials used with computers, electronic media, graphics and three dimensional materials.

This shows that NBM have a place in all the university libraries, since the university libraries exist to meet the needs of users. Some studies, like Zondi (1996) emphasized the fact that if the library makes available sources demanded by users, it improves its effectiveness, plays a significant role in the transmission of knowledge.

4.2.2.2   *Factors determining level of NBM collection*

One of the problems in the collection and use of NBM lies on the availability of playback equipment. Most formats of NBM's require equipment in order to be utilized. Therefore, when selecting any NBM format it is of utmost importance that equipment, cost, quality should be considered. Campbell (1988) supported the fact that most AV-formats require some kind of hardware (playback) to allow the user to access the information that they store. NBM should be purchased only if the library's clientele will have access to appropriate equipment. Anthony (1982) stated that there is little sense in building up a collection of videograms if there are no playback facilities available. The following Table 4.6 shows the result of the factors determining the level of collection in libraries. The findings of the study also concurs with the literature in that most libraries also consider availability of equipment as basis for acquisition of NBM. What the data does not show however, is the ratio of available equipment to users. It is not enough to simply have one playback machine if many potential users may need the NBM. If there is not an adequate number of equipment, users will become frustrated and consequently avoid the use of NBM's.

TABLE 4.6 FACTORS DETERMINING LEVEL OF NBM COLLECTION

FACTORS DETERMINIG NMB COLLECTION	RESPONSES	PERCENTAGE
Avialability of playback equipment	11	73,3
Physical quality of materials	8	53,3
Cost of equipment	8	53,3
Additional other (specify)	2	13,3

4.2.3 FUNDING FOR NBM

According to Fothergill and Butchart (1990) the financial implications of housing NBM within the library should not be considered a result of an extra, rather tiresome, even gimmicky, additions to services, but rather as a recognition of what the library should be doing, supplying a complete information service.

4.2.3.1 *Separate vote for NBM in libraries*

The librarians were therefore asked to indicate whether their NBM have a separate vote in the library budget. Kadiri (1987) identified that though most librarians recognize the importance of NBM in a library setup, there is no

evidence to show that these materials are being accorded the place they deserve in budget allocations. Figure 4.1 reflects that four (27%) has a separate grant for non-book materials from their book grants whilst 11 (73%) do not have a separate vote. .

FIGURE 4.1 SEPARATE VOTE FOR NBM
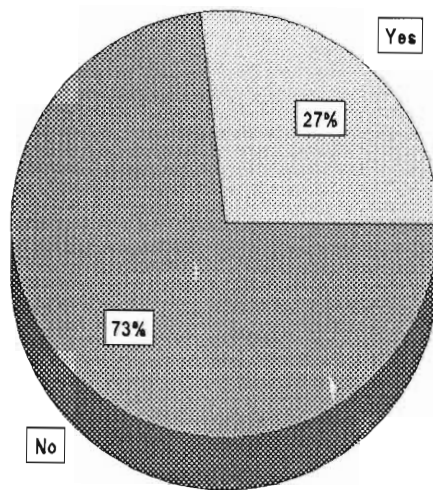
		Yes	27%
		No	73%

4.2.3.2   *Percentage of nbm's vote for current year*

Of the four libraries that responded to have a separate vote for NBM also indicated that their vote for current year ranged from 1 and 10 %. According to Fothergill and Butchart (1990) if the library is to react to its clients needs, it will need to consider the view that the book fund system becomes material fund which allows experts of various kinds within the system to apply a corporate approach for the good of total service.

4.2.3.3   *Form of expenditure of the vote for NBM*

By recurrent, it means - an order is placed once, for example, in case of journals and continues until it is stopped if there is no need for continuation. The expenditure for library materials can be recurrent or non-recurrent, therefore it is possible for the libraries to plan their budget the way it will suit best their needs. Since the cost of equipment is a problem, a library can make an allowance by dividing the 10% and a bigger portion goes to NBM equipment, and the rest looks after the materials. Of the four (27%) libraries that indicated that they have a separate vote for NBM, three indicated that their vote is recurrent.

4.2.3.4 *How NBM are funded if "no separate" vote*

The answers varied in the sense that each of the eleven libraries that indicated to have no separate vote for NBM, had its own response, and the following are the responses given :

- Allow up to 25% of book vote to be spent on AV matrials
- From the book vote
- Very ad hoc basis
- Funds are added to book budget

Although most libraries do not have separate budget for NBM, it is worthnoting that it is known in the budget that thereis AV material supposed to be taken care of. As noted earlier in chapter two, that there is also a problem of finance and lack of acquisition policy for NBM in academic libraries. Again Kadiri (1987) has stated that though most librarians recognize the importance of non-book materials in a library set-up, there is no evidence to show that these materials are being accorded the place they deserve in the budget allocations. However, if NBM's are to contribute to the effective information delivery, funds must be allocated for collection development.

4.2.3.5   *Funding for maintaince and repairs*

The maintenance of hardware and software is difficult . Some libraries said that maintenance and repairs is on ad hoc basis. Fothergill and Butchart (1990) are of the opinion that 10% of the initial costs should be allowed annually for maintenance of equipment. Unfortunately some South African libraries do not have adequate funding in their budgets reserved for maintenance of equipment.

4.2.3.6   *The committal of funds to information sources*

Although the periodicals seem to be of highest priority in academic libraries, NBM are still a necessary component in a fully integrated library service and complementary to the printed word. In Chapter One it was noted that McNally (1986) argued that the importance of NBM as sources of information for serious research purposes has become widely acknowledged. The conclusion according to researchers own experience with NBM is that although NBM have been reported to be the last consideration in the Committal of Funds, libraries still do have them as sources of information. In this respect the respondents were presented with three sources of information,

books (monographs), periodicals (serials) and non-book materials, to indicate the order of priority in the committal of funds.

Periodicals rated highest, followed by books and lastly NBM. The notion expressed above that the top priority is serials has support from most libraries.

FIGURE 4.2 COMMITTAL OF FUNDS TO INFORMATION SOURCES
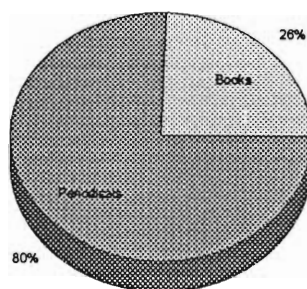
		Books	26%
		Periodicals	80%
		NBM	0

4.2.3.7   *What determines highest priority in the committal of funds*

The answers given here were brief explanation requested in the questionnaire in the form of "briefly explain" the committal of funds in the first priority the library chose.

The respondents were asked to indicate factors or criteria that determine priority of sources of information. As one would expect in academic libraries those who indicated that what determines the serials as top priority, gave the following; the academic demand, current information, user needs, and the committed subscription fee. One can deduce that, although NBM are important as sources of information, one should also note that periodicals play a major role in the teaching, learning and research.

4.2.4 ACCESSIBILITY AND USAGE OF NBM

As has been stated earlier, the paramount aim of the library is to satisfy the needs of users. The users have a right of access to all information sources in all forms in the library, although there may be certain restrictions regarding NBM.

4.2.4.1   *Access to NBM*

Most respondents had different opinions on the access of NBM by users. First, 33,3% of the respondents indicated that their NBM's are in closed access, keeping the materials in exclusive areas, while 6,7% indicated that the

materials are kept on open access like monographs, and 60% have the combination of the two, that is, partly closed and partly open access, depending on the format of the material. The differences in practice and opinion in the storage of NBM may be due to fact that NBM are very expensive, some are very small like microfiche and audiocassette, they are desirable and attractive, which makes them targets of thieves. This in most cases compels librarians to use both closed and open access depending on the format and size of the material taking into consideration the security of the material. Athough the aim of collecting NBM is to make them retrievable for use by clientele it is also important to protect them against many odds like, getting lost and getting easily damaged.

4.2.4.2   *Arrangement of NBM*

In the literature reviewed in chapter two, it was stated that intershelving of audiovisual materials with books is an attractive idea because it eliminates artificial distinctions between various types of media, grouping them instead by subject content. Birnhack (1987) reaffirmed that audiovisual programmes are often shelved numericaly with a particular format. What the librarian should bear in mind when arranging library material by using a sequential

numerical system, is that it reduces misfiling and any information retrieval system is acceptable as long as it is successful for users. Arrangement of material is of utmost importance for both the user and librarian. Table 4.7, summarizes the arrangement used in libraries. Fifty-three (53) libraries use the combination of class notation and format arrangement. The combination of class notation and format arrangement has been assumed to be helpful since all the materials of same class notation and same format are placed together so that they can be easily identified and easily accessible.

TABLE 4.7 ARRANGEMENT OF NBM

ARRANGEMENT	RESPONDENTS	PERCENTAGE
(a) Class notation	4	26,6
(b) Format	2	13,3
(c) Accession number	1	6,6
(d) Combination of (a) and (b)	8	53,3

4.2.4.3   *NBM in the library's main catalogue*

All libraries (100%) realize that there is a need for their non-book materials to be included in the main catalogue to enable all the users to see what is available in the Audiovisual section of the library, in relation to their specific

fields. It is the librarian's duty to decide whether or not there will be an integrated catalogue of all materials or divided catalogues of different types of materials. The main catalogue is assumed to be the best since storage of library materials is completely integrated to allow the client to browse amongst the whole stock for a subject rather than search through separate format division. Needs of users are important factor, when librarians intend to integrate the catalogue.

4.2.2.4   *Order of predominance on NBM in subjects*

According to Dewey Decimal Classification system, the subjects are allocated in the following manner :

- 000- 099   Generalities
- 100-199   Philosophy and related disciplines
- 200-299   Social sciences
- 400-499   Languages
- 500-599   Pure sciences
- 600-699   Technology (Applied sciences)
- 700-799   The Arts
- 800-899   Literature
- 900-999   General geography and history

It is not surprising that NBM are represented in all subject. The fact that the highest ranking is in specific subjects like technology and arts has been reaffirmed by Cornish (1992) that there is an emphasis on AV within certain types of educational activity and it is generally more often used within courses with a practical bias (for example, nursing/medicine, architecture, fine, arts), than in the more abstract disciplines (philosophy, pure science, history). This shows that libraries put an interest and emphasis in the provision of information. Musiker (1978) has reaffirmed that the incorporation of these non-print media into a library's resources and activities was a logical and inevitable extension of the library's role - because if it is true that libraries are primarily interested, as indeed they should, in the provision of information rather than simply books, then it follows that librarians should be very active in those areas and ideas which extend beyond the book for the delivery of information.

Figure 4.3 presents the breakdown of subjects according to their predominance of subjects in the libraries.

FIGURE 4.3 ORDER OF PREDOMINANCE OF NBM IN SUBEJCT
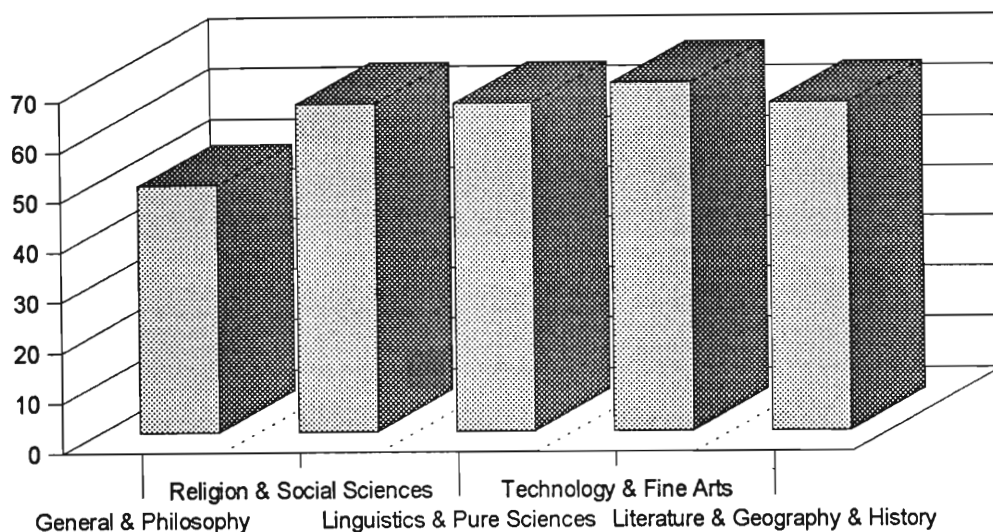
4.2.4.5   *Library orientation/user education*

Libraries were asked to indicate if user education in the use of NBM is provided. NBM will be enhanced through user education. Nine libraries (60%) of respondents do not conduct orientation   programs during   the first time they come to the university on the use of NBM in their libraries. The reasons given were that, help is given when users have to use the NBM the person concerned demonstrates, or when the need arises a service is given in groups   or   individually,   or on request by the   client. However, this assumes that the potential user knows or is aware of the existence of NBM. Orientation of library services including orientation to

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NBM's provides potential users with the awareness of the existence of materials and resources. Fourty percent (40%) do render orientation services to their users. What is more important is to orientate the new users, show them how to use the hardware, how to find out what is available and not, assuring them of how it is exciting to supplement their studies with NBM rather than a book or printed word only. Generally, there should be proper programmes for user education. When the material and equipment are selected, education or orientation of users is necessary in order for the materials to be used effectively. Brewerton (1991) is of the opinion that librarians must be empire - builders and force our colleagues to promote multimedia items and learn how to use hardware for the good of users.

4.2.4.6   *Availability of NBM'S to users*

Eighty percent (80%) of respondents indicated that NBM are available to users only during library office hours. This seemed to further support that libraries believe in closed access in the use of NBM although 60% of libraries are partly closed and partly open access. As stated in the literature reviewed in chapter two, NBM are kept in exclusive areas and are accessible only when there is someone to offer help. One reason why most libraries may not

be keen to have NBM's available all the time may be the fact that AV library staff would need to be available to assist users. However, if proper training and orientation in the use of NBM's is provided in first place, users can independently use the materials and therefore no need to have staff available all the time. Figure 4.4 shows the results.

FIGURE 4.4   AVAILABLE LIBRARY HOURS FOR USERS
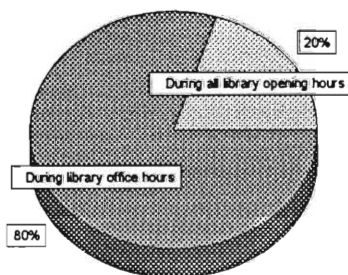
		During all library opening hours		20%
		During library office hours		80%
		When NBM specialist is in		0

4.2.4.7   *Frequency of use of NBM*

Here the respondents were allowed to choose more than one answer, and 73,3% of respondents indicated use of NBM on daily basis, 13,3% use them more that twice a week but not daily, while 6,7% indicated once a week and the other 13,3% indicated the other which was not specified. Most users

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4.2.4.8   *NBM without playback equipment*

Availability or non-availability of playback equipment is an important factor in the use of NBM. Eight respondents (53%) of the respondents indicated that they do not have the playback equipment for some of the NBM they have. It is evident that half of libraries experience problems with playback, and this is shown by the significant proportion of respondents without playback equipment. Some libraries have problems in obtaining their own equipment and the libraries in institutions where there is a media service unit, borrow the equipment from such unit. In the literature reviewed it has been argued that when selecting non-book material inevitably means there should be equipment, in order to use that particular format of the material selected. One of the problems in libraries to lack most equipment is the fact that equipment is very expensive and maintenance is also expensive. That is why Fothergill and Butchart (1990) are of the opinion that it is wise to budget for the complete replacement of a piece of equipment after five years. However, the truth of the matter among university libraries and as seen earlier only a few (27%) have a separate vote for NBM. This means the rest (73%) juggle the book vote with NBM's. Consequently, NBM's and particularly costs related to maintenance of equipment are placed low on the priority list.

utilize NBM on daily basis. The lowest ranking could be regarded as showing lack of concern about use of NBM, and lack of awareness, reluctancy in using the media, and all these problems do not give the students a better chance of entering a world of self-exploration. That is why Musiker (1978) argued that libraries have to delineate clear policies as they involve themselves with non-book materials. Table 4.9 portrays the summary of findings on the frequency of use of NBM.

TABLE 4.9   FREQUENCY OF USE OF NBM

USE OF NBM	RESPONSES	PERCENTAGE
Daily	11	73,3
More than twice a week but not daily	1	6,7
Once a week	1	6,7
Once a month	-	-
Other (Specify)	2	13,3
Total	15	100

4.2.4.8.1 *Equipment from other departments*

Of the eight (53%) libraries which indicated not to have play-back equipment for some of NBMs in their libraries, six (75%) indicated that they do borrow equipment from other departments in their istitutions, while one (12,5%) does not, and one (12,5%) gave no response at all. This concludes that six (75%) have other depts in their institution which offer equipment for use by users in the library.

4.2.4.9 *Issuing of NBM*

That non-book materials are very expensive, small and attractive, is a fact, which compels libraries to keep them under lock and key, and under the supervision of a specialist. The highest percentage (80%) indicated that they do not check out their materials, while 20% issue out their materials *only* to staff especially to preview before use in class the following day. That the highest percentage does not check out materials correlates to the fact that most libraries have closed access to NBM.

4.2.4.10   *Interlending of NBM*

Nine percent (60%) respondents indicated that they do not lend out their materials to other libraries as it is the case with books and periodicals. Those who's response was positive (40%) indicated that they only lent out microfilms and music scores, but the other format are not available to be lent out. One important fact is that NBM are not purchased in duplicate, it is therefore not easy to for one library to loan or issue out the only available item to another institution. Moreover, many problems may arise during the transit of the material in the post, namely, the material get lost before destination, information erased especially video cassettes, since they do not need the sensitizing machines.

4.2.4.11   *NBM from other information centres*

Table 4.11 below shows that 47 % indicated that they do borrow materials from other centres, like National Film Library which caters for such purposes on a subscription basis. The other 47% indicated not to borrow, while 6% gave no response. This shows that although libraries have NBM collections, not all libraries can purchase all formats, because some formats need

previewing, need playback equipment, cost high, to mention but a few factors.

TABLE 4.10 NBM FROM OTHER INFORMATION CENTRES

NBM BORROWED	FREQUENCY	PERCENTAGE
Yes	7	47
No	7	47
No response	1	6

4.5.12   *Number of items borrowed from other centres*

Out of seven respondents who indicated that they use material from other centres, 43% indicated that the items borrowed from other centres range between one to twenty items a year, while the other 43% ranges between 20 and 50 items a year. The 14% of the respondents seemed to be using most items from other centres ranged between 50 and more.

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4.3   SUMMARY

In this chapter most of the issues concerning the collection development and use of NBM have been examined on the basis of data collected and literature reviewed. In the survey it has been established that non-book materials are available in most libraries. This has been shown by responses found from all the libraries which returned the questionnaires. The failure of users to utilize non-book materials had the following reasons:

- poor timing of orientation

- lack of user education

- lack of awareness of availability of NBM.

- lack of funds for NBM equipment and maintenance

- limited access in terms of storage and time for which the special location areas are opened

In the next chapter a comprehensive synthesis and summary of findings will be dealt with.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1   INTRODUCTION

The aim of this chapter is to summarize the researcher's findings, make some recommendations about the NBM collection development and usage in university libraries and their effectiveness in the teaching and learning.

5.2   SUMMARY OF OBSERVATIONS

The summary of the findings is presented with regard to reviewing some of the objectives and research questions which were discussed and interpreted in this study. The research questions and objectives are the foundation upon which the conclusions and recommendations will be constructed.

The main problem of the study was that, non-book materials though very important as sources of information like books, appear to be little or not used in South African university libraries and that this may be caused by unclear policy represented in the formal or informal collection development policies.

The objectives of the study were:

. To find out how non-book materials in university libraries are collected and maintained as part of teaching learning and research.

. To get some understanding on the policies and patterns the university libraries follow in the development of NBM.

. To find out the manner in which non-book materials are funded and acquired.

. To find out the extent to which library orientation instruction and user education cover non-book materials.

The research questions were as follows:

. Are non-book materials available in the library selected specifically to meet the teaching, learning and research needs of the library's clientele?

. What kind of policies govern collection development of non-book materials?

. How is NBM collection funded and acquired?

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. Do user education programmes, inclusive of library orientation, library instruction and bibliographic instruction, promote the use of non-book materials for teaching learning and research?

5.2.1 ACHIEVEMENT OF OBJECTIVES

The first question was how non-book materials are selected to meet teaching, learning and research needs of users, and according to the findings of the study NBM are acknowledged as sources of information for teaching, learning and research purposes in universities. The problem is that their selection criteria has led to the question of do libraries have clearly laid down selection policies for the acquisition of non-book materials in academic libraries of South Africa. Such lack of no written or clearly laid down policies has resulted in unplanned acquisition of NBM, and that has hindered the availability of of NBM. As Musiker (1978) has stated in previous chapters that libraries have to delineate clear policies as they involve themselves with the media.

The second question was what kinds of policies govern collection development of NBM. The findings are that, NBM are found in all

university libraries, although in a small scale and that NBM records are entered into the library's main catalogue in all libraries, and that confirms one of the rules or policies (written or not) of the university library that for all library materials to be retrieved easily, they must be entered through library indicators such as union/main catalogues.

The third was, how is NBM funded and acquired?. Although the NBM collections have their separate budget in few libraries, and although most librarians recognise their importance in library collections, lack of sufficient funds to cater for acquisition of NBM either from book grants, nor sometimes from the departmental grants, places the libraries in a situation where collection development of NBM is hampered. Libraries are still following the old fashioned way of separating funds for different forms of stock.

The fourth question was, do user education programmes, inclusive of library orientation, library instruction and bibliographic instruction promote the use of NBM for teaching, learning and research. It is not surprising that libraries do not conduct orientation programmes specifically in the use of NBM. There is no formal user education programmes that will enable the users to

be able to get information from the NBMs. Although information awareness is vital in a library set-up, the findings show that no orientation programmes are conducted by libraries to familiarise the users with the existence of NBM in their libraries. When materials are selected, education or orientation of users is necessary in order for the materials to be used effectively

5.3 **RECOMMENDATIONS**

The researcher found it important to suggest or recommend the following:

First, there is a need for clearly laid down policy, whether written or not, for the selection and acquisition of NBM. Without clear policy the availability of materials in the libraries will be affected.

Secondly, there is a need for improvement of the NBM information services in university libraries. Adequate size of NBM collection for staff and students should be considered. Even if the NBM collection is a mere small collection, it needs to be active, that is, it must be well organised so that when users access that small collection, it creates other atmosphere different from the one of the lecture or teaching hall. Muskier (1978) pointed out that the arrival of the new media promises to help, rather than hinder libraries of all types to

make an increasingly valuable contribution to the current and future needs of the community. It is therefore recommended that some clear policies, whether written or not be reviewed in libraries in South Africa.

Thirdly, the work of the NBM specialist needs a great deal of support from both the academic staff and library staff. The role of the NBM specialist is important and needs to be addressed. NBM specialist requires certain types of skills to run the NBM collection effectively. NBM specialist should be involved in the planning and matters that concern the library materials collection. The problem of student's inability to use libraries and information sources available has been a subject of concern to most librarians in South Africa.

Fourthly, the low usage of NBM in South African libraries indicate that the academic staff, library staff and students do not work together as a team, devise a program of library user education integrated with curriculum. There is potential for the use of non-book materials in libraries. According to Kadiri (1987) librarians should emphasize the importance of all library resources during orientation programmes for new students. User education should be course-integrated in order to promote a better use of library resources as part

of academic work. It is intended primarily to enable all library users to be self-reliant and fully literate in an information dependent society.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The researcher felt there were important issues which could not be covered by this study and may be investigated at a later stage:

. It is noticeable that there are libraries which though have, NBMs, do not encourage usage and promote them as sources of information "Promotion of NBMs as sources of Information".

. The presence of NBM in a library set up calls for support from lecturers, students and library staff to develop bibliographic network of improving availability of NBM "Bibliographic Network" of NBM.

. There are extensive collections of NBM in South African libraries. The challenge is that of improving and promoting their scope, organization and accessibility, through development and implementation of a plan for their acquisition and services to users "Exploitation of NBM by users".

5.5 CONCLUSION

The results of the study have indicated that university librarians have a strong and fixed view about the development of NBM collection in their libraries. The university library has a broader and more important role to play than being a mere building with monographs. Proper organisation, management and the use of resources within the institution is important and essential if proper learning is to take place.

A substantial progress should be made to develop collections in university libraries both in print and non-print. A library that possesses a good size of collection together with a specialist in charge of it, and guidelines provided for equipment, provision of materials and different kinds of use, the users will utilize that library collection effectively.

The study has shown that there is a need for further investigation on the position of non-book materials in South African university libraries.

What can be done further, perhaps can improve the position of NBM and become more available, more important than being regarded as mere luxury and an additional work to librarians in a library set-up.

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APPENDIX 1

P.O. Box 262
KWA-DLANGEZWA
3886
23 December 1997

The AV-Librarian

Dear Sir/Madam

COLLECTION DEVELOPMENT AND USE OF NON-BOOK MATERIALS IN UNIVERSITY LIBRARIES OF SOUTH AFRICA

I am a registered student for a Master's degree in Information Studies (MIS) at the University of Natal. The title of my project is "Collection development and use of non-book materials in university libraries of South Africa."

A questionnaire method is being used to collect relevant information. The purpose is to investigate trends and policies followed by university libraries in South Africa in selection, funding and usage of non-book materials as sources of information. The non-book materials that I am looking at, exclude the electronic materials, e.g. online resources.
The data collected will be used in the preparation of a dissertation on the above mentioned topic.

I should be grateful if you could kindly assist me by completing the accompanying questionnaire as soon as possible and return it using enclosed self-addressed envelope.

If any additional information is required please contact either the researcher, N.C. Ntuli at telephone number (0351) 93911 Ext 2468 or my supervisor, Prof. A.M. Kaniki at telephone number (0331) 2605008, and email. Kaniki@infs.unp.ac.za

Thanking you in anticipation.

Yours faithfully

(Mrs) N.C. Ntuli

Supervisor : Prof.A.M. Kaniki

APPENDIX 2

Questionnaire

Please indicate the name of your INSTITUTION / LIBRARY : _____
Please place a cross in the box (x) against the correct reponse or supply the required information for each question.

Please note : NBM stands for Non-book materials.

1. Availability of non-book materials

1.1 On what basis do you select non-book materials in your library ?
Please indicate as many appropriate answers as apply.

a) System analysis [   ]
b) Purpose of the library [   ]
c) Community served [   ]
d) Scope and depth of collection [   ]
e) Other (specify) _____

1.2 Indicate who among the following participate in the selection of non-book materials ?

a) Academic staff [   ]
b) Library staff [   ]
c) Graduate students [   ]
d) All of them [   ]
e) Other (specify) _____

1.2.1 Who is ultimately responsible for the decision to buy or purchase selected non-book materials in your library ?

a) University Librarian [   ]
b) Head of Acquisitions Section [   ]
c) Non-book materials specialist [   ]
d) Subject Librarians [   ]

1.3 Please indicate the range of subjects covered in selection of NBM.

a) Confined to certain subjects only [   ]
b) Anything asked for by users [   ]
c) All subjects given equal treatment [   ]

2. Level of Collection

2.1 Indicate the types of non-book materials collected by your library. Please indicate as many appropriate answers as apply.

Sight only

a) Microforms   [   ]
b) Slides   [   ]
c) Transparencies   [   ]
d) Film loops   [   ]

Sound only

a) Disc records   [   ]
b) Tape cassette records   [   ]
c) Reel-to-reel tapes records   [   ]

Sight and sound

a) Cine films   [   ]
b) Video cassettes   [   ]
c) Reel-to-reel tapes   [   ]
d) Slide/tapes   [   ]

Other non-book materials

a) Materials used with computers [   ]
b) Electronic media   [   ]
c) Graphics   [   ]
d) Three dimensional materials   [   ]
e) Other (specify) _____

2.2 What among the following other factors determine the selection of non-book materials in your library ? Please indicate with an "*x*" on as many appropriate factors as apply.

a) Availability of play-back equipment in your
   library   [   ]
b) Physical quality of materials [   ]
c) Cost of equipment   [   ]
d) Additional other (specify) _____

3. Funding for and Acquisition of non-book material

3.1 Does your library budget have a separate vote for non-book material ?

a) Yes   [   ]
b) No   [   ]

3.2 If your response in 3.1 was yes, what percentage of the information sources vote is the non-book materials vote for the current year ?

a) 1 to 10 %   [   ]
b) 11 to 20 %   [   ]
c) 21 - 50 %   [   ]
d) Over 50 %   [   ]

3.3 If your response in 3.1 was yes, indicate the form of expenditure of the vote for non-book materials.

a)   Recurrent   [   ]
b)   Non-recurrent   [   ]

3.4 If your response in 3.1 was no, please briefly explain how non-book materials are funded in your library.

_____

_____

3.5 Can you please briefly explain how the maintenance and repair of your non-book materials and equipment are funded ?

_____

3.6 By placing 1, 2 and 3 in the boxes indicate the order of priority in the committal of funds for the purchase of information sources in your library ; 1 is understood to be top priority and 3 low.

a) Books (monographs)   [   ]
b) Periodicals (serials)   [   ]
c) Non-book materials   [   ]

3.7 Can you briefly explain what determines the allocation of HIGHEST priority (given 1 above) in the acquisition of information resources.

_____

_____

4. Accessibility and usage of non-book materials

4.1   What is the accessibility of non-book materials in your library ?
Please indicate by a cross (x) in the appropriate answer.

a) Closed access   [   ]
b) Open access   [   ]
c) Combination of (a) and (b)   [   ]

4.1.1 If your response in 4.1 was (b), indicate the area of storage of
non-book materials in your library.

a) Exclusive of non-book materials area   [   ]
b) Near books on the same subject   [   ]
c) Integrated with books   [   ]

4.2   How are non-book materials arranged in your library ?

a) According to class notation   [   ]
b) According to format   [   ]
c) According to accession number   [   ]
d) Combination of (a) and (b)   [   ]

4.3   Are the records of non-book materials held by your library entered
in the library's main catalogue ?

a) Yes   [   ]
b) No   [   ]

4.3.1 If your response in 4.3 was no, indicate how users know about
the presence and location of non-book material held by your library.

a) By browsing   [   ]
b) By following library signs   [   ]
c) By enquiring   [   ]

4.4   By placing 1, 2, 3 etc. in the appropriate boxes indicate the order of
predominance of subject areas according to Dewey which are
represented by non-book materials in your library. Please answer this
question even if your materials are not organised using DDC.

a) 001 to 199   [   ]
b) 200 to 399   [   ]
c) 400 to 599   [   ]
d) 600 to 799   [   ]
e) 800 to 999   [   ]

4.5 Are library users oriented during the first time they come to the university in the use of non-book materials in your library ?

a) Yes | |
b) No | |

4.5.1 If no, when and how are they given instruction/orientation ?

_____

4.6 Indicate the periods during which the non-book materials in your library are available to users.

a) During all library opening hours | |
b) During the library office hours only | |
c) When the non-book specialist/librarian/assistant is
   in attendance | |
d) Other (specify) _____

4.7 Indicate the frequency of the use of non-book materials in your library.

a) Daily | |
b) More than twice a week but not daily | |
c) Once a week | |
d) Once a month | |
e) Other (specify) _____

4.8 Are there non-book materials held by your library that do not have play-back equipment in your library ?

a) Yes | |
b) No | |

4.8.1 If your response in 4.9 was yes, are there other departments in your university that hold such play-back equipment which is available to library users ?

a) Yes | |
b) No | |

4.9 Are there any non-book materials held by your library which are available for use outside the library to bona fide members of the library ?

a) Yes | |
b) No | |

4.9.1 If your response in 4.9 was yes, indicate the conditions of loan.

    a) For use with the library's play-back equipment   [ ]
    b) For use with the user's play-back equipment   [ ]
    c) Both (a) and (b)   [ ]

4.10 Are there any of your library's non-book materials available to other libraries through inter-library loans ?

    a) Yes   [ ]
    b) No   [ ]

4.11 Does your library borrow non-book materials from other information centres of for-profit vendors ?

    a) Yes   [ ]
    b) No   [ ]

4.11.1 If your response in 4.11 was yes, indicate the number of items your library borrowed in the last two years.

    a) 1 to 20   [ ]
    b) 21 to 50   [ ]
    c) Over 50   [ ]

Thank you for taking your time to complete this questionnaire

APPENDIX 3

P.O. Box 262
Kwadlangezwa
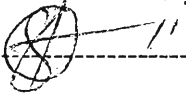3886
20 July 1998

THE LIBRARIAN

RE: COLLECTION DEVELOPMENT AND USE OF NON-BOOK MATERIALS IN UNIVERSITY LIBRARIES OF SOUTH AFRICA.

At the beginning of the year we had sent you a questionnaire on the above subject with a request that you kindly complete and return it to us as soon as possible. Looking through to our files we find that we have not received your response.

As we consider your input to be essential for the completion of our project we wish to request you again please to oblige by completing the questionnaire we are enclosing.

Thanking you in anticipation,
Yours faithfully,

N. C. NTULI.

Prof. A. M. KANIKI.

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