

An account of the limitations of technology for information delivery and information literacy in South Africa: an assessment of Library and Information Services provided to business and legal professionals in Gauteng from 1999 – 2003.

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Abstract.

First, the concept of information literacy is unpacked. How information literacy generally was acquired in the pre-technological era, is examined. Then a brief overview of standing information literacy courses, studies, and developments in Gauteng is provided and explained.

An assessment of the current state of development and awareness about information literacy is offered. Different types of learning patterns are explained; these are matched to different types of library services.

A brief account of the degree of overlap between these developments in library services and that followed by knowledge managers in the engineering and business world is provided. An opinion about the likely impact of this on the path of the human knowledge endeavour, is offered.

A literature overview of whether or not patrons are either a push- or a pull- factor in the development of library services, will be considered. Based on the types of, and the scope of, enquiries and the pace and demand for library services, this paper will attempt to explain how this technology affects the information learning curve of a professional. The meaning of information to business and legal professionals will be elicited from them. The effects of its packaging will be examined based on complaints received by the library service.

The advantages of technological delivery are set against the disadvantages, and the impact of these changes on perceptions about information and on patterns of information literacy development, is examined. A suggestion is made about the further and deeper development of certain traditional library and publishing skills.

Finally, a recommendation is made for the types and scope of Library and Information Services one ought to provide in a resource centre to professionals in Gauteng.

What is information literacy?	1
Poised between the old and the new.	4
Limitations in expressing information need: the same error with every enquiry.	5
Technical and technological limitations.	6
Learning styles.	6
Rudimentary and practical ways of matching cognitive style to library services.	8
Reality and perception.	9
The nub of our changing services and selves.	11
Taxonomy of enquiries, with enquiry topography.	12
The enquirer and the information.	17

What is information literacy?

Information literacy is a vast topic. But what are the best and most important developments?

Let us be interactive a minute. If you know of an information literacy course that is unique and not just a library orientation programme, write it down and e-mail the contact details to the appropriate authority and to me on erareurtee@mweb.co.za.

The Cape Higher Education Consortium¹ has developed an information literacy course. Their definition of information literacy is adapted from the WAAL² Information Literacy Committee's definition of 1998. An

¹ Lockhart, Janine and Coetzee, Adriaan. Cape Technikon. Information Literacy. Before you start. Cape Higher Education Consortium.

<http://www.lib.uct.ac.za/infolit/>

² Information literacy competencies and criteria for academic libraries in Wisconsin. October 9, 1998. Information Literacy Committee. Wisconsin Association of Academic Librarians.

<http://www.wla.lib.wi.us/waal/infolit/ilcc.html>

information literate student effectively accesses, evaluates, organizes, synthesizes and applies information so that life-long learning is possible. Infolit is the project funder of CHEC's information literacy course. Kate Whittaker of CALICO Infolit believes information literacy "is more than an accumulated basket of bibliographic, informatic³ and media skills" and that "its theoretical self-consciousness places it apart from previous practices in libraries and information centres". This course is taught to the students of the consortium with real teachers in a usual academic environment.

By now everyone has heard about the United States' Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education of 2000⁴. The information literate student determines the nature and extent of the information needed, accesses needed information effectively and efficiently, evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system, either individually or as a member of a group, uses information effectively to accomplish a specific purpose and understands many of the economic, legal, and social issues surrounding the use of information and accesses and finally, uses information ethically and legally.

It is interesting to contrast the fairly lengthy definition of the United States with its emphasis on describing the information process and its fine attention to information need, with the South African definition and its emphasis on the cognitive processes of the mind.

Yes, I have proved to you I have found these definitions and now I hope you think I may well be information literate.

The peculiarity is the different approaches to information literacy. At the University of the Witwatersrand⁵ a more fundamental approach of ensuring basic computer skills has been adopted, rather than that of the InfoLit project. In my opinion, the InfoLit project does seem to cover media skills and communication skills, in a way that may suggest their English teachers at school were not much good. Some places, including the InfoLit course, concentrate on transmitting the classic library skills to their students, by recording the currency of the information and even by teaching Boolean logic. However, the Americans tend towards the "informatic" approach, while the South Africans tend towards the understanding of communication approach.

Many universities have set-up information literacy courses for their undergraduates. Generally this involves learning about using the university's electronic resources at the time these students are issued their library cards, but increasingly these consist of specific orientations for a particular discipline such as Microsoft Excel for social science schools⁶. However, the Americans also include manners and decorum: a "how-to" behave properly in the public (cyber)space. Not surprisingly this often includes a weighted approach towards respecting one's academics and their intellectual property rights. This is certainly the case with Ball State University⁷, one of the better "information-literate" universities of the USA. The contextualizing of intellectual property rights seems absent however.

³ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **informatics pl. n. [treated as sing.]** computing the science of processing data for storage and retrieval.

⁴ Information Literacy Competency Standards for Higher Education. January 18, 2000. Association of College and Research Libraries.
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracyservices/il/index.cfm>

⁵ Unable to cope with pent up Information Literacy demand. July, 2000. News & Events. P&DM Link Centre. University of the Witwatersrand.
http://link.wits.ac.za/news/v3_5.html

⁶ Hunt, Karen and Dawes, Elizabeth. Information Literacy across the curriculum. University of Winnipeg.
<http://cylibrary.uwinnipeg.ca/services/il/index.cfm>
IT Newsletter for Teachers. January, 2003. Computer Service Centre. Macao Polytechnic Institute.
<http://csc.ipm.edu.mo/newsletter/2003-01.htm>

⁷ Nasseh, Bizhan and Fuelling, Clinton. Proposal for the development of a computer/information literacy course for the freshman class at Ball State University. Spring, 1998. Ball State University.
<http://www.bsu.edu/classes/nasseh/bn100/proposal.html>

Certain American universities adopt a far more practical professional approach of information literacy. The McGill Health Sciences Library⁸ covers every aspect of the typical library orientation course such as Principles of Online Searching, Searching the Medical and Pharmacological Literature, Accessing the Library from Home, Citing Information Sources and how to Avoid Plagiarism.

The exceptional detail lies in the “Online” Boolean-Logic Guide and the Common Search Problems commentary. This is distilled librarianship experience.

The most impressive online product is the fully interactive course written by Thomas W. Eland, Librarian/Instructor at Minneapolis Community & Technical College⁹. To do the same all you shall need are skills in Dreamweaver Attain, HoTMetal. PRO 5.0 and PaintShop PRO 4.12.

This tutorial carries a guide to the both the Library of Congress and Dewey Decimal Classification Schemes. There is an evaluation of WEB and/or print resources. Each section of general notes of library orientation has an assignment and each includes a section called Search Strategy. One learns about how a book is catalogued, about encyclopedias, Yahoo, Altavista, Hotbot and WebPALS.

So despite Kate Whittaker’s optimism, no, nothing seems to have happened yet that has made the academic world improve on the invention of the librarian.

To me, information literacy means understanding the topology/taxonomy¹⁰ of a subject and how it relates or connects to similar subjects. It means being able to use an online or card catalogue. It also implies some skill in formulating an information request.

And herein lies the rub, because from my assessment of information literacy courses, students are expected to be able to deduce the essence of an information request through the repeated exercise provided by these courses and online guides. There is no theory provided on how to do this, unlike that quick guide to Boolean Logic Online from McGill; it seems expected it shall filter into the brain by process of osmosis.

In the old days, before photocopiers, most people knew a card catalogue well enough to perform their own author or title search. People became angry if they were forced to choose a classified scheme under which to find an author; if a card did not differentiate between one Ms. Brown and another sufficiently, the catalogue was regarded as inadequate. Different filing systems for titles were recognized by efficient secretaries. There used to be rules on how to file “Mac” and “Mc” that the efficient secretary was an expert in. Now librarians like those at the Library of Virginia are beginning to develop electronic filing practices, paying particular attention to identifying authorship, tracking versions of documents and standardizing “file save” practices¹¹.

You’ll be pleased to see the United States District Court in the Northern District of Ohio has implemented a simple .pdf docket filing system, the kind I favoured for the advocates’ library portal. A password is used as an electronic signature¹².

⁸ Kloda, Lorie and Gore, Genevieve. An introduction to information literacy in the health sciences. August 25, 2004. Health Sciences Library and Osler Library of the History of Medicine. McGill University.
<http://www.health.library.mcgill.ca/course/infolit.htm>

⁹ Eland, T.W. Introduction and Use Guidelines. August 4, 2001. Minneapolis Community & Technical College.
<http://www.mctc.mnscu.edu/Library/tutorials/infolit/tablesversion/home.htm>

¹⁰ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **topology** 2 - the way in which the constituent parts are interrelated or arranged; **taxonomy** n. – a scheme of classification; **taxonomy**, 2004, in The Free Dictionary by Farlex
<http://encyclopedia.thefreedictionary.com/taxonomy>

¹¹ Lessner, Grace. Records Analysis Section ...[et.al.] Chapter 6. Filing practice. Virginia Public Records Management Manual. Library of Virginia.
<http://www.lva.lib.va.us/whatwedo/records/manuals/00m-toc.htm>

¹² Electronic Filing System Brings Order To Mountain Of Documents. Federal Court Tests Electronic Filing of Case Documents. From the Third Bar. February, 1996. `Lectric Law Library Stacks.
<http://www.lectlaw.com/files/jud33.htm>

Software packages are now available, on a turn-key basis, for processing electronic records and electronic mail management. Many contain imaging systems too. In this category “Docuware” from Alos and “PaperMaster” from Filing Central appear to be the new-age “automatic” filing clerk. Please note that Docuware¹³ automatically indexes and labels all types of electronic documents, while PaperMaster¹⁴ converts electronic files from one format to another¹⁵ and is packaged with the latest OCR¹⁶ technology. (Don’t forget your Registry First Aid).

Poised between the old and the new.

In the old days, it was generally known that there may be several editions of a work and that revised texts were not as good as new editions. Work was sought primarily by author and by the reputation of the author. The author was a guru or mentor in the field, recognized by the scholarly community.

A more advanced enquirer would ask for an encyclopedia, in order to discover the resolution of a debate and to discover the seminal¹⁷ authors in the field. A most advanced enquirer would ask for a bibliography. Then librarians would be asked to compile manual bibliographies based on the work of several authors on that single topic, noticing the texts referred to repeatedly and dividing the remainder into categories of comprehensive texts or supplemental texts. In most instances it was presumed that a hierarchical system of categorization like Dewey’s would be used.

Acquisition¹⁸ policies depended on the discovery of works from collated bibliographies, such as the one described above. It was a conservative approach. These days searches are more frequently for material and contents of a unique or novel nature.

Now the enquirer is expected to start at the opposite end of the spectrum and to know something about analyzing the information need him- or herself. This seems to be the predominant assumption in most information literacy courses offered to South African university students by librarians in the new South Africa.

An enquirer may persist in ignorance of the typology of a subject area for a very long time and usually has very little use for subject headings, approaching any catalogue, online or card, by expecting it to work on keyword principles based on title indexing alone, often being ignorant of other levels of indexing altogether. The enquirer is certain to become frustrated when the computer does not pick up synonyms and plurals nor even differentiate English idioms¹⁹ into different countries or regions or where it appears to respond with homonyms²⁰ thus seeming “stupid” and “confused”. The problem is even worse when a concept is

¹³ Docuware, by Alos Micrographics Corporation. 2004.

http://alosausa.com/content/estore_list.asp?category=4&catname=Docuware

¹⁴ PaperMasterPro, by Filing Central. 2004.

<http://www.papermaster.net/pmpro/twa/page/home>

¹⁵ (<http://omniformat.com/download.html>)

¹⁶ (<http://www.webopedia.com/TERM/o/optical-character-recognition.html>)

¹⁷ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **seminal** adj. 1 – (of a work, event or person) strongly influencing later developments. Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **seminal**, saad=

¹⁸ Ibid.: **acquisitions** n. 1- a recently acquired asset or object. 2 – the act of acquiring.

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **acquisition**, verwerwing, aanskaffing; aanwins.

¹⁹ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **idioms** n. 1 – a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon).

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **idiom**, spraakwending, idioom, taaleie, tongval, dialek.

²⁰ Ibid.: **homonyms** n. 1 – each of two or more words having the same spelling and pronunciation but different meanings and origins (e.g. POLE¹ “a long slender piece of wood or metal used for support” and POLE² “either of the two locations on the earth which are the ends of the axis of rotation”).

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **homonym**, gelykluidend, homonym.

expressed by more than one word or a phrase is needed. This seems apparent even at a junior professional level because one's professional, although allegedly computer literate, now needs help. The junior professional chooses the latest case or article s/he has heard of, then the best author on the topic. Thereafter more cases and articles within a particular timeframe follow usually with a request for further authors. It still is traditional academic approach.

Limitations in expressing information need: the same error with every enquiry.

In trying to teach the modern library user how to use the library, the information literacy course attempts to reduce all concepts to the how, why, when, who, where and duration segments. However, the enquirer who is new to a subject, shall battle with such an analysis. I may be wondering if my matter is delict, labour law or criminal law in jurisdiction, and who should be prosecuted as the defendant, and since this involves in part a decision based on professional judgment, knowing the facts of the matter before me alone will not render an answer.

A prior question needs to be asked, and a series of compound enquiries may be the only way to determine the answer, combining the issue or subject matter with each type of law, first delict, then labour law and then criminal law in turn. One is looking to decide if other matters have been successful under that type of law, to see the size of the settlement, the types and degree of evidence needed and court rules pertaining to such applications.

Even if an enquiry is for a student on a simple concept like "return on investment" or ROI for example, "when" as a question to put to oneself to orientate the enquiry in the library, makes no sense. Nor does "who" and "where" and "duration", the "why" is part of all business, and the "how", if one does not understand the concept, is precisely the problem. This is from the point of view of the enquirer.

To answer this query, one would need the formula with its components which is the "what", a list of industries or businesses where use of ROI measurements is standard procedure which is a "where", but the other questions fall away. Of course, the most frequent use of ROI currently is for web sites and electronic commerce.

The "what" of ROI is generally described as the result of gains – investment costs divided by investment costs²¹ which also is suitable for Excel²². There are many ways in which to design an ROI formula. One may use Net Present Value which is a measure of future income minus the present value of the cost of the investment and other expenses, simply because money has a time value and R100-00 today is worth more than R100-00 next year²³. One could also use the Internal Rate of Return, a Balanced Scorecard, Economic Value Added, and/or Real Options that allow a small investment to draw fruit based on Call Options or Payback Period.

The "where" of ROI is even more interesting. It is recommended that one uses ROI during usability testing in the development stage of a product²⁴. Diamond Bullet redesigned a state government portal that reduced users' time spent on finding information by 62%, Delta Airlines reduced the number of pages required to get from homepage to ticket purchase from 6 to 4 and was able to report an increase in sales, while Egreeting.com changed their navigation on their site to a categorical scheme that explained the various types of cards available and this increased hits to the catalog.

²¹ Return on Investment: What is ROI analysis? 2003. Mini-whitepaper. A Solution Matrix Ltd.
<http://www.solutionmatrix.com/roigo.html>

²² Pisello, Tom. Ask the CIO Expert: Questions & Answers. Search CIO. January 20, 2004. Tech Target.
http://searchcio.techtarget.com/ateQuestionNResponse/0,289625,sid19_cid568335_tax292624,00.html

²³ Pisello, Tom. IT Value Chain Management. Rlando, Florida: Alinean Press, 2003.
²⁴ Anthes, Gary H. ROI Guide. Net Present Value. February 17, 2003. Computer World Magazine.
<http://www.computerworld.com/management-topics/management/roi/story/0,10801,78530,00.html>

²⁴ ROI Case studies. 2004. usability first. A featured service of Diamond Bullet Design. Diamond Bullet Design.
<http://www.usabilityfirst.com/roi/studies.txl>

It is the gaps and limitations in information that one's professional enquirer needs from the librarian, and this requires the forethought and application of mind of the librarian, as well as subject knowledge or in simplest terms, awareness of the contents of the latest texts in the field.

Usually the gap and error occurs because neither librarian nor junior enquirer ever get to the part of understanding what ROI does not give a company / does not measure. Basically whatever one formula measures, another misses, so that one needs a group of selected formulae. Nor is any formula perfect since some of the items within the formula are based on subjective notions and assessments. There are pure mathematical difficulties too. The degree to which ROI overstates economic value²⁵ depends on 5 factors: length of project life - the longer the project the more likely the error in calculating returns; capitalization policy - if this fraction is small, the overstatement is greater; depreciation - anything other than simple straight-line depreciation automatically gives a higher ROI; cash inflows and time lag; and finally, the growth rate of the new investment - oddly enough a faster growing company shows a lower ROI.

Technical and technological limitations.

Librarians often begin their careers knowing very little about reference works and when they should be generating lists and mind-maps and every manner and means of meta-information tool, they often are discouraged.

Library systems are not integrated: acquisition departments buy whatever they can on an ad hoc basis, while reference librarians puzzle and worry over why their clients still seem dissatisfied. To confuse matters further, seminal authors are reduced to textbooks whose schemes therein may represent misinterpretations of the subject at hand. For example, South African Science textbooks did not make a link between magnetism and planets. One Science teacher alleged it were an error to say that gravity was magnetism for planets - yet the Newton's Laws of Motion apply to both equally. In addition, each and every unending textbook has the same title and list of contents anyway. One needs a reliable system of meta-data for the evaluation of textbooks.

Library services and librarians attract users according to the package they provide, which in a computer age, means that the speed and layout of the catalogue page is what counts, rather than the more traditional methods of assessing the value of a collection.

Moreover, usually greater diligence is not rewarded. If one narrows a search, one does not find texts requiring a higher level of comprehension or a more detailed analysis anymore - there is no more Dewey - one simply loses the scope of one's enquiry. In addition, one must guess at the terms used in titles mostly.

Learning styles.

Then there is the oddity of human behaviour. The same reference librarian is loved by some and spurned by others, and this seems to be primarily determined by a synergy or rapport requiring an understanding of each other's preferred learning pattern, and knowledge of how the learning style itself was created.

There are many different taxonomies for learning styles and types of intelligence. Amalgamated they become contradictory. Human resource managers adopt one aptitude test of one kind or another; and with this alone most professionals become familiar. One needs to understand how one's client's cognitive style fits one's library service. Cognitive styles refers to the preferred way an individual processes information²⁶. These vary from profession to profession, yet one needs to cater too for individual preferences.

In one taxonomy²⁷, where the most important cognitive skills are listed and discussed, the first relates to motivation. Does the person have *intrinsic motivation* or is your enquirer looking for *social reinforcement*?

²⁵ Return on Investment. ROI. September, 2004. Value Based Management.

http://www.valuebasedmanagement.net/methods_roi.html

²⁶ Kearsley, Greg. 2004. Explorations in Learning & Instruction. The Theory Into Practice Database. Cognitive Learning Styles. <http://tip.psychology.org/styles.html>

²⁷ Kearsley, Greg. 2004. Explorations in Learning & Instruction. The Theory Into Practice Database. Cognitive Learning Styles.

This impacts directly onto the type of answer a librarian may need to provide to an enquirer, after our, “What may I do for you?” One provides either support for the standing theory (social reinforcement) or an overview (intrinsic).

The next cognitive habit relates to attention *span and scanning*. One enquirer concentrates on vivid details while another repeatedly sweeps the horizon.

Cognition has topography too. At what point does the *scan level* off into the distance *merging* memories and events, compared to the *sharpening* of the focus and selecting and categorizing of every bush and koppie? These categories are reflected in the structure of information sought by the enquirer too. Every area of knowledge and system of knowledge has similar topographical features, and the astute librarian needs to know where these occur. It would be wonderful to map the topography of enquiries in Excel. (This I hoped to do with this paper, but I am only closer to this goal now.)

But, in addition to that, cognitive skills can be matched directly to personality type. This is particularly the case with the stubborn enquirer who keeps on digging and who will not take “no” or “nothing” for an answer, compared to the more impulsive candidate who habitually hops from one hypotheses to another. The question of *reflection versus impulsivity* is as much a reality of cognitive style as it may be an impediment or hindrance to the enquirer and librarian in getting the enquiry done.

The last cognitive tool is implied by the others: the manner and style of bundling or unbundling concepts “with a ribbon to make one’s problems look neat, then to sell them to the people in the street, Master Jack”. How does the *conceptual differentiation* occur? According to what belief or reason are concepts categorized together or separated? For example, in Political Studies, when viewing the last elections, one may have examined each political party’s idea of a person, and each party’s definition of “black” person and “white” person and an answer to the question of how each may be expected to interrelate. An astute librarian could anticipate such an enquiry and make up an archival record.

This conceptual tool would not necessarily be replicated by other countries having elections. More importantly, before a library record is made, a taxonomy of the event is needed.

The popularized version of cognitive skills²⁸ is the Freudian left-brain, right-brain division with the conservative, anal type allegedly winning the intelligence stakes hands-down. Dare to say you have even one skill of right-brain processing at your command to a BCom graduate, and you are declared a “flake!”

What is the result of this confusion and how does it arise? A comparison of this approach to brain processing with the first, needs to be made.

In the right and left brains scheme, all concepts are referred to as “information processing facets”.

First there is *linear*/straight-line and/or *holistic*, a circle, processing. Then there is *sequential*, 1,2,3, and/or *random* processing. But here the good “Mathematical” approach of the model comes to an end, since an advanced Mathematician will tell you profound Mathematical truths can be discerned in random selection.

Further along, this psychological assessment continues to conflate and confuse the essence of the cognitive skill with a morally pejorative judgment of the right-brained approach, by suggesting that random processing is stupid. This disparagement of one half of the brain, this Freudian/Darwinian insistence that our right-brains are primitive and embarrassing, is even used at times as the basis for falsely differentiating between men and women, because “all women are intuitive” and therefore right-brain.

<http://tip.psychology.org/styles.html>

²⁸ Left Vs. Right. Which side are you on? 2003. Brain Wave Entrainment Technology. Intelegen Inc. Delaware, USA.

<http://brain.web-us.com/brain/LRBrain.html>

For a contrasting approach, see:

Articles and resources to assist home educators and homeschoolers who desire to move beyond the “cookie cutter box” mentality. 2004. Leaping From The Box. GDK Enterprises. (HELM: Home Educators Learning Magazine. Jul/Aug 2002.)

<http://www.leapingfromthebox.com/art/kmg/learningstyles2.html>

The next category, *symbolic* versus *concrete* processing, is interesting from a pedagogic point of view in South Africa. Unisa prides itself on specific examples to illustrate the students' understanding and of students' making their understanding concrete and contextual. Apparently, this is the right-brain approach while the left-brain prefers to memorize formulas or even mnemonics.

But in the final category or distinction, the psychologists win. One may be *reality*-based or *fantasy*-orientated, and if the latter, the work-place shall adapt to the needs of the fantasy-orientated, even while the reality-based are busy formulating procedural guidelines. The right-brain student learns the digestive system by "becoming a piece of food" and establishing an emotional involvement in the matter.

Rudimentary and practical ways of matching cognitive style to library services.

According to Gregorc²⁹, one may be concrete sequential or abstract sequential or again, abstract random or concrete random, thus designing a table of approaches similar to John Kehoe's³⁰ method for determining priorities.

Concrete sequential is: hardworking, conventional, accurate, stable, dependable, consistent, factual and organized. Concrete random is: quick, intuitive, curious, realistic, creative, innovative, instinctive and adventurous.

(No other personality type is needed in the South African workplace, I surmise. See your human resources manager!)

Kolb³¹ has a similar idea of a two-dimensional graph with personalities placed in different quadrants along a Y-axis from concrete experience to abstract conceptualization; and placed along an X-axis from active experimentation to reflective observation.

In educational psychology, one's intelligence and personality type usually is differentiated from one another according to function: either visual, auditory or kinesthetic/tactile, in basic form or, like the colours of the rainbow, either spatial, linguistic, bodily-kinesthetic, logical-mathematical, musical, interpersonal or intrapersonal.

Each teacher for South Africa's Department of Education prepares a tri-faceted lesson based on the fundamental three types of personality and intelligence, using Bloom's Taxonomy as a theoretical base for our new system of Outcomes-Based Education (OBE).

It seems the simplest yet most accurate approach and so I include the Learning Styles table guide for your reference because it covers basic work functions namely spelling, talking, concentrating, meeting someone again, contacting people on business, reading, doing something new at work, putting something together and needing help with a computer application³².

<i>When you..</i>	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?

²⁹ Gregorc, Anthony. Mind Styles. Suny Cortland Web Service. State University of New York College. <http://facultyweb.cortland.edu/andersmd/learning/Gregorc.htm>

³⁰ Kehoe, John. 2004. Zoetic Inc. <http://www.learnmindpower.com/>

³¹ Kolb, D. Learning Style Inventory. College of Educators and Education Technology. Indiana University of Pennsylvania. <http://www.coe.iup.edu/rjl/instruction/cm150/selfintepretation/kolb.htm>

Kolb, D. Learning style inventory. Boston, MA: McBer and Company, 1985.

³² Lamberski, Richard. Learning Styles table guide. March 28, 1998. Chaminade: a Catholic school in the Marianist Tradition. West Hills, California. Adapted from Colin Rose (1987). Accelerated Learning. <http://www.chaminade.org/inspire/learnstl.htm>

Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

Adapted from Colin Rose(1987). Accelerated Learning.

The way people are at work is the way they are with information literacy. Let us now move to our real business of understanding the enquiry.

Dunn & Dunn³³ have identified 5 preference dimensions for instructional or learning experiences: environmental preferences regarding sound, light, temperature and class design; emotional preferences addressing motivation, persistence, responsibility and structure; sociological preferences for private, pair, peer, team, adult or varied learning relations; psychological preferences related to perception, intake, time and mobility; and other psychological preferences based on analytic mode, hemesphericity, and action.

So if you wondered why half the staff rejected the workshop or did not learn anything from it, now you know. I shall leave you to explore these ideas in more detail yourselves.

Reality and perception.

One of the most important structures within which an enquirer experiences the information world depends on the structures of time³⁴ that may be as ingrained into the enquiry as seeming to be an immovable reality. In a working day, most individuals are concerned with linear time only.

Linear:

³³ O'Connor, Terry. Using learning styles to adapt technology for higher education. September, 2004. The National Teaching & Learning Forum. James Rhem & Ass, LLC. Learning Styles Site. Centre for Teaching & Learning. Indiana State University. <http://web.indstate.edu/ctl/styles/learning.html>

³⁴ Inayatullah, Sohail. (Follower of Indian philosopher P.R. Sarkar who worked on peace and conflict.) Framing the shapes and times of the future; Towards a Post-Development Vision of Futures. Metafuture. http://www.metafuture.org/sarkar/framing_the_future.htm

1. Quantitative (time as precious, something not to waste)
2. Technical time (efficient, quantitative and scientific)
3. Electric time (linear time of the city, reducing the night)
4. Institutional time (the institutional power context by which an event is bounded)
5. Generational time (saving the future for one's children; [computers?])
6. Leisure time (time as abundance)
7. Bureaucratic time (scheduled but delayed)

To add meaning to life, to make a satisfying cognitive construct out of life, awareness of cyclical time is necessary, and I wish you to pay attention to sociological time, the age or stage by which one must have bought a car or house, received a promotion and clearly identified oneself as a recognizable personality type within a well-defined field.

Cyclical:

8. Death (time as bounded by the awareness of death, running out of time – Yup, the deadline for this paper almost killed me!)
9. Lunar/solar time (day/night, menstrual cycle, full to new moon)
10. Biological time (nine month cycle)
11. Sexual time (rise and fall, expansion and contraction)
12. Geological time (stability, shocks then stability)
13. Cosmic time (astronomical)
14. Cultural time (being on time, being late, norms of socially shared reality)
15. Mythological time (fall of time from golden to silver, to copper to iron)
16. Religious time (the birth and return of the Prophet, Messiah)
17. Life cycle (birth to death and for some rebirth)
18. Sociological time (the societal patterns)

In South Africa our sociological time is in flux, immediately through our contact with the students who use our libraries, and who are neither fish nor fowl, but rather in disjuncture with the traditional norms of the professions.

The way in which information is described, is in the same manner as we understand cyclical time. Moreover, for an individual to understand an information need, the individual requires a keen understanding of cyclical time and how this changes information's taxonomy and topography.

For example, an older enquirer will associate Liquor Laws with Sunday Legislation and with liquor supply topics like shipping and distributors like Transnet and its warehouses, while a younger enquirer expects to find it under substance abuse, health laws and policies, or an historical event like Prohibition that proves people will break the law to feed their addictions or to make money. If one analyses these associations thus generated, one can see the mental associations belong to different world views altogether.

Sunday Legislation has to do with religious denomination and cultural behaviour, and supply and demand is a domestic economic question essentially determined or limited by infrastructure. The younger person who may not even know the English term liquor, however, believes that alcohol changes social behaviour because of its chemical structure.

Knowledge managers simply take Arts knowledge and convert it into terminology used in the science, technology and business fields by analogy³⁵. It is not necessarily a simple process in the way that basing psychological concepts on classical Greek literary texts is believed to have created a new discipline, but it

³⁵ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **analogy** n. – a comparison between one thing and another made for the purpose of explanation or clarification; the process of making such a comparison.
Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **analogy**, gelykvormigheid, analogie.

may still be referred to a process of developing tropes³⁶, even if I think this is but a new classification scheme of symbols and symbolism best used for literary analysis, or designed by a librarian.

This difference in world-view simply based on age, should increase our awareness of the need for meta-information in the long run, especially to inform the user and increase the flexibility of each database. The “see” reference is king.

The nub of our changing services and selves.

Has our reflection on information literacy, our theoretical self-consciousness, made us more intelligent yet? Are we more able to do our enquiries now? Who or what causes librarians to develop the information field and its services?

There are push and pull factors. Nurses are pushed out of or driven from their professions by poor pay, excessive workloads and violence in the workplace³⁷.

A push factor³⁸ may have been defined differently elsewhere than that understood by nurses. If one is delivering a message to a target audience, one is pushing³⁹. South African library users - even professional ones - do not insist on the provision of information in advance. They frequently position themselves only in relation to what is already available, with deference across subject fields towards developments in the United States alone. European innovations are not sought nor pursued (well, they are not in English), but only followed if pushed by librarians.

Library users often are a pull-factor to librarians and South African library services react to library users' positive registered demand on library services, following whatever detours the more able patrons choose. Many libraries that ought to have democratic suggestion lists are closed libraries to their patrons altogether. However, e-learning is changing the dimensions of the enquiry, the services and the library.

Most business and legal professionals begin life with their libraries using a regimented approach to enquiries at a basic level attained during their years of reading their degrees, and all things being equal, they remain on the same level continually.

This is done by improving: the segment's size, time parameters, individuation, source flexibility or making learning “pull” –orientated and relating learning to performance⁴⁰.

The simplest requirement is often an ill-formulated idea of a subject and the request is simply: “What do you have available? Give me a list from the catalogue.” In certain instances resistance and hostility will be encountered if the librarian responds in an atypical way by a) questioning the enquirer further or b) by explaining the taxonomy of the subject or c) by listing verbally the type of reference sources available.

³⁶ Ibid.: **tropes** n. – a figurative or metaphorical use of a word or expression. – ORIGIN

C16: via Latin from Greek, from trepein ‘to turn’.

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed.

Pretoria: J. L. van Schaik, 1974.: **tropes**, troop, redefiguur.

³⁷ New International Study Shows Working Conditions the Major Factor Driving Nurse Migration. Building Excellence Through Evidence. Conference in Geneva, 28 June 2003. International Council of Nurses.

http://www.icn.ch/PR22_03.htm

³⁸ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **push v. 1.** exert force on (someone or something) in order to move them away from oneself; **factor** a company that buys a manufacturer's invoices at a discount and takes responsibility for collecting the payments due on them.

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed.

Pretoria: J. L. van Schaik, 1974.: **push**, v. bespoedig, deurdryf; **factor**, oorsaak.

³⁹ Srinivas, Hari. 2004. Information and Design Management. The Global Development Research Center.

www.gdrc.org/info-design/design/05.html

⁴⁰ Vyas, Umesh. e-Learning: The Virtual Is Class Apart. Sw02. Softwaredioxide – the ecosystem for software.

<http://www.softwaredioxide.com/channels/PersonView.asp?id=6455>

So the request may be for Environmental Law of South Africa, but provide the five-volumes of the complete component of the primary loose-leaf service, and instant dissatisfaction is the result. There is too much information.

Similarly, an enquiry may be badly-framed by use of incorrect terminology, for example lie detectors, where those exact terms are not the preferred terms and the catalogue will not yield the union of the two terms for all the tea in China.

Lie will produce links to deceit and delict, contract law and misrepresentation; detectors to discovery in law, forensics and security, and scientific measurements when the term one is looking for is “polygraphs”, which is part of the subject of finger-printing under police work, under governmental organizations and procedures and an individual’s constitutional rights. Questions misframed in this manner bespeak of the difficulties of the enquirer.

Taxonomy of enquiries, with enquiry topography.

The point of this paper is to make sense of enquirers’ behaviour by studying the enquiries made. Here are some suggested categories of enquiries for advocates. My sample size was 455, and the sample was not perfectly random but only serendipitously so. There are many better examples of legal enquiries to be included in a guide to reference work in law libraries at a later stage.



TYPES OF ENQUIRY - A NEW TAXONOMY

1. SIMPLE
2. PLAIN
3. TOPICAL
4. SOURCE
5. LEGISLATION
6. PROCEDURE / RULES
7. CONCEPT
8. LEGAL DOCTRINE
9. IN-DEPTH SUBJECT
10. CAUSE AND EFFECT

1. The left-over / remaining enquiries are all Simple enquiries about articles, authors, books and cases. Cases become interesting if one has to search for an Internet location or decipher a citation from *WLD* to *FSupp* to *AITR* to *Sch v Lef* which stands for Schoales & Lefroy Reports. Generally, law report series are named after judges.

Of Simple enquiries, there were 115 out of 455 which makes 25.3%.

2. Next, is Plain Information. This information is found within the desired text or directory. One needs to understand something of legal logic and philosophy to be successful here. For example, are occupational therapists medical practitioners or not? What is the legal status of Vista University? One goes to the Act concerned and reads the text to find the answer. Some of these may be considered a sub-category of high importance, namely, the Live Enquiry. Examples here would be about urgent court applications and the current interest rate on investments and loans. An immediate answer is sought, therefore the enquiry must be completed in real time.

There were only 12 of these enquiries in the sample, or 2.6%. Perhaps the advocates prefer to interpret the text themselves.

3. The first kind of enquiry for which case law is required is the Topical Enquiry (about 13%). General information is sought on an idea or issue in the news, like sports bribery and removing or losing case dockets, or just for general knowledge: the bones in the skull and developments in telecommunications. Sometimes information is sought from different countries like the United States. Basically, the advocate requires direction to a website or library at an institute s/he can contact her/himself. One benefits from a general Internet search here. The query that comes to mind is the one about the Treatment Action Campaign⁴¹ and the Pretoria High Court. There was no court case, but an out-of-court settlement. The document explaining the agreement could only be found on the TAC's website; it was not in any law reports, nor on any legal web site.

4. Source enquiries (about 2%) are about an advocate who knows what s/he wants but would like to know where to find it. Typical examples here would be: South African Law Report translations or, is there a human rights body for Africa?⁴² or, banking law reports or any United States' individual state law reports and even Uniform Rules for Collections⁴³ – and that does not refer to our book collections! These are traditional reference enquiries.

5. Of course, a large part of what a law library does relates to Legislation. Some legislation is sought because it is topical – Legislation – Topical. The government gazette does contain reports about wage determinations for government bodies and industry sectors. The question is how to find this on Sabinet's Government Gazette database⁴⁴?

Sometimes, the question is once again, about source – Legislation - Source. Who has the information? Town-planning schemes and by-laws are kept by the municipalities themselves. Mostly, no-one else keeps these records.

What about restaurant licenses? One needs only gazettes of business notices so one's search must eliminate the other types of gazettes within a given period, then one searches by area, open each remaining gazette and searching under business name using the find button.

⁴¹ Treatment Action Campaign. September, 2004.

<http://www.tac.org.za>

⁴² African Commission on Human and People's Rights. August 10, 2004.

<http://www.achpr.org>

⁴³ URC 522. Codes, rules & model contracts. Doc no. 103/190 Rev. ICC Uniform Rules for Collections.

International Chamber of Commerce.

http://www.iccwbo.org/home/statements_rules/statements/2003/banking_documents.asp

(This link provides other ICC documents with an explanation of customs and tariffs through the World Customs Organisation.)

⁴⁴ Wage determination:

Simons, Jack & Ray. Resistance and reaction. Chapter 24. Class & colour in South Africa. 1850 – 1950. ANC Books.

<http://www.anc.org.za/books/ccsa24.html>

Wage determination No. 173 in 1956. South African History Archive.

<http://www.wits.ac.za/saha/al2420.htm>

Chapter 4. Wage determination. Restructuring the South African labour market.

Commission to Investigate the Development of a Comprehensive Labour Market Policy.

<http://www.labour.gov.za/docs/policy/fint0f.html>

Sectoral determination for contract cleaning sector. May 13, 1999.

<http://www.labour.gov.za/docs/pr/1999/pr0513.html>

Regulations governing the Natal Joint Municipal Provident Fund: Amendments. June 6, 2001.

Kwazulu Natal Government Gazette. (Subscriptions to provincial gazettes are quite rare). PG 6040 PN 261. Issue no. 28.

July 13, 2001. Info Update. Kwazulu Natal Law Society Library.

<http://lawlibrary.co.za/notice/updates/2001/issue28.htm>

Warner, Andrew M. March, 2002. International Wage Determination & Globalisation.

<http://www.nber.org/~confer/2002/si2002/warner.pdf>

Then there is the Legislation-Simple enquiry. The actual document or section of legislation is sought and a specific citation or reference is given. Sometimes, cases are required on that section of law. Now, one may use Jutastat's annotated schedule of case law or simply use phrases from that section of law with synonyms, in order to find the best and widest selection of cases.

Below follows a table of the total number of legislation enquiries answered in the sample. This may be useful in determining one's library planning, since one can emphasize these enquiry skills.

Legislation total: 55 out of 455 = 12.1%.

Book or loose leaf service of compilations of acts and regulations: 1

Cases based on sections of legislation: 3

Commentaries: 1

The document itself: 22

(This presents an interesting aside. Does the enquirer ask for the Act by its correct name? Examples are "Abortion Law" for *Choice of Termination of Pregnancy*, and "Illegal Business" for *Harmful Business Practices Act*. "Interest charges by banks" probably means the enquirer wants the *Usury Act*, and the "law relating to Receiver of Stolen Property" is part of the *Criminal Procedure Act*. One may be required to translate from Afrikaans to English at the drop of a hat. What is *Munisipale Afbakening*?)

The plain information enquiry: 6

(Intra-textual)

The mixed legislation enquiry: 6

(Bills are re-issued, either from private to public or where one bill becomes two; there also are constitutional court orders altering legislation.)

The simple enquiry: 16

(Just the relevant section.)

6. The category of enquiry I call Procedure and Rules is more difficult to answer. It involves quite a bit of technical reference work at a high level: that is to say, these enquiries require subject knowledge. For example, the Judges Rules of the Union of South Africa can be found in the 1913 textbook of Criminal Procedure. This is because textbooks used to be mini-encyclopedias. Generally, advocates need to know which court to approach and why. The assignments of cases shift from level to level over time, sometimes perfunctorily, for example, when the limits at the Small Claims Court are changed. Rape sentencing has to be done by a High Court alone now, since the minimum sentence for rapists changed and these larger sentences fall under the High Court's jurisdiction. Court rules from every African country are needed and these can be found in the schedules to the Supreme Court or High Court Acts. There are questions about witness fees, advocates as commissioners of oaths, right to appeal, rule amendments and the resignation of magistrates and judges⁴⁵: a comparative study.

There were only 13 of these enquiries in the sample, or 2.9%.

7. The next big category of enquiry is the Concept enquiry. When is an enquiry a concept enquiry? In my opinion, when the advocate is looking for a general overview of her/his concept. Types of materials needed would be cases, legislation, definitions, commentary and articles. Any information will do.

⁴⁵ Magistrates and websites.

There are many answers here depending on the scope of the enquiry. Try Iowa, United States:

602.6403 Appointments, qualification, and resignation of magistrates. Chapter 602. Judicial Branch. Iowa code 1999 and merged supplement. Iowa Legislature.

<http://www.legis.state.ia.us/IACODE/1999SUPPLEMENT/602/6403.html>

The Federal Magistrates Act 1999 from Australia:

Federal (all territories of Australia eg. Queensland) Magistrates Court of Australia. February 16, 2004.

<http://www.fmc.gov.au/law/hml/act.html>

South Africa:

Part 2. Human Resource Management. Annual Report. 2001 – 2002. Department of Justice and Constitutional Development.

http://www.doj.gov.za/reports/annualreport2001_2002/2002%210anr-part2.pdf

Omar, Zehir. Crisis looms in magistrates' courts. March, 1998. Letters. De Rebus. South Africa's Attorneys' Journal.

<http://www.derebus.org.za/archives/>

There are topical concepts like cybertrade and deindividuation. There are procedural concepts like confidential communications and criminal jurisdiction. There are legislative concepts like damages, unlawful occupation and evidence. There are concepts of legal doctrines like duty of care, double jeopardy, passing off and lifting the corporate veil. In-depth subject concepts would be items like phrases that repeatedly appear and become common. For example, things like “manifestly unfounded”, “snatching at a bargain”, “poison pill”, “compulsion” and “placee” all relating to various styles and forms of legal drafting. Finally, case concepts are obtained from explanations in legislation like, compliance officer, rescission and capital benefits.

The table for Concept Enquiries looks like this:

Concept total: 101 out of 455 = 22.2%.

Topical: 7

Procedure: 6

Legislation: 21

Legal doctrine: 9

In-depth subject: 28

Case law: 30

These enquires are satisfying, interesting and quite easy to perform.

8. The enquiry to bedevil a person most, must be the Legal Doctrines (about 7%) enquiry. No-one has yet explained to me what category of entity a legal doctrine is, but I think it is the means through which lawyers world-wide break legislation and are permitted to do so through the force of legal reasoning. The same legal reasoning must apply in every situation for a legal doctrine to be born. Examples are the Anton Pillar and Mareva Injunction⁴⁶ and concepts like mutatis mutandis⁴⁷ and vicarious⁴⁸ liability. Now guess at the legal theorem that goes into making something vicarious stricter and larger in scope than normal liability.

9. The In-depth Subject enquiry is troublesome because it requires in-depth subject knowledge for its resolution, although this subject knowledge is general and not specifically of a legal nature. Examples here are requests for forms, mining permits, counter trade, payment instruments, pre-mature applications⁴⁹, enforcement of foreign civil judgments⁵⁰, tariffs, what the employment contract of the essential services is, and demarcation of municipalities and their disestablishment. One can see that most of these relate to local or municipal law, and internal government affairs.

⁴⁶ Chan, Alison. 1998. LED Builders v Eagle Homes – Continuing the Development of Mareva Relief in Australia. Sydney Law Review, pg. 21.

<http://www.worldlii.org/cgi-worldlii/disp.pl/au/journals/SydLREv/1998/21.html>

Ogbu, Ahamefula. Court hears N39-m suit against Cadbury March 29 litigation. February 19, 2001.

Business. This Day Online.

<http://www.thisdayonline.com/archive/2001/02/19/20010219bus01/html>

⁴⁷ Definition of mutatis mutandis, February 14, 2004.

<http://www.mutatismutandis.org/>

⁴⁸ Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **vicarious Adj 1.** experienced in the imagination through the feelings or actions of another person. Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed.

Pretoria: J. L. van Schaik, 1974.: vicarious, plaasvervangend

⁴⁹ No. 124. Impact on tribunal applications. Section 8. Guidance on the Employment Act (2002) (Dispute Resolution) Regulations 2004 and associated provisions in the Employment Act 2002.

http://www.dti.gov.uk/er/comprehensive_guidance_two.htm

AND Andrew Macrae Moat vs Committee of the European Commission. European Court Reports. T-58/92. 1993. pII – 01443

http://europa.eu.int/smartapi/cgi/sga_doc?smartapi!celexplus!prod!CELEXnumdoc&lg=en&numdoc=61992A0058

⁵⁰ Convention on Recognition and Enforcement of Foreign Judgments in Civil and Commercial Matters. February 1st, 1977. The Hague.

<http://www.legallanguage.com/Hague/haguextx16e.html>

OR Act 45 of 1998 of South Africa, s. 43A of GN R1887 of 8 Aug 1991, part of the Magistrates Court Rules:

Members’ Services, Kwazulu Natal Law Society.

<http://www.lawsoc.co.za/members/legalresources/usefulleg/magcourtrules.htm>

The newer advocates reveal themselves by explaining their problem and asking for advice. A hired motor vehicle had an accident in Zambia. Who must bury the deceased? What provisions are there from domestic law to settle negotiations? Is a client bound by attorney negligence?

There were 56 of these, making up a total of 12.3%

10. Here is a twist in the tail about enquiries. This enquiry I call the Cause and Effect (about 1%) enquiry. It asks, if, what then? Examples would be: What is necessary to perfect a notarial bond in common law?⁵¹; At the robot, a shot was fired, so my client did not stop, there was an accident, is my client liable?; They were married in South Africa and are now divorced, so who owns the house in England?

These are enquires that are cross-classifications of the law, where two claims that are legally justified compete with each other. Another aspect of these enquiries is the structural dimension of what happened first and why, which illustrates the impact of time-in-law.

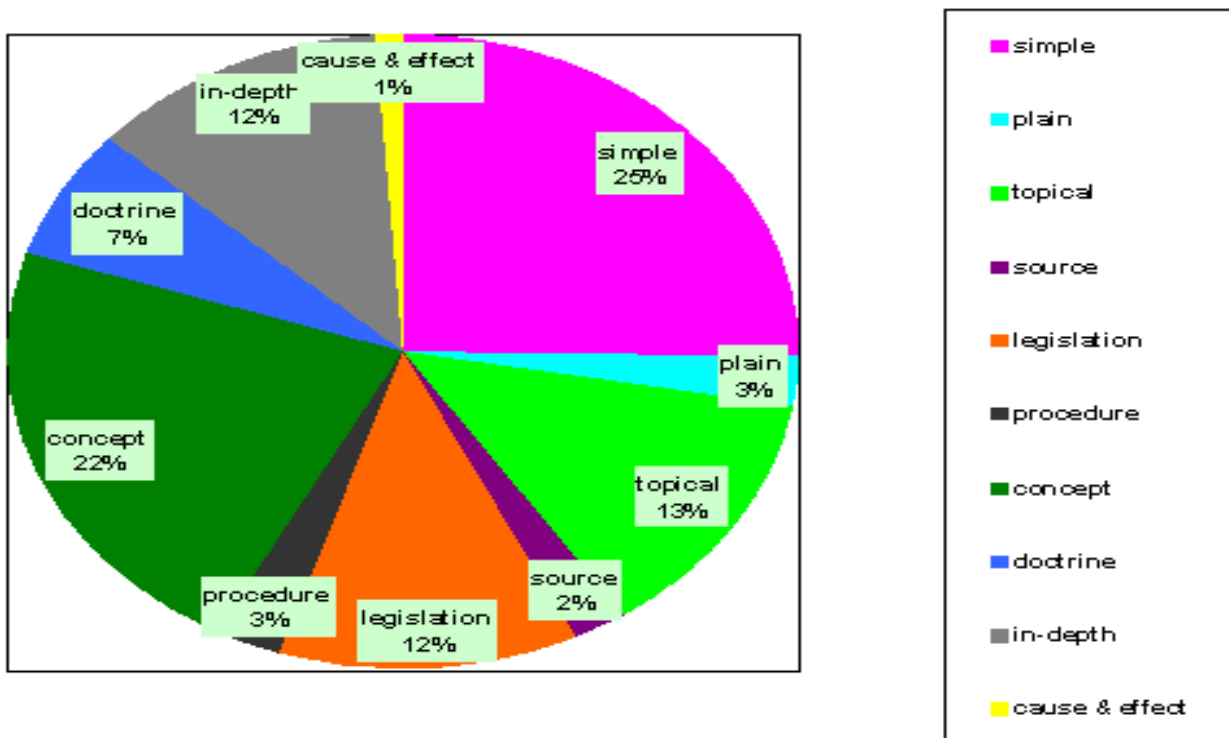
The first two categories with detailed tabulation namely Legislation and Concept enquiries, accounted for one-third of all enquiries, while Simple Enquires by themselves account for a further quarter, making up about 60% of all the enquiries. This points directly to requirements of staff training, and efficiencies to be gained through specialization. The point of understanding how one's enquirers tackle one's service is to feed the information back into one's information literacy course. An information literacy course for advocates requires examining *Legal Drafting* in depth, with an understanding of the *Re-categorization* of our law and its underlying *Dynamics* together with an overview of *Law Reports* and their scope per topic or subject area.

One needs to notify users of the latest developments in each area – this requires a normative⁵² judgment or to explain to the enquirer the categories of enquiries one's library has identified, in order to assist the enquirer with search strategy. How to communicate this information would be need to be decided. Many prefer a flow diagram⁵³.

⁵¹ Donnelly, Andrew. Notarial Bond; pg 6. E-mail Flyer. A client information service. April, 2003. Litigation Department. Shepstone & Wylie Attorneys. Durban.
<http://www.wylie.co.za/%7DUploads/DOCS/April2003.pdf>

⁵² Dictionary Unit for South African English (ed.) South African Concise Oxford Dictionary. Cape Town: Oxford University Press Southern Africa, 2002.: **normative Adj.** relating to or deriving from a standard or norm.

⁵³ Here is a graphic representation of the enquiry analysis.



One's service must suit the task in hand: an opinion is not an overview nor is it live information for the real working place. A live enquiry requires notification of any circumstance that materially influences the information just dispensed. An overview should contain both pros and cons and a comprehensive picture of the usually most-valued information on the topic at the time - the sort of thing even undergraduates may use from time to time. An opinion requires a measurement of the dispersion of opinions across the field and the degree of difference between them.

The enquirer and the information.

Once the enquiry is over, what does the enquirer do with the information thus attained? The electronic storage of information has made libraries the curators of the dispensing or distribution process, and none of us has clever ideas about how to print and bind on company time and budget. Although time-honoured distributors charge for their service like the post office, librarians try to defray the costs themselves. It is an ongoing process of converting information from one format to another, and of producing varying copies.

Fortunately, catalogues and certain full-text databases like Folioviews allow for the automated selection of certain fields or categories only, within limits. The need is for an intelligent page like a child's Magic Slate or Super Slate for collection of information from databases on a page by page basis that could link to a home-based storage system but this has not yet been invented. Academics who use .pdf do so to prevent infringements of copyright, since the entire document must be downloaded and cannot be altered once converted to .pdf. The conversion utility is available free-of-charge on the Internet.

Moreover, there is a difference between reading and understanding - perhaps retaining a page for future reference, versus a personal archive based on one's own interactive notes or shadow files. The bulk of most Internet searches is discarded.

As technology develops, people rely less on the purchase of their own private copies of a text, thereby transferring from their end, an additional load onto library services. An ever greater number of professional reports and other information, is grey literature, for storage on the library computer.

The increased load on library services is generated from both ends: by users and by publishers. Libraries become clearing houses⁵⁴ of information.

In summary, the world of technology increases the demand for library services. Yet one's meta-information needs to be of the highest standard in order to benefit from the advantages of speed of delivery possible, or to be able to find a needle in a haystack as electronic documents accumulate.

Since document managing systems are virtually automatic, the library filing clerk does not afford one the best competitive advantage. One's advantage lies in the skills with which one processes one's enquiry.

I have suggested the best approach or response to technology is to be more self-conscious and reflective by developing a taxonomy of enquiries.

This taxonomy of enquiries performs a quadruple function. Firstly, it aids library planning and acquisitions. Secondly, it informs one's staff training needs. Thirdly, it assists the enquirer with his/her information need assessment and search strategy, a vital component of information literacy. Fourthly, it enhances the automatic processing features of an enquiry, providing an "artificial intelligence" interface for one's enquirer even in one's absence. This makes a librarian a dynamic interface or plug-in with technology, seemingly seamless.

⁵⁴ Ibid.: **clearing house n. 1** a banker's establishment where cheques and bills from member banks are exchanged, so that only the balances need to be paid in cash.

Kritzinger, M.S. B. and Steyn, H. A. Skoolwoordeboek. Afrikaans-Engels. English-Afrikaans. 28th ed. Pretoria: J. L. van Schaik, 1974.: **clearing house**, verrekenkantoor.

Librarians need to develop their skills in recognizing an information system structure and in knowing its strengths and weaknesses. The old-fashioned normative approach to meta-information is sorely needed in South Africa; may the best library innovator win.