

The study by Nora Buchanan and Christine Stilwell documents the development of the two libraries of the University of Natal from 1910 to 2003. They used the historical research method for the collection and analysis of data. This study, by investigating the historical record of the University of Natal Libraries, is not only a revelation of the past but also assisted in identifying possible future trends in academic librarianship in South Africa, particularly as far as the management of multi-centred libraries is concerned.

Libraries and librarians play a central role in organising and communicating knowledge. According to Patrick Ngulube, they are an important part of the knowledge production and use chain. Writers and publishers as part and parcel of the knowledge chain are central to the production and distribution of ideas. Language is fundamental to their ability to communicate and get their literal messages, expressions and ideas through. Publishers and writers may assist in promoting and preserving indigenous languages in general and in South Africa in particular. This may ensure that South Africa's knowledge economy develops without sidelining or discriminating against any culture or language. There are challenges and opportunities that writers and publishers are likely to face in attempting to revitalise and empower indigenous languages in South Africa, but they are not insurmountable.

Myrna Machet and Kasturi Sandra Govende re-examine public library services in New Zealand in light of the developments in information and communication technology (ICT) and an increasingly multicultural population. The research question investigated was "Can an internet portal on a public library website be used to meet the information needs of new Chinese Mandarin immigrants to the Auckland region of New Zealand?" In an attempt to effectively answer the research question and sub-questions, a literature survey was carried out focusing on two aspects relevant to the study: immigration theory and information behaviour (IB). Thirty Chinese Mandarin speaking recent migrants to the Auckland region of New Zealand were interviewed in-depth to determine their IB and resources used. The findings indicate that respondents were in need of everyday survival information. The findings suggest that a more coordinated approach to information provision, for example through a library web portal, will assist respondents in their search for information relating to their initial settlement.

Segarani Naidoo and Jaya Raju investigate the impact of the digital divide on information literacy (IL) training of Extended Curriculum Programme (ECP) students at the Durban University of Technology (DUT). The problem that this study addressed was the impact of having both digitally advantaged and digitally disadvantaged students in the same information literacy classroom, expecting them to reach learning outcomes without frustrating students from either group. The study investigated the impact of the digital divide on IL training of ECP students at DUT and recommended guidelines for the teaching and learning of IL that would accommodate both digitally advantaged and digitally disadvantaged students. The study employed a mixed method approach in its research design. Qualitative and quantitative data that were collected were prepared for analysis by means of content analysis and numerical coding, respectively and then subjected to statistical analysis via SPSS®. The findings of the study revealed that the digital divide impacted on IL training in ways such as slowing down the progress of IL lessons; basic computer skills need to be taught in the IL classroom; and that digitally disadvantaged students found it difficult to follow online lessons while advantaged students already had the expertise to access online information. Based on the findings, the study recommended that computer literacy training should precede IL training and that various creative teaching and learning methods, such as group work, online tutorials, games and interactive websites should be incorporated into IL education to accommodate both digitally advantaged and digitally disadvantaged students in the IL classroom.

Nicoline Wessels and Nampombe Mnkeni-Saurombe investigated the use of the school library at a primary school by teachers at the end of a literacy project, without the guidance of the project facilitators at the school. They give background information about the Academic Literacy Research Project Unit (ALRU) from the University of South Africa, which established a school library at school P as part of the literacy research project. The aim of the Literacy Project was to improve literacy levels and create a strong reading culture that would later have a positive impact on the academic progress of learners at school P. The Literacy Project involved training teachers in literacy and reading matters. In addition to the teacher training a school librarian was trained to manage the school library. At the onset of the post-project study, self-administered questionnaires were drawn up to collect data on the teachers' school library practices after the withdrawal of the project team. The findings suggest that the school library was being utilised and appreciated as an integral part of the learning process, however the teachers seemed to need further exposure and training on information literacy.

Mapule Patricia Sentleng and Lizette King investigated plagiarism among undergraduate students at a higher education institution in South Africa. They examined the level of awareness, and causes of plagiarism among undergraduate first, second and third year students of the departments of Chemistry and Mathematical Technology within the Faculty of Applied Science at a university of technology. A quantitative research method was used. The results of the study confirmed that student plagiarism was fairly common. The study showed that 41% of undergraduate students thought that plagiarism was very serious, but plagiarism was still being practiced within these departments. It was also found that 71.9% of students admitted to using the Internet to compile their assignments. This implies that the Internet is the most possible source of plagiarism. Students also used books and journal articles as possible sources to plagiarize.

Luyanda Dube and Patrick Ngulube underscore the importance of knowledge sharing in a multi-cultural organizational environment. Considering that knowledge sharing processes and probable multicultural influences are contextual, they tried to establish the extent of knowledge flows in the Department of Information Science at the University of South Africa. In particular they sought to have an overall view on how knowledge was shared across intergenerational, cultural and interracial lines in the Department. They used the basic interpretive qualitative research design and data were collected through interviews, observations and document analysis. The data were inductively analyzed and the findings show that the Department must cultivate a knowledge sharing culture.

Enjoy the read
Prof Patrick Ngulube
Editor-in-Chief