

In the second half of 2014, *SAJLIS* received eighteen manuscripts for consideration for publication. Rigorous applications of the journal's editorial policy and double-blind peer review process to maintain the quality of the journal saw only three of these manuscripts make it to the final stage of publication. The remainder of the manuscripts were either rejected or authors were asked to revise and re-submit for review. This rigour in the editorial management of an open access, accredited title is essential in a transformative age in publishing where some still view the traditional subscription-based journal publishing model as more thorough in its peer review process than the open access model. An upside of the open access format is that a new issue of a journal does not necessarily have to be delayed – it may be put out in the public domain and added to as further approved manuscripts become available for publication. By mid-April 2015 two such manuscripts became available and were seamlessly added to issue 80(2).

This second issue for 2014 includes contributions on the use of electronic information resources for academic research, information access in high school libraries, the acceptance and use of e-textbooks by university students, LibGuides as a means of user support, and finally, on evaluation of an information literacy assessment instrument.

Faith Ashinedu Okite-Amughero, Lefose Makgahlela and Solomon Bopape report on an investigation into the challenges faced by postgraduate students in a Nigerian university in the use of electronic information resources for purposes of academic research. The study reveals issues hindering “optimal use” of these resources that are common in many African countries, such as lack of information searching skills, low bandwidth and erratic power supply.

It is regularly lamented that relatively few schools in South Africa have well-resourced and functional school libraries. In a study based on data collected from school principals, teacher-librarians and education officials in Limpopo Province, South Africa, Samuel Mojapelo and Luyanda Dube investigate physical and intellectual accessibility to information resources by high school teachers and learners, and present some of the daunting challenges facing them.

The uptake of e-books in the higher education environment has been somewhat sluggish. Hence, the study by Melanie Wiese and Giselle du Plessis is timely. They report on an investigation into university students' acceptance and use of e-textbooks in an effort to assist libraries to make more informed decisions about their e-book collections and hence “manage this electronic challenge successfully”.

*SAJLIS* is indeed proud to carry in this issue two South African practitioner-driven research-based contributions from novice authors, both of whom are making valuable contributions to their respective higher education institutional communities through practice and research in the critical areas of research support and information literacy assessment. Maureen Chiware reports on survey research into the efficacy of course specific library guides to support essay writing among undergraduates at the University of Cape Town. Janine Lockhart braves the complex world of assessment evaluation and uses item analysis to assess the “validity and reliability” of an online information literacy skills assessment instrument being used by the Cape Peninsula University of Technology.

Enjoy the read!

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Editor-in-Chief